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Using Transition Action Details (TAD) Strategy to Improve Writing Skills of Grade Ten Students of SMA Negeri 7 Palu

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Abstract

The objective of this research is to find out if using Transition Action Details strategy can improve writing skills of grade ten students of SMA Negeri 7 Palu. The researcher used quasi experimental design consisting of 34 students in experimental class and 34 students in control class. Also, the researcher used purposive sampling. In collecting the data, the researcher gave pretest and posttest to both experimental class and control class. The data is calculated by using statistically analysis to find out the significant difference in students' achievement before and after treatment. The researcher used 0.05 level of significance and 66 degree of freedom (df). The researcher found that the value of t-counted is 4.63 which is higher than the t-table of 1.669. It means that the hypothesis is accepted. In conclusion, using Transition Action Details strategy can improve writing skills of the sampled students.

Keywords: *transition action details strategy, recount text, writing skills*

Introduction

Writing is an activity to convey message and information from our thought in written form. Hidayati (2018) states that writing needs to transmit writer's idea to readers for communication purposes. Futhermore, Risan Rahmad & Hasriani (2019) define writing as the ability to communicate in the form of words, phrases, and paragraphs on paper. The source of the writer's thoughts can come from the writer's feeling, opinion, prior knowledge, for example by reading book, participating in discussion, hearing the news, or watching television. Therefore, writing is a type of cummunication the writers do in order to deliver idea or information in written form.

Writing requires an active procedure to arrange, formulate, and develop the ideas on the paper to ensure that readers can understand the writer's message. Writing skills is a productive skill requires some components such as grammar, dictation, spelling, punctuation in order to put in certain order therefore it can connect sentences into paragraph (Fitria, 2019). Thus, it is activity in which the students need process, practice and several compnents in order to write and become a good writer.

Writing skill is one of the productive skills in English which students can express idea, opinion, thought, and feeling in written form by considering some components that concerned with writing itself. The components of writing contains vocabulary, grammar, and mechanics. Beside the components, students should be able for composing and organizing the content in order the reader can understand the meaning. In writing practices, the students are taught not only how to create a text, but also how to combine

words and sentences structurally and grammatically to make the readers understand the information.

In the Kurikulum Merdeka (2021) especially for grade ten is mentioned, there are some type of texts the students should master including narrative, descriptive, procedure, analytical exposition, recount, and report texts. Specifically, the students are expected to correctly and contextually arrange recount text in the form of oral and written by concerning the aspects of social function, generic structure, and language feature. Thus, the students are expected to practice their writing skills to be able to write a specific text correctly.

However, the expectation has not been fulfilled yet for some reason. A preliminary research carried out on July 27th 2023 found that most students got some problems in writing a recount text. First, the students lacked vocabulary; thus, they were struggling to get ideas in writing. Second, they had poor grammar mastery. Third, they did not have enough knowledge about mechanics of writing. Last, they got difficulty in mastering the writing skills due to the teaching method. All these factors highly influence the students' writing skills.

In relation to the above problems, the researcher then applied a strategy to help students in writing called Transition Action Details (TAD) strategy. It is a great strategy to improve students writing skills because it helps students express their idea systematically based on the events. The researcher chose TAD strategy because it is related to recount text that students studied in the second semester. As mentioned earlier, the students faced difficulties in writing skills such as lack of vocabulary, lack of idea and poor grammar. According to Pratama, Mukhayar, and Reynaldi (2019), TAD strategy is suitable for teaching recount text and narrative text because the strategy helps students to write their past story. In addition, TAD strategy is a strategy consists of three parts, they are Transition, Action, Details. Those parts guide students to write their story based on the sequence or chronological order.

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Method

This research applied quasi-experimental research design. There were two classes involved in this research. They were experimental class and control class. Experimental class received treatment using TAD strategy, while Control class was a class that received regular instruction or without applying the strategy. The researcher gave pretest and posttest to both classes as shown in the following research design by Arikunto (2013, p.87).

E	O1	X	02
F	O3		04

Where:
E : experimental class
F : control class
X : treatment
O1 O3 : pretest
O2 O4 : posttest

Population is entire group that someone wants to draw conclusion about. Population should be the focus of generalization and it needs to be fully described (Disman et al., 2017). The population of this study is grade ten students of SMA Negeri 7

Palu which consists of 10 classes. The total of the population is 352 students. Also, the sample of this research is X6 consists 34 students as experimental class and X1 contains 34 students as control class. To support this research, the researcher have to obtain the data. Instrument is a tool to collect data from sample. The instrument of collecting data is test which includes pretest and posttest.

The researcher used simple statistical analysis in data analysis applying formulas from Arikunto (2013). Firstly, to examine the individual score of the students in writing test (standard scores), she used the following formula.

$$\sum = \frac{x}{n} \times 100$$

$\sum$ = Standard score
x = Students score
n = Maximum score

Secondly, to analyze the group mean score, the researcher applied the formula as shown below.

$$M = \frac{\sum x}{N}$$

M = Mean score
$\sum$x = Sum of standard scores
N = Number of students

Then, the following formula used to analyze the deviation score.

$$d = X_2 - X_1$$

d = Deviation score
X_2 = Standard scores on posttest
X_1 = Standard scores on pretest

In order to investigate the mean derivation, the following formula is used.

$$Md = \frac{\sum x}{N}$$

Md = Mean deviation
$\sum$x = Sum of scores deviation
N = Number of students

Last, the sum of square will be analyzed using the formula below.

$$\sum x^2 = \sum X^2 - \frac{(\sum x)^2}{N}$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum y)^2}{N}$$

$\sum x^2$ = Sum of square deviation of experimental class
$\sum y^2$ = Sum of square deviation of control class
$\sum X^2$ = total square deviation of experimental class
$\sum Y^2$ = total square deviation of control class
N = Number of students

Finally, the following formula used to determine the impact of Transition Action Details Strategy on students' writing skills.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx+Ny-2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

t = t-counted
Mx = Mean deviation of experimental class
My = Mean deviation of control class
$\sum x^2$ = Sum of square deviation of experimental class
$\sum y^2$ = Sum of square deviation of control class
Nx = Total number of students of experimental class
Ny = Total number of students of control clas
To analyze the data of this research, the researcher uses one kind of data analysis.

Results

The data were obtained from test including pretest and posttest. The tests were administered to the both classes. Pretest is given before applying the treatment and posttest is given after applying the treatment by using Transition Action Details (TAD) strategy in experimental class. The pretest was administered in order to find out the result of students' writing skills in the first meeting. Posttest was given after the treatment in order to determine the result of students after receiving the treatment. The result of each test from both classes was compared to specify whether using TAD strategy can improve students' writing skills or not.

The Result of the Pre-Test

This pre-test was administered on January 9th 2024. This aimed to find out the result of students prior skill in writing recount text.

Students' score on pretest in experimental class

No	Initials	Students' Scores				Obtained Score	Max. Score	Standard Score	Category	Qualification
		C	G	V	M					
1	AA	2	1	1	1	5	16	31.25	Poor	Failed
2	AF	3	2	1	1	7	16	43.75	Poor	Failed
3	AKS	2	1	2	2	7	16	43.75	Poor	Failed
4	AN	4	2	3	1	10	16	62.50	Poor	Failed
5	AR	4	2	2	1	9	16	56.25	Poor	Failed
6	ARN	3	3	2	2	10	16	62.50	Poor	Failed
7	ASA	3	2	2	2	9	16	56.25	Poor	Failed
8	CNA	3	3	2	1	9	16	56.25	Poor	Failed
9	DA	2	3	2	1	8	16	50.00	Poor	Failed
10	DF	3	4	2	1	10	16	62.50	Poor	Failed
11	FL	2	1	2	1	6	16	37.50	Poor	Failed
12	FNA	4	2	3	1	10	16	62.50	Poor	Failed
13	FY	4	2	2	1	9	16	56.25	Poor	Failed
14	FZ	2	1	2	1	6	16	37.50	Poor	Failed
15	KS	4	2	3	1	10	16	62.50	Poor	Failed
16	MAL	4	2	3	1	10	16	62.50	Poor	Failed
17	MAR	4	3	1	1	9	16	56.25	Poor	Failed
18	MAZ	4	2	2	1	9	16	56.25	Poor	Failed
19	MFA	3	2	2	1	8	16	50.00	Poor	Failed

20	MIS	3	3	1	2	9	16	56.25	Poor	Failed
21	MOG	4	2	2	1	9	16	56.25	Poor	Failed
22	MR	3	2	2	2	9	16	56.25	Poor	Failed
23	MT	4	2	1	1	8	16	50.00	Poor	Failed
24	NR	3	2	2	1	8	16	50.00	Poor	Failed
25	OL	4	3	2	1	10	16	62.50	Poor	Failed
26	RD	3	3	2	1	9	16	56.25	Poor	Failed
27	RI	4	2	2	2	10	16	62.50	Poor	Failed
28	RN	2	3	2	1	8	16	50.00	Poor	Failed
29	RS	2	2	1	1	6	16	37.50	Poor	Failed
30	SI	4	2	2	2	10	16	62.50	Poor	Failed
31	SM	4	1	3	2	10	16	62.50	Poor	Failed
32	TM	1	2	2	2	7	16	43.75	Poor	Failed
33	WD	2	2	1	1	6	16	37.50	Poor	Failed
34	ZA	3	2	3	1	9	16	56.25	Poor	Failed
		106	**73**	**67**	**43**	**289**	**16**	**1806.25**	**Poor**	**Failed**
							Mean	**53.13**		

The analysis of group mean score is required after analyzing the students' individual score of both classes. It was found that the mean score of the experimental class was 53.13

$$M = \frac{\sum x}{N}$$
$$M = \frac{1806.25}{34}$$
$$M = 53.13$$

Students' score on pretest in control class

No	Initials	Students' Scores				Obtained Score	Max. Score	Standard Score	Category	Qualification
		C	G	V	M					
1	AA	3	2	2	1	8	16	50.00	Poor	Failed
2	AD	4	2	2	1	9	16	56.25	Poor	Failed
3	AF	2	2	2	1	7	16	43.75	Poor	Failed
4	AM	3	1	1	1	6	16	37.50	Poor	Failed
5	AP	2	2	1	1	6	16	37.50	Poor	Failed
6	AY	4	3	2	1	10	16	62.50	Poor	Failed
7	BA	4	2	2	2	10	16	62.50	Poor	Failed
8	EES	3	1	2	3	9	16	56.25	Poor	Failed
9	EK	4	2	1	1	8	16	50.00	Poor	Failed
10	GZ	3	2	2	1	8	16	50.00	Poor	Failed
11	HDP	4	4	2	2	12	16	75.00	Good	Successful
12	HY	3	4	2	1	10	16	62.50	Poor	Failed
13	IB	2	4	3	2	11	16	68.75	Poor	Failed
14	LAK	3	4	2	2	11	16	68.75	Poor	Failed
15	LLF	4	3	2	1	10	16	62.50	Poor	Failed
16	MA	4	3	2	1	10	16	62.50	Poor	Failed
17	MIK	2	1	1	1	5	16	31.25	Poor	Failed

18	MIL	2	1	1	2	6	16	37.50	Poor	Failed
19	MFS	4	2	2	1	9	16	56.25	Poor	Failed
20	MH	4	2	2	1	9	16	56.25	Poor	Failed
21	MQ	4	3	3	2	12	16	75.00	Good	Successful
22	MR	2	2	2	2	8	16	50.00	Poor	Failed
23	NF	3	3	3	2	11	16	68.75	Poor	Failed
24	NIZ	2	4	1	2	9	16	56.25	Poor	Failed
25	NR	4	2	3	1	10	16	62.50	Poor	Failed
26	PN	2	4	3	1	10	16	62.50	Poor	Failed
27	RF	4	4	1	1	10	16	62.50	Poor	Failed
28	RG	3	2	2	1	8	16	50.00	Poor	Failed
29	RHN	4	2	2	2	10	16	62.50	Poor	Failed
30	ROR	4	2	1	2	9	16	56.25	Poor	Failed
31	RY	4	2	2	1	9	16	56.25	Poor	Failed
32	SNA	4	2	2	2	10	16	62.50	Poor	Failed
33	SSA	4	1	2	1	8	16	50.00	Poor	Failed
34	WN	4	2	2	2	10	16	62.50	Poor	Failed
		112	**82**	**65**	**49**	**308**	**16**	**1925.00**	**Poor**	**Failed**
							Mean	**56.62**		

The analysis of group mean score is required after analyzing the students' individual score of both classes. It was found that the mean score of the control class was 56.62.

$$M = \frac{\sum x}{N}$$
$$M = \frac{1925.00}{34}$$
$$M = 56.62$$

The Result of the Post-Test

Student's Score on posttest in experimental class

No	Initials	Students' Scores				Obtained Score	Max. Score	Standard Score	Category	Qualification
		C	G	V	M					
1	AA	3	2	2	1	8	16	50.00	Poor	Failed
2	AF	4	2	3	2	11	16	68.75	Poor	Failed
3	AKS	4	3	2	1	10	16	62.50	Poor	Failed
4	AN	4	4	2	1	11	16	68.75	Poor	Failed
5	AR	4	3	3	1	11	16	68.75	Poor	Failed
6	ARN	4	3	3	1	11	16	68.75	Poor	Failed
7	ASA	4	4	3	2	13	16	81.25	Good	Successful
8	CNA	4	4	3	2	13	16	81.25	Good	Successful
9	DA	4	4	3	1	12	16	75.00	Good	Successful
10	DF	4	4	3	2	13	16	81.25	Good	Successful
11	FL	3	2	2	2	9	16	56.25	Poor	Failed
12	FNA	4	3	3	2	12	16	75.00	Good	Successful
13	FY	2	4	3	1	10	16	62.50	Poor	Failed
14	FZ	3	3	2	2	10	16	62.50	Poor	Failed

15	KS	4	3	3	1	11	16	68.75	Poor	Failed
16	MAL	4	4	3	1	12	16	75.00	Good	Successful
17	MAR	4	3	3	2	12	16	75.00	Good	Successful
18	MAZ	4	3	3	2	12	16	75.00	Good	Successful
19	MFA	4	4	2	1	11	16	68.75	Poor	Failed
20	MIS	4	3	2	1	10	16	62.50	Poor	Failed
21	MOG	4	4	3	2	13	16	81.25	Good	Successful
22	MR	4	3	3	1	11	16	68.75	Poor	Successful
23	MT	4	4	3	2	13	16	81.25	Good	Successful
24	NR	4	2	3	1	10	16	62.50	Poor	Failed
25	OL	4	4	2	1	11	16	68.75	Poor	Failed
26	RD	4	3	3	2	12	16	75.00	Good	Successful
27	RI	4	4	2	2	12	16	75.00	Good	Successful
28	RN	4	3	3	2	12	16	75.00	Good	Successful
29	RS	4	3	3	1	11	16	68.75	Poor	Failed
30	SI	4	4	3	3	14	16	87.50	Good	Successful
31	SM	4	3	2	2	11	16	68.75	Poor	Failed
32	TM	4	4	2	1	11	16	68.75	Poor	Failed
33	WD	3	2	2	2	9	16	56.25	Poor	Failed
34	ZA	4	3	2	1	10	16	62.50	Poor	Failed
		130	**111**	**89**	**52**	**382**	**16**	**2387.50**	**Good**	**Successful**
							Mean	**70.22**		

The analysis of group mean score is required after analyzing the students' individual score of both classes. It was found that the mean score of the control class was 70.22.

$$M = \frac{\sum x}{N}$$
$$M = \frac{2387.50}{34}$$
$$M = 70.22$$

Student's score on posttest in control class

No	Initials	Students' Scores				Obtained Score	Max. Score	Standard Score	Category	Qualification
		C	G	V	M					
1	AA	3	3	2	2	10	16	62.50	Poor	Failed
2	AD	4	3	3	1	11	16	68.75	Poor	Failed
3	AF	4	2	2	1	9	16	56.25	Poor	Failed
4	AM	3	3	2	1	9	16	56.25	Poor	Failed
5	AP	3	2	2	1	8	16	50.00	Poor	Failed
6	AY	4	3	3	1	11	16	68.75	Poor	Failed
7	BA	4	3	3	2	12	16	75.00	Good	Successful
8	EES	4	3	2	1	10	16	62.50	Poor	Failed
9	EK	4	3	3	2	12	16	75.00	Good	Successful
10	GZ	4	3	2	1	10	16	62.50	Poor	Failed
11	HDP	4	4	3	2	13	16	81.25	Good	Successful

12	HY	4	4	3	1	12	16	75.00	Good	Successful
13	IB	4	4	2	2	12	16	75.00	Good	Successful
14	LAK	4	4	3	1	12	16	75.00	Good	Successful
15	LLF	4	4	3	1	12	16	75.00	Good	Successful
16	MA	4	4	2	1	11	16	68.75	Poor	Failed
17	MIK	3	2	2	1	8	16	50.00	Poor	Failed
18	MIL	2	2	2	1	7	16	43.75	Poor	Failed
19	MFS	4	2	2	2	10	16	62.50	Poor	Failed
20	MH	4	3	2	1	10	16	62.50	Poor	Failed
21	MQ	4	4	3	2	13	16	81.25	Good	Successful
22	MR	4	2	2	1	9	16	56.25	Poor	Failed
23	NF	4	4	3	1	12	16	75.00	Good	Successful
24	NIZ	4	2	2	2	10	16	62.50	Poor	Failed
25	NR	4	4	2	1	11	16	68.75	Poor	Failed
26	PN	4	3	3	1	11	16	68.75	Poor	Failed
27	RF	4	4	2	1	11	16	68.75	Poor	Failed
28	RG	4	2	2	1	9	16	56.25	Poor	Failed
29	RHN	4	3	2	2	11	16	68.75	Poor	Failed
30	ROR	2	4	3	2	11	16	68.75	Poor	Failed
31	RY	4	4	2	1	11	16	68.75	Poor	Failed
32	SNA	4	3	2	2	11	16	68.75	Poor	Failed
33	SSA	4	2	3	1	10	16	62.50	Poor	Failed
34	WN	4	3	3	2	12	16	75.00	Good	Successful
		128	**105**	**82**	**46**	**361**	**16**	**2256.25**	**Poor**	**Failed**
							Mean	**66.36**		

The analysis of group mean score is required after analyzing the students' individual score of both classes. It was found that the mean score of the experimental class was 66.36

$$M = \frac{\sum x}{N}$$
$$M = \frac{2256.25}{34}$$
$$M = 66.36$$

Deviation Score

Deviation score is required to define the scores difference gained by the students on the pretest and on the posttest as shown in table 4.5 and 4.6. By the deviation scores, the mean deviation can be analyzed.

Deviation and squared deviation of experimental class

No	Initial	Pretest	Posttest	Deviation	Square Deviation
1	AA	31.25	50.00	18.75	351.56
2	AF	43.75	68.75	25.00	625.00
3	AKS	43.75	62.50	18.75	351.56
4	AN	62.50	68.75	6.25	39.06
5	AR	56.25	68.75	12.50	156.25
6	ARN	62.50	68.75	6.25	39.06

7	ASA	56.25	81.25	25.00	625.00
8	CNA	56.25	81.25	25.00	625.00
9	DA	50.00	75.00	25.00	625.00
10	DF	62.50	81.25	18.75	351.56
11	FL	37.50	56.25	18.75	351.56
12	FNA	62.50	75.00	12.50	156.25
13	FY	56.25	62.50	6.25	39.06
14	FZ	37.50	62.50	25.00	625.00
15	KS	62.50	68.75	6.25	39.06
16	MAL	62.50	75.00	12.50	156.25
17	MAR	56.25	75.00	18.75	351.56
18	MAZ	56.25	75.00	18.75	351.56
19	MFA	50.00	68.75	18.75	351.56
20	MIS	56.25	62.50	6.25	39.06
21	MOG	56.25	81.25	25.00	625.00
22	MR	56.25	68.75	12.50	156.25
23	MT	50.00	81.25	31.25	976.56
24	NR	50.00	62.50	12.50	156.25
25	OL	62.50	68.75	6.25	39.06
26	RD	56.25	75.00	18.75	351.56
27	RI	62.50	75.00	12.50	156.25
28	RN	50.00	75.00	25.00	625.00
29	RS	37.50	68.75	31.25	976.56
30	SI	62.50	87.50	25.00	625.00
31	SM	62.50	68.75	6.25	39.06
32	TM	43.75	68.75	25.00	625.00
33	WD	37.50	56.25	18.75	351.56
34	ZA	56.25	62.50	6.25	39.06
	Total Score	**1806.25**	**2387.50**	**581.25**	**11992.14**

Deviation and squared deviation of control class

No	Initial	Pretest	Posttest	Deviation	Square Deviation
1	AA	50.00	62.50	12.50	156.25
2	AD	56.25	68.75	12.50	156.25
3	AF	43.75	56.25	12.50	156.25
4	AM	37.50	56.25	18.75	351.56
5	AP	37.50	50.00	12.50	156.25
6	AY	62.50	68.75	6.25	39.06
7	BA	62.50	75.00	12.50	156.25
8	EES	56.25	62.5	6.25	39.06
9	EK	50.00	75.00	25.00	625.00
10	GZ	50.00	62.50	12.50	156.25
11	HDP	75.00	81.25	6.25	39.06
12	HY	62.50	75.00	12.50	156.25
13	IB	68.75	75.00	6.25	39.06
14	LAK	68.75	75.00	6.25	39.06

15	LLF	62.50	75.00	12.50	156.25
16	MA	62.50	68.75	6.25	39.06
17	MIK	31.25	50.00	18.75	351.56
18	MIL	37.50	43.75	6.25	39.06
19	MFS	56.25	62.50	6.25	39.06
20	MH	56.25	62.50	6.25	39.06
21	MQ	75.00	81.25	6.25	39.06
22	MR	50.00	56.25	6.25	39.06
23	NF	68.75	75.00	6.25	39.06
24	NIZ	56.25	62.50	6.25	39.06
25	NR	62.50	68.75	6.25	39.06
26	PN	62.50	68.75	6.25	39.06
27	RF	62.50	68.75	6.25	39.06
28	RG	50.00	56.25	6.25	39.06
29	RHN	62.50	68.75	6.25	39.06
30	ROR	56.25	68.75	12.50	156.25
31	RY	56.25	68.75	12.50	156.25
32	SNA	62.50	68.75	6.25	39.06
33	SSA	50.00	62.50	12.50	156.25
34	WN	62.50	75.00	12.50	156.25
	Total Score	**1925.00**	**2256.25**	**331.25**	**3945.26**

Next, the researcher analyzed the mean deviation of both classess to find out the difference.

Experimental Class

$$Mx = \frac{\sum x}{N}$$

$$Mx = \frac{581.25}{34}$$

$$Mx = 17.10$$

Control class

$$My = \frac{\sum x}{N}$$

$$My = \frac{331.25}{34}$$

$$My = 9.74$$

Before analyzing t-counted using t-test formula, sum of square deviation of both classes needs to be analyzed to show the variability of a data set. It means, degree of variability within the set of data can be seen from the result of the sum of squared deviation. The following is the analysis of sum of square deviation of both classes.

$$\sum x^2 = \sum X^2 - \frac{(\sum X)^2}{N}$$

$$= 11992.14 - \frac{(581.25)^2}{34}$$

$$= 11992.14 - \frac{(337851.56)}{34}$$

$$= 11992.14 - 9936.81$$

$$= 2055.33$$

$$\sum y^2 = \sum Y^2 - \frac{(\sum Y)^2}{N}$$

$$= 3945.26 - \frac{(331.25)^2}{34}$$

$$= 3945.26 - \frac{109726.56}{34}$$

$$= 3945.26 - 3227.25$$

$$= 718.01$$

Last, t-counted value was analyzed to specify the significant difference between the means of both classes using the mean deviation, the sum of squared deviation and the number of students of each group. Since the participants in each class are different while both classes come from single or same population, t-test was used as follows.

$$t = \frac{Mx - My}{\sqrt{\left(\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right)\left(\frac{1}{Nx}\right) + \left(\frac{1}{Ny}\right)}}$$

$$t = \frac{17.10 - 9.74}{\sqrt{\left(\frac{2055.33 + 718.01}{34+34-2}\right)\left(\frac{1}{34}\right) + \left(\frac{1}{34}\right)}}$$

$$t = \frac{7.36}{\sqrt{\left(\frac{2773.34}{66}\right)\left(\frac{34+34}{1156}\right)}}$$

$$t = \frac{7.36}{\sqrt{(42.02)(0.06)}}$$

$$t = \frac{7.36}{\sqrt{2.52}}$$

$$t = \frac{7.36}{1.59}$$

$$t = 4.63$$

The t-counted value is 4.63. This value cannot determine if the hypothesis is accepted; therefore, the analysis of t-table value is required. Here is the analysis using an interpolation formula proposed by Jainuri (2022).

$$C = C_0 + \frac{C_1 - C_0}{B_1 - B_0}.(B - B_0)$$

Where:
C = critical value
C_0 = critical value of minimum degree of freedom
C_1 = critical value of maximum degree of freedom
B_1 = maximum degree of freedom
B_0 = minimum degree of freedom
B = the degree of freedom
Degree of freedom: Nx +Ny – 2
= 34 + 34 – 2
= 66 (between 60 and 120)
Level of significance:
= 0.05
= df (60) = 2.000 df (120) = 1.980

$$C = C_0 + \frac{C_1 - C_0}{B_1 - B_0}.(B - B_0)$$

$$= 1.671 + \frac{1.658 - 1.671}{120 - 60}.(66 - 60)$$

$$= 1.671 + \frac{-0.013}{60}.(6)$$

$$= 1.671 + (-0.0013)$$

$$= 1.6697$$

The above calculation declared that the t-table value is 1.6697. The t-counted value of 4.63 is higher than the t-table value of 1.6697, which indicates that the acceptance of the research hypothesis. Therefore, the classroom treatment by using TAD strategy gives positive effect in improving students writing skill. In other words, using Transition Action Details strategy can improve students writing skills of the grade ten students of SMA Negeri 7 Palu.

Discussion

The researcher limited her study on personal recount text spesifically in four components namely content, grammar, vocabulary, and mechanic. After checking students' test, the researcher found the improvement from 4 aspects or the scope of this research. First, in content, before receiving the treatment the sampled students did not write their story based on the sequence events. In addition, the students only wrote the general story that made the story was not very clear.

However, after receiving the treatment the students wrote the story based on the sequence events. Additionally, the students wrote the story by applying the generic structure, for example in the beginning of the story the students mentioned the time, the character, the place. Next, the students mentioned the events or the activities that they have already done. Then, the students concluded the story or they gave their comment about their story. Therefore, the reader can understand their story clearly.

Next, the students' grammar and vocabulary was improved as well. In grammar component, before receiving the treatment the students used simple present tense when they expressed about activities or events that happened in the past. But, after treatment they used simple past tense to show the events or the activities that happened in the past.

Then, in vocabulary component, before receiving the treatment the students have not used transitional words to show about sequence of events. But after receiving the treatment they used transitional words when they showed about sequence of events such as firstly, next, then, and finally.

Last, in mechanic component, before receiving the treatment the students have not used capital letter after period and at the beginning of the title. Also, they wrote capital letter at the middle of the sentence. In punctuation, they have not put period at the end of sentence. However, after receiving the treatment they made improvement in mechanic eventhough it is not very significant. For example in term of capitalization is they used capital letter on the title of story and they used capital letter after period. In term of punctuation is they used period at the end of sentences.

The researcher found that the students' writing became better after receiving the teaching treatment. Beforehand, they were struggling with the idea of writing the story based on the sequence and events. Using the TAD strategy helps students to write a story based on the chronological order. According to Wahyuni (2021), the students can arrange events or stories with the right order easily by writing the appropriate transition of the story. In addition, students can develop their writing in recount text easily by adding details. Thus, using the TAD strategy can help students clarify their idea in writing a recount text by involving the three parts of the strategy.

Furthermore, the findings amplify the previous studies done by Pratama *et al.,* (2019) and Sari & Suhono (2017) who claimed that TAD strategy can increase students writing skills for some reason. The table used in this strategy helps the students clarify the concept of their idea (Muhallim, 2015). Additionally, this strategy gives the students an idea of how to illustrate the story in written form through sequence of events. TAD columns helps them retell the story and understand the text. In other words, this strategy can be used to measure students' understanding about the story (Pratama, Mukhayar & Refnaldi, 2019). In short, the TAD strategy can be a beneficial way on writing skills teaching and assessment.

Moreover, the researcher found obstacle when applied TAD strategy for students. The obstacle was the students often asked the teacher to check whether their idea were suitable or not related to TAD column and she controlled it by provided PPT by putting

text in TAD column and the text also put in the form of paragraph thus all the students could open it, checked and adjusted whether his idea was appropriate with TAD column.

The result of this research provided theoritical contribution for the English teacher and also the students. The result showed that students writing skills can be improved by using TAD strategy. It is because this strategy provides table which consists of columns and rows that helps students to write their story based on sequence of events. Aditionally, the strategy has three parts namely Transition, Action, and Details which guide students to clarify their idea. This is line with the teory by Rifaat & Suryani (2022) state TAD strategy helps students in writing their story effectively and chronoligacally because the strategy has three parts and each part has its function.

Conclusion

Based on the result and material that the researcher clarified above, using TAD strategy can improve writing skills of grade ten students of SMA Negeri 7 Palu with the t-counted value of 4.63 which is higher than the t-table value of 1.669. Accordingly, the research hypothesis is accepted. To conclude, using TAD strategy can improve writing skills of the sampled students of grade ten at SMA Negeri 7 Palu.

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