

# The Influence of Tad Strategy and Students' Self-Confidence on Writing Recount Text

Mutiara Irsa<sup>1,\*</sup> Jufrizal<sup>1</sup> Ratmanida<sup>1</sup>

<sup>1</sup>English Department, Universitas Negeri Padang, Padang, Indonesia

\*Corresponding author. Email: [mutiarairsa@gmail.com](mailto:mutiarairsa@gmail.com)

## ABSTRACT

Writing is an act of communication with other people in the written form. This article was set out to investigate the influence of TAD Strategy and students' self-confidence toward writing recount text. The population of this research was the tenth grade of SMAN 1 Painan. The sample of this research were X-MIA 1 as experimental class which was taught by using TAD strategy and X-MIA 2 as control class which was taught by using PPP strategy. Then, writing test and questionnaire of self-confidence were used to collect the data of the research. Based on the result of analysis, it was found that  $t_{obtained}$  (4.062) was higher than  $t_{table}$  (1.761). It designates that the alternative hypothesis ( $H_a$ ) was accepted and the null hypothesis ( $H_0$ ) was rejected. In other words, the students who have self-confidence who were taught by using TAD Strategy have better writing recount text than those who were taught by using PPP Strategy

**Keywords:** TAD Strategy, Students' Self-Confidence, Writing Recount Text.

## 1. INTRODUCTION

As a foreign language, English has important role in many fields of international life. In education, the important role of English encourages Indonesian government to require English as an obligatory subject that should be taught at every level of education, it starts from junior high school to university level. It includes four language skill that must be learned by the students such as reading, speaking, listening and writing.[1]

In 2013 Curriculum of English lesson, it is mentioned that students are encouraged to have an ability to master various kind of text in the interpersonal, transaction and functional discourse in written English systematically. Therefore, writing becomes one element that needs to be learned by the students.

Writing is an act of communication with other people in the written form. Through writing, the writer can express his ideas or thought, feeling, opinion and emotion to the readers. The readers are expected to understand and comprehend what the writer wants to express and write. Therefore, writing is considered as a productive skill and a complex activity to conduct.

In writing ability, students should be able to understand various kind of text both short functional and monolog text. There are several aspects that should be considered by the students to create a good writing such as ideas, organization, word choice, grammar and others which are make writing become a complex activity.

Occasionally, complexity of writing makes the students get difficulties in order to start writing because writing process demands many cognitive and linguistic strategies which they do not really understand. Therefore, it is hard for the students to find an interesting idea to write and grammatical awareness which make them thoughtless when develop their ideas into writing.[3]

In curriculum 2013 of English lesson for senior high school, the students are supposed to understand several kinds of functional text such as narrative, descriptive, report and recount text [2]. Each text has different characteristics in generic structure, language features and also the aim of the text. However, this article just focuses on writing recount text.

In learning process, one of the best strategies considered encouraging interest and comprehension of learning writing recount text is Transition-Action-Detail (TAD) strategy. Peha said that TAD Strategy is a writing strategy that used a chart which consist of Transition, Action and Detail columns that shows a chronology of events[4]. Hence, TAD strategy is an appropriate strategy that can help the students easier to write their ideas step by step on their paper by using TAD chart. It works as a representation of ideas[5][16].

Another strategy that usually used by many teachers in teaching recount text is PPP (Presentation – Practice - Production) strategy. According to Harmer, PPP

strategy is a teaching strategy which is divided into Presentation, the Practice and production stage. Presentation is the practice of showing and explaining the content of a topic to the students, Practice is learning by repetition and Production is the act of making products[6][7].

Moreover, students' self-confidence become another thing that influences students' achievement in writing. Self-confidence is one of the important things that should be possessed by the students, especially in writing subject. Dixon stated that self-confidence influences to increase and decrease on someone's ability[8][11]. Hence, good ability can be seen in choosing the topic, the way to develop the ideas as well organization of the text, choosing the vocabulary and grammar. Thus, it can be said that self-confidence is an important factor to be considered in this research

Furthermore, this study was conducted to determine the influence of TAD strategy and students' self-confidence on writing recount text.

**2. METHODS**

This research was experimental research. It was conducted to determine the influence of TAD Strategy and students' self-confidence on students' writing recount text at tenth grade of SMAN 1 Painan. Here, X-MIA 1 was selected to be an experimental class that was taught by using TAD strategy and X-MIA 2 was selected to be a control class that was taught by using PPP strategy.

The data were collected through both of writing test and questionnaire of students' self-confidence. First, each group was given self-confidence questionnaire to know their confidence. Second, the writing test was distributed by the writer and the instruction for the test was clearly stated in the writing test, but the writer repeated orally before they began their writing. The time that given was 90 minutes for all of them. After the time is over, the answer sheets were collected by the researcher. Then, the researcher copied the students answer sheet in both classes; one for the first scorer and another for the second scorer. After that, the first scorer and second scorer will give scores about the post-test. Students' results of the questionnaire and students' scores in writing both experimental and control classes were used as the data.

**3. RESULT AND DISCUSSION**

*Result*

- Ha : Transition-Action-Detail (TAD) gives higher result toward writing skill for students who have self-confidence than PPP Strategy
- H<sub>0</sub> : Transition-Action-Detail (TAD) does not give higher result toward writing skill for students who have self-confidence than PPP Strategy

In order to analyze the hypothesis, t-test is needed to calculate the data. It compares the value of

$t_{observed}$  and the value of  $t_{table}$ . If the value of  $t_{observed}$  is higher than  $t_{table}$ , Ha is accepted. Otherwise, if the value of  $t_{observed}$  is lower than  $t_{table}$ , Ha is rejected. In this case, the statistical analysis of writing score for the students with high self-confidence in experiment and control class can be seen in the following table[13][14][15]:

Class	N	Mean	SD	$t_{observed}$	$t_{table}$	Conclusion
Experiment	8	87.38	5.09	4.062	1.761	$t_{observed} > t_{table}$ Ha accepted
Control	8	79.75	1.488			

The result of the hypothesis shows that the value of  $t_{observed}$  is 4.062, it is higher than the value of  $t_{table}$  1.761 with the significance level 0.05. It means that the alternative hypothesis (Ha) is accepted and the null hypothesis is rejected. Hence, the students who have high self-confidence who were taught by using TAD strategy have better writing ability than those who were taught by using PPP strategy.

The results of hypothesis testing above gives more scientific prove on the effectiveness of TAD strategy. TAD strategy is known as to be more effective than PPP strategy. Definitely, it works more effective on the students with high self-confidence as one of the significant factors influence students learning result.

**Discussion**

The result of the hypothesis indicates the students with high self-confidence which were taught by using TAD strategy produce better writing ability than students which were taught by the other strategy. The students with higher self-confidence will show an effort to learn more than the students with lower self-confidence. More than this, the student who have high self-confidence will learn English more successful than the one who have low self-confidence. It is clear that students' self-confidence has an important role in the learning process. It is in line with Corsini's study which perceived that self-confidence as the way how to respect oneself or the sense of self-worth and ability that people with their self-concept. In general, self-confidence refers to attitudes and beliefs towards oneself[9].

Moreover, Garber says The level of student self-confidence is divided into high and low self-confidence. High self-confidence increases the intensity of thought and feeling [10]. Thus, it is clear that students' self-confidence is an important factor in learning. It will influence the students' interest in choosing and doing something that they want.

Then, students' with high self-confidence will more focus and take all the activities during the learning process. As a result, the students who have high self-confidence in the TAD strategy get a better result in writing. As Al-Hebais' study found that self-confidence

has significantly contributed to learners' ability in write a text in English as foreign language. The students with high self-confidence have high desire in writing. Meanwhile, the students with low self-confidence face difficulties in writing. They need guidance and support on writing, since they cannot organize their own writing[12][8]. So, they became motivated and enthusiastic when they wrote a text individually and also considered as a process to enhance and stimulate students' self-confidence in improving the writing ability because they will feel that is easy to write a recount text[11][16].

Thus, by having high self-confidence, the students can be attracted to the materials given because they have motivation and enthusiastic when they wrote a text individually because of their self-confidence. It makes easy to share their ideas. Thus, the students who have self-confidence who were taught applying TAD strategy have better writing recount text than the students who were taught applying PPP strategy.

#### 4. CONCLUSION

Based on the research finding, it can be said that TAD strategy is an appropriate strategy which can assist the students to understand the text, because they can retell about the text by using the chart from TAD strategy. Then, the students with their self-confidence can be attracted to the materials given because they have motivation and enthusiastic when they wrote a text individually because of their self-confidence. Thus, it can be conclude that TAD strategy and students' self-confidence give positive influence in writing recount text.

#### ACKNOWLEDGMENTS

I would like to say thank to Allah SWT who has given his blessing to me in finishing this article entitled "The Influence of TAD Strategy and Students' Self-Confidence on Writing Recount Text". This article could not be finished without any support, guidance, and valuable advice from many people.

Finally, I realize that this article is not quite perfect, I appreciate the readers who want to give a contribution to this article both constructive advice and critics.

#### REFERENCES

[1] Hughes, A. 1989: *Testing for language teachers*. Cambridge and New York: Cambridge University Press[71]  
 [2] Mulyasa. 2014. *Pengembangan dan Implementasi Kurikulum 2013*. Bandung: Remaja Rosdakarya [110]  
 [3] Rao, K., Ok, M. W., Bryant, B. R. 2014. *A review of research on universal design educational models*. Manoa: University of Hawaii [100]

[4] Peha, Steve. 2003. *Teaching That Makes Sense*, Inc.Carrboro:www.ttms.org[38]  
 [5] Margot, Karmichael, L and Peha, S. 2006. *Be a Better Writer*. Lverage Vactory [58]  
 [6] Harmer, Jeremy. 1988. *The Practice of English Language Teaching*. London: Longman.[257]  
 [7] Harmer, Jeremy. 2001. *The Practicce of English Language Teaching*. New York: Cambridge University Press.[79][258]  
 [8] Dixon, T. 2007. *Evolving self-confidene: How to become free from anxiety disorders and depression*. Newton Aycliffe Co, Durham: Help-For [46]  
 [9] Corsini, R. (ED). 1994. *Encyclopaedia of Psychology*. (2ndEdition, Vol. 3). New York. John Wiley & Sons [52]  
 [10] Gerber, S.K. 2003. *Responsive therapy: A systematic approach to counseling skills*. Boston:Houghton Mifflin Company/ Lahaska Press.[112]  
 [11] Manning, P. & Ray, G. 1993. *Shyness, self-confidence and social interaction*, *Social Psychology Quarterly* [81]  
 [12] Al-Hebaish, S.M. 2012. *The correlation between general self-confidence and academic achievement in the oral presentation course*, *Theory and practice in language studies* [29]  
 [13] Creswell, J. W. 1994. *Research Design Qualitative and Quantitative Approaches*. London: Sage Publications [132]  
 [14] Arikunto, S. 2012. *Prosedur Penelitian Pendekatan Praktik*. Jakarta : PT Rineka Cipta [89]  
 [15] Arikunto, S. 2008. *Prosedur Penelitian; Suatu Pendekatan Praktik*. Jakarta: RinekaCipta [235]  
 [16] Morley, David. 2007. *The Cambridge Introduction to Creative Writing*. New York: Cambridge University Press.