

The Effect of Transactional Strategies instructional (TSI) On Students Writing Skill Recount Text on Grade X at SMK Negeri 3 Rantau Utara

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ABSTRACT

This research aims to know Transactional Strategies Instructional (TSI) On Students Writing Skill Recount Text on Grade X at SMK Negeri 3 Rantau Utara, both validity and partial, the validity test of the number of Students (N) = 31, if the level is significant @ = 0.05 obtained r table = 0.355. While the data is Proleh (validity) of each item whereas the Realization determination of the reusability coefficient with (N) = 31 and the equivalent significance @ = 0.05 is 0.355 whereas r count = 0.777. Valuation Criteria If R counts > R table It is said that the whole material becomes the flagship item. Based on the results of analysis by using Test T then obtained the value of t count = 7.916 and known value on t table at the level of $\alpha = 0.05$ of 1.670. Next by comparing T count with T table to determine the acceptance criteria and rejection Ho, it is known that the value of the coefficients $t > T$ table. Under the previous provisions, it refused Ho and received Ha.

Keywords :Transactional Strategies Intructional (Tsi), Writing Skill Recount Text.

INTRODUCTION

The problems of education always arise along with the growing and increasing ability of students, situations, environmental conditions exist, the influence of information and culture and the development of science and technology. In the educational world is certainly not freelancing with language skills. Where the knowledge or transfer of science from teachers to learners through tools is language.

Writing skills for the educational world are invaluable, because writing helps someone think easier. Writing is a skill that has a very important role in the world of education. Because it can train learners to think critically, logically, regularly and can deepen responsiveness or perception. Through this, students are expected to develop their knowledge, improve learning performance and stimulate intellectual development. At this time improvement in education continues to be held, in the form of the enhancement of national education system, among other curriculum renewal at all levels of education. The government's real manifestation is that educators

are required to be more active, so that students' graduates are produced according to the competency standards specified in the curriculum.

Now these phenomena are happening in the school on the special writing skills of the English language. There are many learners who have difficulty in developing their ideas or idea into the form of writing. Also, the mastery of the vocabulary also affects the low power creativity.

Here the role of teachers in selecting or applying learning techniques that are able to overcome the causes of failure in student writing skills is very important. Teachers should use techniques that can stimulate the willingness to write in the students so that the spirit and willingness in the students stay awake and the students are able to be motivated to pour out their thoughts or failures to write. Therefore, researchers will apply/use techniques that are expected to overcome the problem in writing that is by Transactional Strategy Instruksional (TSI). With this technique students can be active because no one does not think of the answer of what is assigned and then put it in writing and submit their opinions/thoughts to the other group so as to complement each other. Learners will also be motivated to be able to and continue to practice also more confident in pouring what is in their minds. Hopefully, the ability of learners who are taught by this TSI technique can improve. To know the skills of writing a procedure text using the model, it is important to do research with The title "The Effect of Transactional Strategy Instructional (TSI) On student's Writing Skill On Grade x at SMK Negeri 3 Rantau Utara"

1. Identification of The Problem

Based on the background description above, can be identified problems that still arise in the learning process as follows:

1. There are still many teachers who use lecture methods by making teachers a learning center.
2. Minimal of learning strategies and techniques owned by teacher.
3. Student writing skills are still relatively low in giving responses through writing.
4. Students tend to prefer to giving response in the form of speaking.
5. Writing skills are still ignored by the teachers for a variety of reasons that cause students to become less interested in learning to write.

2. Limitation of The Problem

Based on the above identification of the problem, research examined issues that limit as follow:

1. Writing learning using Transactional Strategy Instructional (TSI)
2. Writing skills in particular respond to English-language quotes (original or translation) Text Recont.
3. The research object is a grade X student of SMK Negeri 3 North Region school year 2019/2020.

3. Formulation of The Problem

Based on the background and limitation of problems above, it can be formulated as follows:

1. How is the application of transactional strategy Instructional (TSI) to the skills of writing students through grade X students of SMK Negeri 3 Utara school year 2019/2020.
2. How is the effect of transactional strategy Instructional (TSI) towards student writing skills through grade X students of SMK Negeri 3 Utara school year 2019/2020.
3. Is transactional strategy instructional (TSI) affects students' writing skills through grade X students of SMK Negeri 3 North Region school year 2019/2020.

4. Objective of The Research

Knowing the effect of transactional Instructional strategy (TSI) on the ability to provide the response of grade X students of SMK Negeri 3 Utara school year 2019/2020.

B. DISCUSSION

Writing skills require the mastery of various elements of the linguistic and the elements outside the language of the writing (Nurgiyantoro, 2001:270). Writing involves the aspect of logic

reflected in the content and composition of writings, as well as the linguistic aspects that are reflected by the use of words, sentences and writing mechanics.

Bettencourt (inPannen, 2005 : 67) Expressed that learning is not an activity of moving knowledge from educators to learners, but an activity that allows learners to build their own knowledge. Learning means participating educators and learners in shaping knowledge, making meaning, searching for a path, being critical, and justifying. So learning is your own form of learning. The main thing that is required is active learners participation. It is meant to spur learners to think critically and be able to develop the creativity of learners themselves especially in the lessons concerned.

In general, the strategy has an understanding of the outlines to act in the effort to achieve a defined goal. With learning to teach, strategies can be interpreted as common patterns of teacher activities in The existence of teaching and learning activities to achieve the purpose outlined (Aswan Zain: 2013)

1. Location of The Research and Research Time

a. Research location

The location in this research is in class X SMK Negeri 3 North Rantau Kabupaten Labuhan Batu which is located in the address of Jln. WR. Supratman Rantau Prapat

2. Methods and Design Research

In this study, researchers used the research method of quasi experiments. Where trial groups (experiments) and comparative groups (controls) are not selected randomly. Both groups had existed before, and there was no change in treatment. This method is chosen because the main purpose of this research is to determine the impact of the treatment.

3. Population And Sample

the population of class X of SMK 3 Rantau Utara is 98 population, for more details of the population can be seen in the table below :

Table 3.2
Total students of grade X SMK Negeri 3 based on education level

Education Level	L	P	Total	Description
Tata boga	0	31	31	Sample (Class Control)
Tata busana	3	28	31	Sample (Class Exsperiment)
Tata kecantikanrambut	0	36	36	
Total	3	95	98	

Data Processed years: 2019

The samples used are purposive sampling techniques, i.e. taking pre-defined samples. The samples used are grade X students of SMK Negeri 3 as many two classes, namely the class X Tata Boga, with the number of students from 31 people and class X Tata Busana with a total of 31 students.

4. Data Collection Istrumen

To obtain the data needed in this study using the data collection techniques, as follows:

1. Documentation is a technique of collecting data that is not directly aimed at the subject of research, but through documents. This technique is used to obtain school data of school profile, school location, teacher, photo of learning activities, etc.
2. Tests are a series of questions or other tools used to measure the skills, knowledge, intelligence, abilities, or talents owned by an individual or group. A description or essay test is a form of question that demands learners ' answers in the form of a description using their own language. In the form of a test of the description, learners are required to think about and use what is known that pertains to questions to be answered. The description test form gives students the freedom to compose and raise their own answers within a relatively limited scope. That is why

the test is also referred to as a subjective test, although the naming is associated with its assessment activities which are also subjective.

5. Problem Validity

Number of Students (N) = 31, if significant level $\alpha = 0.05$ was obtained r table = 0.355. While data is being Get (validity) of each item attachment 1. The evaluation criteria if $R_{XY} > R$ table is currently said about a valid product. Of 10 essays that have tested 8 valid essays taken to 10 essays for exam.

6. Problem Reliability

Using a determination formula in chapter III is calculated by the coefficient of reusability with (N) = 31 and the level of significance $\alpha = 0.05$ of 0.355 whereas r count = 0,700. Judging criteria if R count $>$ R table is said that the whole material becomes intermediate goods (attached).

7. Data Analysis Research.

Calculation of the average and standard deviation of student learning results is:

a. Test Data Normality.

1. Test data normality is performed to determine whether data is distribution is normal or not. Test data normality done with Liliefors test. Based on the normality test done on the group Experimenpre test class., obtained L count = 0.0993, and L count on the control class

is= 0.988, while on the table $L = 0.159$ at the level of significance 0.05 for $n = 31$. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0.05 for $n = 31$ as L count was smaller than L table. .

2. Similarly, the Post test group based on the normality test done on the group post Test., obtained L count = 0.0898 on the experiment class and L count = 0.753 in the control class, whereas on the L table = 0.159 in the equivalent of 0.05 significance to $n = 31$. Based on the above data, it was concluded that the data was a normal distribution at a significant level of 0.05 for $n = 31$ as the L count was smaller than L table. .

b. Test Data Homogenitas

Testing of data homogeneity is intended to know whether the samples used in the study came from a homogeneous population or could represent another population. For testing homogeneity test used second similarity variance ie test F in posttest data on both samples.

By comparing the count of F values with the F value of the table, the F count is derived $<$ F table i.e. $2.706 < 4.160$ at the level = 0.05. Based on the results of the calculations, it can be concluded that the experimental or control class is derived from the homogenets population.

c. Test Hipotesis

Once it is known that the data for the writing skills of recount text students both samples have a spread of normal and homogeneous distributions, subsequently conducted hypothesis testing. Hypothesis testing is performed on posttest data using Test T .

Based on the results of the analysis using the test T then obtained a value of t count = 7.916 and known the value on T table at the level of $\alpha = 0.05$ ie 1.670. Next by comparing T count with T table to determine the acceptance criteria and rejection H_0 , it is known that the value of the coefficients $t >$ T table. Under the previous provisions, it refused H_0 and received H_a .

C.Conclusions

Based on the research analysis in the previous chapter, it can be concluded as follows:

1. Model LearningTransaksionalStrategi Instructional (TSI) To help each other study the material or practice academic assignments.
2. Model LearningTransaksionalStrategi Instructional (TSI) Works best when students from writing recount Text students.
3. Model LearningTransaksionalStrategi Instructional (TSI) is a type of teaching strategy where students are taught good learning strategies, trained and supervised by class teachers.
4. Model LearningTransaksionalStrategi Instructional (TSI) is a powerful way to improve academic, social, and behavior students.

5. Model Learning Transaksional Strategi Instruksional (TSI) The comprehensive approach to the learning and teaching process in the instructional system is the full planning of the possibility of activities that will be taken in the implementation and detailed with conscious and careful.

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