



Prosiding

Seminar Nasional Bahasa dan Sastra

Program Studi Pendidikan Bahasa dan Sastra Indonesia

Fakultas Pendidikan Bahasa dan Seni, IKIP PGRI Bojonegoro

Tema "Peran Bahasa dan Sastra pada Era Super Smart Society (Society 5.0)"

Improving Students' Writing Skill Using Transition-Action-Detail Method In Class Viii Smp Al-Hidayah Tuban In The Academic Year 2022/2023

¹Agus Syaifudin, ²Ima Isnaini Taufiqur Rohmah, ³M. Zainudin

^{1,2,3}Program Studi Pendidikan Bahasa Inggris,

IKIP PGRI Bojonegoro, Indonesia

Agussyaifudin027@gmail.com

abstract- *This research is focused on the use of Transition-Action-Detail on students' writing skills, so the purpose of this study is to find out whether there is a significant effect of using Transition-Action-Detail on the ability to write narrative texts of grade VIII students of Al-Hidayah Tuban Junior High School in the 2022/2023 academic year. The research method used is Classroom Action Research. The data collection used in the research is descriptive quantitative. The population of this study was the VIII grade students of Al-Hidayah Tuban Junior High School with 18 students. In collecting data using instruments in the form of writing test interviews. The results obtained from the research are: 1) the use of the Transition Action Detail method in writing narrative text is categorized as very good, 2) student learning outcomes in narrative text writing material in each cycle have increased above the KKM which is 75, after applying the Transition Action Detail method. The learning result of cycle I was 73,33 with an increase of 6,67. The result of cycle II was 87,5 with an increase in test results of 14,17. This shows that there is an increase from pre-cycle, cycle I and cycle II. It can be concluded that there is a significant effect of using Transition-Action-Detail on students' narrative text writing skills.*

Keywords- *writing skill, narrative text, Transition-Action-Detail (TAD)*

abstrak- Penelitian ini difokuskan pada penggunaan Transition-Action-Detail terhadap kemampuan menulis siswa, sehingga tujuan dari penelitian ini adalah untuk mengetahui apakah ada pengaruh yang signifikan dari penggunaan Transition-Action-Detail terhadap kemampuan menulis teks naratif siswa kelas VIII SMP Al-Hidayah Tuban Tahun Ajaran 2022/2023. Metode penelitian yang digunakan adalah Classroom Action Research. Pengumpulan data yang digunakan penelitian adalah deskriptif kuantitatif. Populasi penelitian ini adalah siswa kelas VIII SMP Al-Hidayah Tuban dengan jumlah siswa 18. Dalam mengumpulkan data, penulis menggunakan instrumen berupa wawancara tes menulis. Hasil yang diperoleh dari penelitian adalah: 1) penggunaan metode Transition Action Detail dalam menulis teks narrative berkategori sangat baik, 2) hasil belajar siswa dalam materi menulis teks narrative setiap siklus mengalami peningkatan di atas KKM yaitu 75 setelah diterapkan metode Transition Action Detail. Hasil belajar siklus 1 adalah 73,33 dengan peningkatan sebesar 6,67. Hasil pada siklus 2 adalah 87,5 dengan peningkatan hasil tes sebesar 14,17. Hal ini menunjukkan bahwa adanya peningkatan dari prasiklus, siklus I dan siklus II. Dapat disimpulkan bahwa ada pengaruh yang signifikan dari penggunaan Transition-Action-Detail terhadap kemampuan menulis teks naratif siswa.

Kata kunci- keterampilan menulis, teks narrative, Transition-Action-Detail (TAD)

INTRODUCTION

Writing is the process of describing a language for the writer to transmit a message to the reader. Writing is a "thing" that exists independently of specific circumstances, writers, or readers, and being a competent writer is essentially a question of mastering grammar (Cahya Kusuma, 2021). One of the writing skills is narrative text. The narrative text is a type of text that tells events coherently, narrative text is also imaginative or unreal or in the form of the author's imagination. Almost every lengthier piece of writing, whether it be fiction or nonfiction, uses narrative writing. When an author writes in a narrative manner, they are attempting to tell a tale about people, conflict, and places, rather than simply conveying facts (Jeffrey, 2016). Narratives are the basis of texts such as novels, short tales, epics, and even personal letters that have a story at their core. These texts can be categorized as mystery, horror, western, science fiction, fantasy, fable, romance, adventure, historical fiction, and more (Wagner & Baskerville, 2000).

Students must pay special attention to detail and obtain a knowledge of grammatical structure, vocabulary, grammar, spelling, and good paragraph development to write properly. However, the difficulties pupils experience include beginning to compose, organizing thoughts, communicating their views, producing effective paragraphs, and making numerous grammatical and spelling errors. Writing is a talent that is useful not just for writing in English, but also for significantly improving other skills. The teacher's goal in an English learning classroom is to help students develop four skills: understanding, speaking, reading, and writing. (Bou et al., 2015). Writing is one of the most essential abilities second-language learners must acquire, and the ability to instruct writing is vital to a language teacher's competence (Hyland, 2003).

Based on observations of the teaching and learning process in class, it is known that SMP Al-Hidayah Tuban, particularly class VIII students, have not demonstrated learning achievement in English lessons according to the standards set for the 2022/2023 academic year. KKM is firmly established, particularly in writing. Researchers' observations of the learning process show that the implementation of the teaching and learning process has not made students active in learning, so students' abilities have not been fully explored.

Based on what has been said, it is important to use the right strategies to help students in class VIII at SMP al-Hidayah learn to write better narrative texts. The TAD strategy can help students in this class who have trouble putting together and developing the main ideas of their essays. Fill out the Transition-Action-Details chart beginning with the "Action" column. Fill in the first box with the first occurrence. Then, in the last "Action" box, write the conclusion. Fill in the blanks with whatever you choose. Finish the "Activity" column by adding a handful of details for each

action. Finally, in the "Transition" column, create brief sentences that introduce each action (Peha, 2003). Writing in the action column helps people put events in order while writing in the details column helps students put events together and describe them.

RESEARCH METHODOLOGY

Classroom Action Research (CAR) was used by the researcher. The purpose of this study is to improve students' writing capabilities in the eighth grade at SMP AL-Hidayah Tuban in the academic year 2022/2023, and the therapy is Transition Action Detail (TAD). Action research is a type of self-reflective inquiry conducted by participants (teachers, students, or principals) in social situations (including education) to improve the rationality and fairness of (1) their social or educational practices, (2) their understanding of practices, and (3) the situations (institutional) in which the practice is carried out (Asrori & Rusman, 2020). There are some models of action research. This research used the Kurt Lewin model. According to Lewin in Mustafid, (2020), theory learning according to Kurt Lewin is a theory field that is studied as a set of concepts with which one can describe logical psycho-reality. These concepts should be broad enough to be applicable in all forms of behavior, and at the same time specific enough to describe a particular person in a concrete situation.

1. Technique data collection

In this study, the data collection is composed of four instruments namely Observation Sheet, Test, Questionnaire and Documentation :

a) Observation Sheet

Observation is the first technique of collecting data. In this technique, the data is taken from the notes about everything happen in the class during teaching learning process. The observation is conducted by observing students' activity, students' responses and participation in teaching learning process by using TAD method. The observation is also about the teachers' treatment to students that method teacher used and how the process worked. Observation was conducted by observing students' activity, and make note

b) Test

Test is an important or procedure designed to elicit performance from learners. The test is used compare students' writing achievement before conducting the research. Written test is the form of the test. Pre test and post test will measure the students' score in reinforcing their writing. Both of pre test and post test are presented in translating the vocabulary. From the result of this test, the researcher will know the students process in remembering the vocabulary before and after teaching and learning writing process through TAD method.

c) Questionnaire

Questionnaire is as documents asking some questions to all individuals in the sample. The researcher uses questionnaire to know the respond of student. The question is given to students in order to know the students' responses of interested in using TAD method during English lesson.

d) Documentation

It refers to administrative documents, progress report and other internal document. The researcher used this method to obtain geographical location, the list of students' name, and other document at SMP Al-Hidayah.

2. Technique of data analyzing

Technique of data analysis comes from the interpretation of the data collection. Researcher analyzed the data using percentage descriptive quantitative. Descriptive Quantitative is describing a phenomena that has been recorded through a measuring instruments and then processed according to its function and has the aim of knowing the learning achievement by students to obtain student responses of learning activities and student activities during the learning process.

Technique of data analysis comes from the interpretation of the data collection. Researcher analyzed the data using percentage descriptive quantitative. Descriptive Quantitative is describing a phenomena that has been recorded through a measuring instruments and then processed according to its function and has the aim of knowing the learning achievement by students to obtain student responses of learning activities and student activities during the learning process.

The researcher got the data from observing the teaching learning process, and the result of the students' test. Then researcher analyzed the data using percentage descriptive quantitative analysis in giving the score to find out the enhancement of students' achievement by using Guessing Word Game. This research can be considered success when they have achieved the criteria of action success. The learning outcomes scores can be shown from pre-test to post-test and pre-questionnaire to post-questionnaire. The Researcher used technique in analyzing the numerical data as follows:

- a. The researcher seeks the average of students' vocabulary score whitin pre-test and post-test in each cycle by using formula:

$$X = \frac{\sum xi}{n}$$

X = mean

xi = sum of all values

n = number of students

Table 3.1 Indicator of Success KKM

Score	Criteria
≤ 60	Very less
61- 74	Not enough
75 - 80	Enough
81 - 90	Good
91 - 100	Very well

- b. The Researcher seeks the class percentage which passes the KKM score by using formula:

$$P = \frac{F}{N} \times 100\%$$

P = the class percentage

F = total percentage score

N = number of students

- c. The percentage of questionnaire test

$$P = \frac{F}{N} \times 100\%$$

P = the percentage

F = total of Yes/No question

N = number of indicators multiplied by total of student

- d. The percentage of students and teacher's activities

$$P = \frac{F}{N} \times 100\%$$

P = the percentage

F = Number of student activities

N = number of indicators multiplied by assessment criteria

- e. Categories of percentage learning outcomes on the material and presented the data in table below:

Table 3.2 Indicator of Success Precentage

Percentage	Criteria
80%-100%	Very Good
70%-79%	Good
60%-69%	Enough
50%-59%	Less
0%-49%	Fail

Research Finding and Discussion

A. Data Research Finding

1. Finding of Pre-Cycle

The initial test results obtained by this researcher were obtained from teacher documentation data obtained by SMP AL-Hidayah Tuban students for the 2022/2023 academic year with a total of 18 students.

NO	INDICATORS	RESULT
1.	Min Score	54
2.	Max Score	78
3.	Average	66.66
4.	Percentage \geq	44,44
5.	Percentage \leq 75	55.55

Hasil tes menulis teks narrative kelas VIII SMP Al-Hidayah Tuban Tahun Pelajaran 2022/2023 pada tahap pra siklus rata-rata 66,66. There were 10 (55,55) students got under 75 while got score above 75 were 8 (44,44). These findings are unsatisfactory because they do not satisfy the completeness standard, which requires that the average student still receive a score below the established KKM, or 75..

Based on the conditions in the field, it is necessary to carry out learning actions to overcome the problems experienced by students. Thus, it is necessary to do cycle 1 as an improvement in the narrative text writing test.

2. Cycle 1

Observations were made together with the actions taken to enhance students' writing narrative texts. Observations made during the learning process. Observation consists of three kinds: observing post-test 1, observing students' activities during the process of learning, and observation of teacher's activities during the process of learning. The following was explained about Post-test 1, observations for students and teachers:

a) Observing of Post-test 1

Based on the data in the table above, it was found that student learning outcomes in the first cycle have increased. This can be proven by looking at data given by the English subject teacher with the table above that the students who completed increased to 12 students, with a percentage of 66,66. Previously, only 8 students (44,44) got the standards or Minimum Completeness Criteria (KKM). It could be seen in the Table below.

NO	INDICATORS	RESULT
----	------------	--------

1.	Min Score	60
2.	Max Score	82
3.	Average	73,33
4.	Percentage ≥ 75	66,66
5.	Percentage ≤ 75	33,33

b) Observing for students

Aspects	score				
	1	2	3	4	5
Students pay attention			√		
Students respond teacher's questions			√		
Students ask questions		√			
Students understand the material presented by the teacher			√		
Students are interested in the learning process			√		
Students understand the use of TAD explained by the teacher.			√		
Students can make narrative texts using the TAD method well..		√			
Students are interested in learning to write narrative texts using the TAD method		√			

Number of student activities : 21

Number of indicators : 8

Percentage of Student Observation : 52,5

The results of observations on student activities during learning obtained a percentage of 52,5. This could be interpreted not good from target.

c) Observing for Teacher

Aspects	score				
	1	2	3	4	5
The teacher explains the material			√		
Teacher interaction with students				√	
Teacher asks questions				√	
The teacher responds to students' questions			√		
The teacher manages the class			√		
The teacher uses media in-TAD			√		
The teacher guides the students in doing the TAD				√	
The teacher gives rules and limits the time in a game			√		

Number of teacher activities : 27

Number of indicators : 8

Percentage of teacher Observation : 67,5%

Based on the data above, it can be seen that in cycle 1 the teacher's ability to manage learning was enough. It obtained a percentage ws 67,5

3. Cycle 2

The writer carried out the observation. The teacher observed the teaching learning process by monitoring the students' activities during this cycle. The observation was done to get the data from the students' progress during their activity when teaching learning process occurred. Observation consists of three kind, namely observation of the data post-test 2, observing of students' activities during the process learning and observation of teacher's activities during the process learning. The following would be explained below:

a) Observing of Post-Test 2

Based on the data in the table above, it was found that student learning outcomes in the second cycle have increased. This can be proven with the table above that students who completed increased to 14 students, with a percentage

87,50%. Only 2 students (12,50%) got under standards or Minimum Completeness Criteria (KKM). It could be seen in table 4.5 below.

NO	INDICATORS	RESULT
1.	Min Score	76
2.	Max Score	88
3.	Average	82,11
4.	Percentage ≥ 75	100
5.	Percentage ≤ 75	0

a) Observing for students

Observation of students' activities

Aspects	score				
	1	2	3	4	5
Students pay attention				√	
Students respond teacher's questions			√		
Students ask questions			√		
Students understand the material presented by the teacher				√	
Students are interested in the learning process				√	
Students understand the use of TAD explained by the teacher.					√
Students can make narrative texts				√	

using the TAD method well..					
Students are interested in learning to write narrative texts using the TAD method					√

Number of student activities : 32

Number of indicators : 8

Percentage of Student Observation : 80%

The results of observations on student activities during learning had increased obtained a percentage of 80%. This could be interpreted good from target.

b) Observing for teacher

Observation teachers' activities

Aspects	score				
	1	2	3	4	5
Teacher explains the material				√	
Teacher interaction with students				√	
Teacher ask questions				√	
Teacher responds students' questions				√	
Teacher manages the class				√	
Teacher uses media in game					√
Teacher guides the students in doing the game					√
The teacher gives rules and limits the time in game					√

Number of teacher activities : 35

Number of indicators : 8
 Percentage of teacher Observation : 87,5%

Based on the data above, it can be seen that in cycle 2 had increased. The teacher's ability to manage learning was excellent. It obtained a percentage was 87,5%.

B. Discussion

a) Pre-Questionnaire

After the students finished working on the writing, the researchers immediately gave questions in the form of questions sheet totaling 8. The time allocation for working on was 15 minutes. The following was the explanation of the pre-questionnaire results.

To get the percentage of YES or No question, the researcher used the following formula :

$$P = \frac{F}{N} \times 100\%$$

1) For "Yes" answer

$$P = \frac{33}{18 \times 8} \times 100\% \\ = 22,91\%$$

2) For "NO" answer

$$P = \frac{111}{18 \times 8} \times 100\% \\ = 77,09\%$$

The result of pre-questionnaire, the respondents who stated YES as many as 33 (22,91%), while those who stated NO as many as 111 (77,09%). It could be concluded that mostly students answer "NO". It means the students' interest in english lesson was still lack. The researcher concluded that the treatment in cycle was necessary to make the students' interest in using Transition Action Detail Method.

No	Answer Respondent	Frequency	Percentage
1.	YES	33	22,91%
2.	NO	111	77,09%

b) Post-Questionnaire

The result of post-questionnaire had increased, the respondents who stated YES as many as 109 (75,69%), while those who stated NO as many as 35 (24,31%). It means that mostly students answer "YES". From the result pre-questionnaire to post-questionnaire could be concluded that students interested in english lesson using game. The result of post questionnaire in table below.

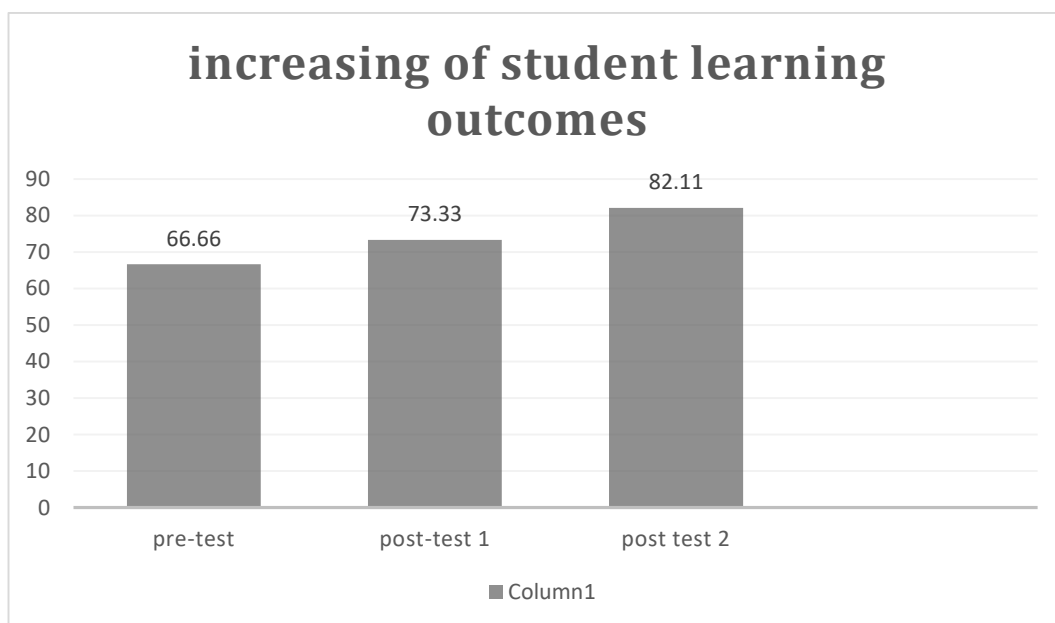
No	Answer Respondent	Frequency	Percentage
1.	YES	109	75,69%
2.	NO	35	24,31%

C. Discussion of the Data

Classroom action research carried out from cycle I to cycle 2 improved students' writing skills. Writing material that focuses on writing narrative texts for class VIII students of SMP Al-Hidayah Tuban through the use of the Transition Action Detail (TAD) method. After using the TAD method, it can be seen that there is an increase in learning outcomes. This increase is very visible in the comparison between cycle I and cycle 2.

Based on the results of research in cycle I and cycle II, it was presented as follows:

1. The Result of Test

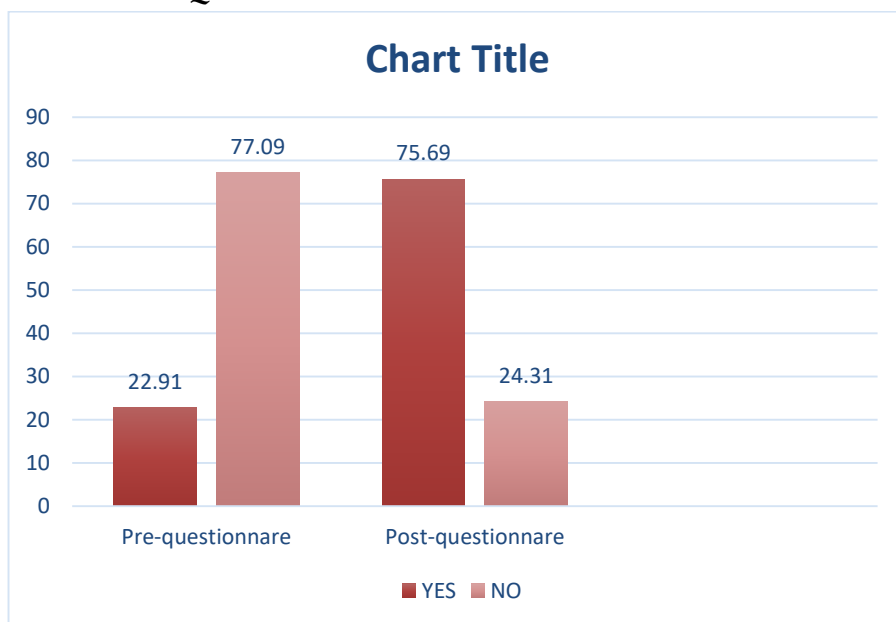


The Diagram of Test

The following was a graph depicting the results of student learning research in the initial data, cycle I and cycle II, and from the following graph it can be clearly seen that there was a significant increase in the percentage from before the research was carried out by 66,66 (not enough) to 73,33 (enough) in the first cycle and became 82,11 (good) in the second cycle. So it can be concluded that the percentage increase that occurred from before

the study to the first cycle was 6,67 while the first cycle to the second cycle was 8,78.

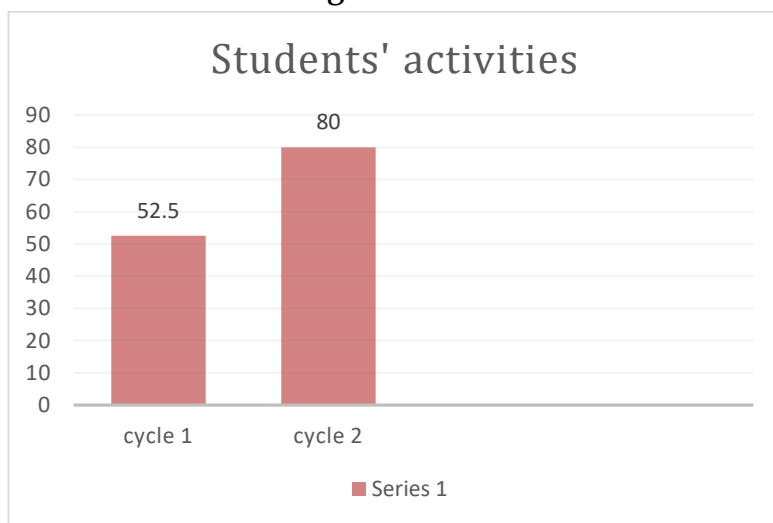
2. The Result of Questionnaire



The Diagram of Questionnaire

The following was a graph depicting the results of the questionnaire on the pre-questionnaire and post-questionnaire data. From the following graph, it could be clearly seen that there was a significant increase in the percentage of pre-questionnaire to post-questionnaire. The result of the pre-questionnaire by the students who states YES was 22.91% and the students who states NO was 77.09%. The result of post-questionnaire by the students who states YES was 75.69% and the students who states NO was 24.31%.

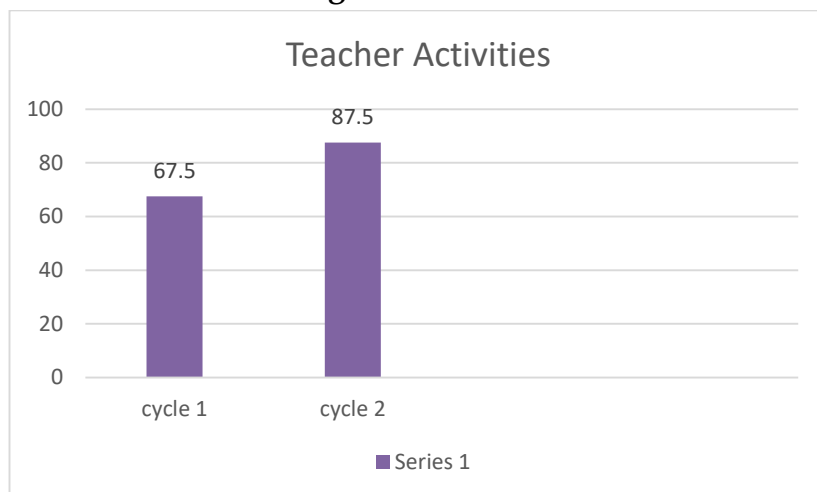
2. The Result of Observing Students' Activities



The Diagram of Students' Activities

The following was a graphic depiction of the results research on students' activities in cycle I and cycle II, and from the following graph it could be clearly seen that there was a significant percentage increase. From 52,5 to 80 (good) an increase of 27.50

3. The Result of Observing Teacher Activities



The Diagram of Teacher Activities

The following was a graphic depiction of the results research on teacher activities in cycle I and cycle II, and from the following graph it could be clearly seen that there was a significant percentage increase. From 67,5 to 87,5 (very good) an increase of 20.

Conclusion

From the explanation of findings and discussion before, it can be concluded that the use Transition Action Detail (TAD) method could improve the mastery of English writing in grade VIII SMP Al-Hidayah Tuban. This was evidenced by the results obtained from each cycle that had been done. The conclusion could be explained from the result of the research as follows:

1. Based on the results data, scores increased before and after the treatment using Transition Action Detail (TAD). It could be seen in the appendix of pretest and posttest. From pre-cycle to cycle 1, the average score of students increased by 6,67. In cycle 1 to cycle 2, the average score of students increased by 8,78. The increase in student learning outcomes after using the TAD method was considered very good from the initial pre-cycle data to the second cycle. In the pre-cycle, only 8 students reached the KKM. In the first

cycle increased to 12 students. In cycle 2, there were 18 students who had gotten score above the KKM.

2. Based on the questionnaire data, the use of Transition Action Detail (TAD) could make students more interested and enthusiastic about learning English in English writing. It could be seen in the data from pre-questionnaire to post-questionnaire in students' interest in writing skills. The result of the pre-questionnaire showed that the students who stated YES as many as 29 (22,65%), while those who stated NO as many as 99 (77,35%). It had an increase the post-questionnaire showed that students who stated YES as many as 97 (77,78%), while those who stated NO as many as 31 (24,22%). It could be concluded that students were interested in English lessons using TAD.

References

- Asrori, & Rusman. (2020). *Classroom Action Research Pengembangan Kompetensi Guru (First)*. CV. Pena Persada.
- Bou, A., Nguyen, N., Ngo, X. M., & Huy, N. T. (2015). PROBLEMS AFFECTING LEARNING WRITING SKILL OF GRADE 11 Et hics in language t est ing-Int ernat ional pract ices and implicat ions for Viet nam PROBLEMS AFFECTING LEARNING WRITING SKILL OF GRADE 11 AT THONG LINH HIGH SCHOOL. *Asian Journal of Educational Research*, 3(2). www.multidisciplinaryjournals.com53
- Cahya Kusuma, R. (2021). *Improving Students' Writing Skill By Using Mind Mapping (A Classroom Action Research at the Eighth Grade of SMP N 2 Karangmalang) Submitted as a Partial Requirements for the Undergraduate Degree in English Language Education ENGLISH LANGUAGE EDUCATION CULTURES AND LANGUAGES FACULTY THE STATE ISLAMIC INSTITUTE OF SURAKARTA 2021*. THE STATE ISLAMIC INSTITUTE OF SURAKARTA.
- Hyland, K. (2003). *Second Language Writing* (Richards Jack C., Ed.). CAMBIDGE LANGUAGE EDUCATION.
- Jeffrey, R. (2016). *ABOUT WRITING: A GUIDE Revised Edition*. Open Oregon Educational Resources.
- Mustafid. (2020). APLIKASI TEORI BELAJAR KURT LEWIN PADA DESAIN PEMBELAJARAN FIKIH. *ITTIHAD, IV*.
- Peha, S. (2003). *Writing The Teacher' s Strategy Guide*. Teaching That Makes Sense, Inc. www.ttms.org
- Wagner, P., & Baskerville, A. (2000). *Targetting Text: Narrative, Drama and Poetry*. Blake Education.

