

The effect of transition-action-details technique on the narrative writing of the eighth grade students of junior high school

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Abstract - This study was an experimental research which aimed at determining the effect of Transition-Action-Details technique on the narrative writing competency of the eighth-grade students of Junior High School. The sampling technique that was used in this study was cluster random sampling through lottery. The lottery was given twice. The result of the first lottery indicated that class VIII.B and class VIII.C were selected as the samples of this study. Both of the samples consisted of 25 students. The result of second lottery indicated that class VIII.B was assigned as experimental group who were taught by using Transition-Action-Detail technique and class VIII.C was assigned as control group who were taught by using conventional writing technique. Research design of this study was Post-test only control group design. After conducting post-test, the result was analysed descriptively and inferentially. The result of data analysis showed that the students who were taught by using Transition-Action-Details technique performed better achievement than those who were taught by using conventional writing technique. It had been proved from the mean score of the experimental group was 82.60 while the score of control group was 73.32. Moreover, the result of t-test analysis was 4.381. In which the comparison was $(4.381 > 1.96)$ $t_{ob} = 4.381$ is higher than $t_{cv} = 1.96$ in the level significance 0.05. It indicates that there is a significant difference between the two groups' score. In this case, null hypothesis (H_0) in this study was rejected. It can be concluded that Transition-Action Detail technique contributed significant influence to the students' writing competency. It can be noticed that the students in the experimental group obtained better result than the students in control group.

Keywords: conventional writing technique; transition-action-details technique; writing competency; writing processes

1. Introduction

In Indonesia, *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School Based Curriculum (SBC) has been implemented in every school. School Based Curriculum (SBC) in junior high school mentions that language has a central role in intellectual, social, and emotional development of the students. School Based Curriculum suggests that students should master the four language skills namely listening, speaking, reading and writing (Wajdi, 2018).

Writing is one of the language skills that should be mastered by the students. It is because writing skill is needed to communicate our idea to the other. Writing is a comprehensive ability covering grammar, vocabulary, conception, and other element (Paul, 2006). In writing process, the students should not teach about grammatical rules only, but they are also able to use the appropriate choice of words, how to organize their idea into a good paragraph, and master other elements of writing.

Based on School Based Curriculum (SBC) and *Standard Isi Pendidikan Nasional*, writing competency has its own standard competency. In details of the standard competency, basic competency is knowledge, skill, and the minimum level that should be mastered by the students. Furthermore, in order to know whether the two basic competencies can be achieved or not, they should be formulated into some indicators. The indicators of in grade VIII in second semester of junior high school are developed the content of paragraph, organise the ideas into a good paragraph, using appropriate vocabulary in writing, using appropriate grammar in writing, and using proper mechanics in writing.

In reality, the students' writing competency is still in problem. Based on observation done in an SMP, there are many students who have low achievement in writing. There are three causes faced by the students in writing. First, the students get problem when they are starting their writing. The students do not know what they should write to begin their writing. Second, the students get problem about how to use appropriate structure rule of language and how to translate their first language into English. When the students write narrative paragraph, their writing is still using simple present. Sometime, their first language influences their target language. Third, most of the students were lack motivation in writing activity. When the students try to write something, they just write what they have in their mind without considering the relationship of one paragraph to the other.

During observation on English teacher, the problems that faced by the students are also caused by the teacher. The teacher is ignoring his role in guiding the students in writing. He providing the students the example of narrative text and explain the generic structure of the text, grammar point and then ask the students to start their writing. If the students found any difficult word, the teacher just translate the word into Bahasa Indonesia without give the students chance to open their dictionary. This kind of strategy was really no good for students' writing competency. It was also reflected on the students' achievement in writing test.

Looking at the causes of the poor ability of the students in writing especially in writing a narrative paragraph, the researcher is challenged to investigate whether or not using Transition-Action-Details technique give any effect on the students' competency in writing narrative paragraph. Transition-Action-Details (TAD) technique was developed by Peha in 2003. It is a technique which can be applied in teaching writing by describing a sequence of events through the application of charts. Each idea will be supported by some supporting details on the columns in the chart. It can make the students capable in developing their idea and express their feeling into a good paragraph.

According to Harmer (2004), writing is considered as a way to measure the students' knowledge. It is because writing is a process of building the idea that comes up from writer's brain into words in meaningful form. It helps the students to develop their ideas, collecting information, and think logically. Writing is communication to convey ideas to other people (Peha, 2003). Writing allows the students to be creative in expressing their idea and knowledge to the other. They can share their feeling, idea, knowledge, thought, and also explore their imagination and their emotion into written form.

Moreover, writing is one of tools to explore and express the feeling, thought, idea, and emotion and make them visible. It can be said that writing is complex and challenging process since it involves the work of brain in thinking, putting them into a good paragraph, and connecting one paragraph to another. It indicates that the writer should make their writing as clear as possible to make the reader can enjoy to read it until finish and the reader will understand the message that the writer delivered.

In order to know the students' achievement in writing competency, rubric is used to assess the students' competency in writing. This study is used a rubric that that previously used by another researcher which is adapted from Anderson (in Hugher, 1989). The rubric involves the categories to assess the students' writing such as content, organization, vocabulary, grammar, and mechanic.

(1) Content

According to Perelman (1998), a text will become a good text if it is considered to have a good content, the text should fulfil the reader's need and relevant with the purpose of the text. When the students write a narrative text, the content of the text that the students should write should have the purpose of narrative text.

(2) Organization

Kies (2011) states that organization refers to how every paragraph, sentence, and phrase connected to each other to support the meaning of the whole piece of writing. It helps the writer to share and express the idea in composing a coherent paragraph.

(3) Vocabulary

Pikulski and Templeton (n.d) state vocabulary is a set of word which is contain meaning. The student have to mastered many vocabulary because the students need to have enough stock of vocabulary or good vocabulary knowledge to be able to write a clear and meaningful writing. they have to know the appropriate word that should they used in their writing.

(4) Grammar

Grammar is the study about how to use grammatical rule of language. it involves the use of parts of speech, tenses, prepositions, pronouns, plural and singular forms, article, and noun. When the writer writes something, the writer should be able to use appropriate grammar to produce a good writing and so that will make the reader enjoy to read it.

(5) Mechanics

Ashby (2005) states that mechanics deals with the components of good writing such as the use of correct spelling, capitalization, and punctuation. Spelling is used to forming words with correct letter in correct order. Capitalization is the rules of using capital letter. Punctuation is the rules of using mark to make the meaning of the sentence clear.

Each category consisted of several descriptors and had different weight in scoring. Each descriptor was given different score range from 1-5 based on the students' performance in writing.

Bram (2003) states that a paragraph is a series of sentences which are organized and coherent, and they are related to a single topic. It means that paragraph is a central idea of the paragraph that covers all of the information. Driscall and Brizee (2010) state that paragraph is a groped of sentences dealing with single topic. It consists of one main idea and accompanied by supporting details. Those supporting details will give any essential information about the paragraph.

Moreover, it can be said that paragraph is a set of sentences grouped together for effective communication which is consist of one single topic. Basically, paragraph consists of three elements such as topic sentence, supporting sentences, and concluding sentences. A topic sentence is the key information of the paragraph. It contains controlling idea of paragraph. It is because topic sentence covered all information of the paragraph.

Supporting sentence is a group of sentences which is consist of one topic sentence. Those sentences are providing evidence to convey the reader fact about the idea in topic sentence. Concluding sentence is the last sentence to end the paragraph. It completes the story about the topic discussed and also it is a sign to the reader that the paragraph is finish.

A narrative paragraph tells about a story of one specific event (Kiester, 2006). It tells of the events in such a way as to create what is popularly recognized as a story. It is concerned with a series of events in the story. It is one of tools that can be used by the students in organising their idea and exploring new idea. It also helps them to express themselves creatively and imaginatively.

Graham and Perin (2007) state that there are three aspects which can be defined as the structure of narrative. There are orientation, complication, and resolution. Orientation is introduction of the story to introduce the character, setting, and time of the story. Complication is the problem that occurs in the story. It will make the reader enthusiast to know the next story. And the last is resolution. Resolution is the end of the story. It will answer the reader's curiosity about the end of the story, either happy ending or in tragic ending.

Transition-Action-Details is a series of event that steps in process. Peha (2003) states that by using Transition-Action-Details as teaching technique help the students to be interested in writing. It is a kinds of pre-writing that helps the students through thee application of chart. Chart can help the students in writing step by step. The students can explore their idea with some details information to give clear explanation to the reader.

There three columns in Transition-Action-Details chart. First column is T-transition. A transition is a word that bridges one topic to another. The transition word can be conjunction such as *Once upon a time, in the morning, next day, finally, etc*". The function of transition word is to connect the idea in the supporting sentences.

Second, action is a list of events that occurs in the story. In action column, it should be filled out by sequence of events and additional information to support the events. The last, details column should be filled out by detail information to explain the main idea. Detail information will make the reader understand the idea of the story.

There are some advantages in using Transition-Action-Details technique in teaching writing.

- (1) Transition-Action-Details chart is easy to be used.
- (2) It helps the students to organize their ideas in systematic way.
- (3) It helps the students to express their ideas in composing a coherent paragraph.
- (4) It helps the students to practice writing paragraph.
- (5) It helps the students' writing be focus on the idea.
- (6) It helps the students to summarize what they have to write.
- (7) This technique is not time consuming since the students can simply apply it.

Conventional writing technique is conventionally used by the teacher in their daily teaching which focuses on the result not on the process. The teacher just give explanation about the generic structure, the tenses based on the book and give less chance to their students to practice.

Mostly, conventional writing technique is implemented in the daily teaching and learning activity. Those activities can make the students bored of the instruction, lack of guidance how to develop and organize their idea into written form, and being unmotivated because the activities are so monotonous. This technique usually decreases the students' willingness to write well.

2. Method

The aim of this study is to find out whether there is any significant difference between writing competency of the students who were taught by using Transition-Action-Details technique in writing a narrative paragraph and the students who were taught by using conventional writing technique of the eighth grade of SMP. The population in this study was the eighth-grade students of SMP. There are ten classes those are VIII.A1, VIII.A2, VIII.B, VIII.C, VIII.D, VIII.E, VIII.F, VIII.G, VIII.H, and VIII.I. For class VIII.A1 and VIII.A2 did not categorize as the population because both of the classes are the top graders students, so both of the classes are excluded from the population.

Cluster Random Sampling was used in this study as sampling technique. It is the selection of groups or clusters of subjects rather than individuals (Best & Kahn, 2005). It is useful when the population members are grouped in units that can be conveniently used as cluster. After that, the researcher used the students' final examination score for obtaining two samples. Then, lottery was applied in order to determine which of the group would become the experimental and control group. Based on the lottery that had been done, class VIII.B which consisted of 25 students was taken as experimental group and class VIII.C which consisted 25 students was taken as control group. To measure in order to identify the difference of the achievement between two groups after treatment, this study was done by using Post-test Only Control Group. Best and Kahn (2005) state that this design involves two groups, one group receive the experimental treatment while the others do not. Both of the groups were form by random assignment.

There also some instruments were used to collect the data such as data collection instrument and treatment instrument. Data collection instrument is an instrument that is used to collect the data. It is researcher's test to administer in order to get the students products for evidence. Writing competency test (Post-test) was used to measure the students' competency of the two groups. It is administrated at the end of the treatment to both experimental group and control group. Writing rubric was used to determine the students' competency in writing a narrative paragraph. The rubric involves a set of categories from assessing the students' writing namely content, organization, vocabulary, grammar, and mechanic.

Treatment instruments that were used in this study are teaching handout and teaching scenario. Teaching handout is the summary of the material that was used during the teaching and learning activities. In this study, the researcher used the narrative text as the material for eight grade students of junior high school. It was used for both experimental group and control group. Teaching scenario is guidance for the teacher in administering the treatments. There were different teaching scenarios that was used for experimental group and control group.

3. Results and Discussion

There were several steps in analysing the data of the research. The data was analysed by using two forms of statistical analysis. Descriptive statistics was used to measure the central tendency or averages such as mean, median, mode, range, and the spread or desperation (standard deviation). Inferential statistics refers to certain type of procedures that allow researchers to make inferences about a population based on the finding from the sample (Best & Kahn, 2005). To prove that the data were appropriate to be analysed parametrically using *t*-test, the data must be categorized as having normal distribution and homogeneity of the variance. Further, a number of criteria used to determine the significant difference between the mean score of both the samples. In this case, the comparison between *t*-observed (t_{ob}) and *t*-critical value (t_{cv}) was used to investigate whether there is a significant difference between the two samples. The study took 0.05 (5%) alpha level of significances for a two-tailed test since the null hypothesis of the difference will be tested.

In determining t_{cv} an appropriate degree of freedom (df) had tp be selected. The formula for degree of freedom for independent samples test (*t*-test) is $n_1 + n_2 - 2$. So, the degree of freedom was $25 + 25 - 2 = 48$. It can be determined in the table Critical Values of the *t*-Distribution as it was summarized in the table below.

Table 1 Critical Values of the <i>t</i> -Distribution	
df	Level of significance of two-tailed test
	0.05
48	1.96

To gain all of the analysis, the researcher used SPSS 17.0 *for windows*. In findings section, there are several sections will be explored. The samples of this study were class VIII.B and class VIII.C. Each of the samples was consisted of 25 students. There were asked to write narrative text based on the topic. The data

were in form of the score as the result of post-test from both groups were analysed in two forms of statistical analysis, namely descriptive statistics and inferential statistics.

Descriptive analysis provided information about mean score, median, mode, range, and standard deviation.

Table 2 Statistics			
		Experimental	Control
N	Valid	25	25
	Missing	0	0
Mean		82.60	73.32
Std. Error of Mean		1.352	1.423
Median		83.00	74.00
Mode		86	75
Std. Deviation		6.759	6.117
Sum		2065	1833

Based on the Table 2, the mean score of students in experimental group was 82.60 and the mean score of control group was 73.32. The median of experimental group was 83.00 while the median of control group was 74.00. The score which frequently appeared in experimental group was 86.00. Meanwhile, 75.00 was the score which was gained by most of the students in control group. Standard deviation of the experimental group was 6.759 while the standard deviation of control group was 6.117. It means that the variation of the score in experimental group was more spread out than in control group.

In the inferential statistics, the data were analysed by using *t*-test. T-test is a parametric statistical test used in order to know whether the difference between means of two samples was significant. T-test was administered to determine whether the difference of mean score between the two groups was significant or not. The t_{cv} was used in this study was 1.96 at significant level of (.05).

Viewing the table above, the significant value of Levene's test for equality of variances exceeds 0.05, the data was read based on equal variances assumed. When *t* observed exceeds the *t* critical value, it indicated there is significant difference between two groups' mean. Based on equal variance assumed shows that $t_{ob} = 4.381$ is higher than $t_{cv} = 1.96$. It is clearly can be understood that there is a significant difference between the two groups. The clear comparison of t_{ob} and t_{cv} was $4.381 > 1.96$ in which t_{ob} was higher than t_{cv} . It means that there is no significant difference between two samples was rejected.

Table 3 Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Score	Equal variances assumed	.288	.594	4.381	48	.000	8.600	1.963	4.653	12.547
	Equal variances not assumed			4.381	47.873	.000	8.600	1.963	4.653	12.547

3.2 Discussion

This research was experimental study which was conducted at SMPN3 S. The purpose of this study is to find out any significant difference of the students' writing achievement between two classes who were treated by using different techniques. In which in this present study the eighth grade of students as population. Sample of study was taken through random sampling. Class VIII.B assigned as the experimental group was treated by using Transition-Action-Details technique in order to know the effect of the technique toward the students' writing competency. Meanwhile, class VIII.C was assigned as control group was

treated by using conventional writing technique. Both of groups were given eight treatments in which after the eight treatments had done, the post-test was administrated. The result of this post-test was analysed in form of descriptive and inferential analysis. The students in the experimental group were treated by using Transition-Action-Details technique which involved the potential use of prewriting in a very interesting way. In the application of Transition-Action-Details technique, the teacher gave the students an example of narrative text, discuss the generic structure of the text, and explain how to use Transition-Action-Details chart in organising their ideas. Then, the teacher gave several topics to the students and asked the students to start their writing through the application of chart. The students can start to write the actual event happen based on the order in which they occurred in action column. Then, they should create the supporting ideas to improve the validity of the ideas. Come up with simple phrases in the transition column that introduce each action. It can help the students to organize their ideas in systematic way.

The students in control group who were taught by using conventional writing technique also were introduced the material about narrative text, the generic structure, and language features of narrative text. Then they were asked to choose one topics given by the teacher to be a narrative text. During the writing process, some students feel confused because they did not know how to start the story and ho to write it into a good narrative paragraph. They faced difficulties in developing and organising their ideas. The teacher kept monitoring the students during writing process.

Viewing the application of each technique above, it could be considered that the experimental group perform better in writing than the control group. The result of post-test was found that the mean score of the experimental group was higher than the score from the control group the mean score of experimental group was 82.60 while the mean sore of control group was 73.32. It can be concluded that experimental group in which Transition-Action-Details technique applied is better than control group in which conventional writing technique applied.

After the result of post-test was administrated descriptively, the second stage was administrated inferentially by using *t*-test. It was done to find out the difference in writing competency between students who given different treatment. The result of *t*-test was 4.381. After the result of post-test was fund out, then it was compared with *t*-observed and *t*-critical value. In which the comparison was $(4.381 > 1.96)$ $t_{ob} = 4.381$ is higher than $t_{cv} = 1.96$. It indicates that there is a significant difference between the two groups' score. Thus, it can be concluded that there is significant difference in writing competency between the eighth-grade students who were taught by using Transition-Action-Details technique and those who were taught conventional writing technique.

The students in the experimental group obtained better result than the students in control group. It was happened because the students in experimental group were treated by effective writing technique in which the students have more chance to practice their writing. The students were taught of how to develop and organize their ideas into a good writing through the application of chart. Chart can help the students to organize their idea in systematic way by putting their idea on the columns. It can help the students to elaborate their idea with some details of their idea to give clear direction to the readers. Detail idea is the key point in attracting the reader to continue reading our writing. Meanwhile, the students in control group got the lower mean score because during the teaching and learning process they were taught by conventional writing technique. The students only get information from book which was explained by the teacher. This made the students feel bored during the class

4. Conclusion

The research aims to investigate the difference of writing competency gained by the eighth-grade students taught through Transition-Action-Details technique and conventional writing technique. The research result shows that there was a significant difference in writing competency between two classes: VIII.B and VIII.C of grade eighth of SMPN3 S taught by using Transition-Action-Details technique and those who were taught by using conventional writing technique.

Based on the result, the data was analysis through descriptive analysis and inferential analysis by using *t*-test. The result of mean score analysed through descriptive analysis. The experimental group reached 82.60 for the mean score while the mean score of control group was 73.32. Moreover, the result of *t*-test also showed that that $t_{ob} = 4.381$ is higher than $t_{cv} = 1.96$ in the level of .05 significance.

Indeed, the null hypothesis was rejected. It means hat there was significant difference between students who were taught through Transition-Action-Details technique and conventional writing technique.

Suggestion

From the result, it is highly recommended to use Transition-Action-Details technique as alternative technique to make the students enjoy during teaching and learning process. Firstly, it is highly recommended for English teacher to improve an alternative technique by using this technique in their class

in teaching activity. Secondly, it is highly recommended for other researchers who are interested in using this technique in other's genre.

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