THE USE OF TRANSITION-ACTION-DETAILS STRATEGY ON STUDENTS' ABILITY IN WRITING NARRATIVE TEXT

(A Study Conducted to 10th Grade Students of *SMA PESAT Bogor*)

A PAPER

Submitted to English Language Education Study Program Faculty of Teacher Training and Educational Sciences of Pakuan University as a Partial Fulfillment of the Requirements for the *Sarjana Pendidikan* examination

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FACULTY OF TEACHER TRAINING AND EDUCATIONAL SCIENCES

PAKUAN UNIVERSITY

2020

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ABSTRACT

In writing narrative text students are expected to be able to create the story into some paragraph with the chronological sequences. Some students cannot change their writing into a good paragraph and they need to be guided to write. They feel confused to establish the sequence of the story and how to retell the text. For that reason they need different way to improve their ability. The aim of the research is to find out the use of transition action details strategy on students' ability in writing narrative text. The research was conducted to the 10th grade students of Senior High Schools. There are 28 students as the sample by using random sampling as technique sampling of this research. In conducting this research the writer applied pre-experimental method and choose one group pre-test post-test design. She gave a pre-test four treatments and post-test to the students. Written test was given to measure students' ability in writing narrative text. The data were analyzed by using t-test formula. From the calculation she finds the result of t-test value is 21.88 meanwhile the value in t 0.05 and level of significant of t-table is 2.059 with the degree of freedom *(df)* is 27. It is found that the t-calculated is higher than that of t-table (21.88>2.059). It means that the alternative hypothesis *(Ha)* is accepted. Therefore the use of transition action details strategy affects students' ability in writing narrative text.

Keyword: transition action details strategy, narrative text, writing ability.