The Effect of TAD (Transition - Action - Details) Teaching Strategy on Students' Writing Ability at First Grade of SMA PGRI Pekanbaru

Eggi Pratama[1], Mukhayar[2], Refnaldi[3]

[1]English Education of Graduate Program at State Universitas Negeri Padang, Indonesia

Abstract: *The aim of this study is to find out the effect of TAD teaching strategy on students' writing ability at first grade of SMA PGRI Pekanbaru. The design of the research is quasi experimental research with factorial design 2x2. The samples were X IPS 1 as experimental class and X IPS 3 as control class. The samples were selected by using cluster random sampling. The instruments were writing test of recount text. These instruments were tried out first to another class which had similar capabilities to both experiment and control class. The data were analyzed by using T-test. The result of this research shows that TAD teaching strategy produces higher result on students' writing ability of recount text compared to Small Group Discussion.*

Keywords: TAD Teaching Strategy, Writing Ability, Recount Text

1. Introduction

English is one of the compulsory subjects in Indonesia. One of the aims of teaching English is developing the ability to communicate. The ability involves the four skills: listening, speaking, reading and writing. The writer is mainly focused on writing ability because writing is considered the most difficult and complicated language skill to be learned.

Writing is one of the productive language skills that play an important role in written communication. It is used to express ideas, opinions, and thoughts through written texts. Writing is a complex skill for students to master. It includes language competency, recalling capability, thinking ability, grammar mastery, and so forth. Writing skill requires a mastery of various elements to convey thoughts, intention, and information to produce texts.

According to Boardman (2002: 11), writing is a continuous process of thinking and organizing, rethinking, and reorganizing. The process of thinking of people in doing writing will not stop after they satisfied with the result. So, in writing, the writer starts with thinking and organizing, rethinking, and reorganizing, then end the writing with the result. Harmer (2004:3) says that being able to write is a vital skill for speakers of a foreign language as much as for everyone using their own first language. It is also worth mentioning that many exams are taken in written form and consequently students are evaluated according to their written performance. It means that writing is important for students because many exams are taken in written form so that students need to increase their ability in writing.

Writing is an important skill that needs acquiring by students in senior high school and it is clearly stated in the national curriculum. Based on the school-based curriculum, the learners should be able to produce an innocent text. The teaching and learning process is started with a text and then would be ended by a text too. The students also should express their ideas, opinion, estimation, emotion and feel well in writing. It should be communicative. The readers have to understand and comprehend what the writer wants to write. Many factors should be taken into a consideration in writing such as grammar, vocabulary, the rule of writing, and others.

Based on the writer' experience, the most difficult skill to be learned is writing. The writer has observed at SMA PGRI Pekanbaru, there are some difficulties faced by students of the first year, there are: first is they do not have a concept to write. Second, they still confused about organizing the writing. Third, they often do some mistakes with the lack of knowledge in vocabulary.

These problems can be influenced by some factors. The writer assumed based on the writer's experience, these problems appear caused by method or technique in teaching writing, because some teachers taught writing just gave explanations and exercises. It makes students less comprehended, less interest in writing, and makes students bored. These problems are important solving, therefore students get more comprehension in the material of writing, students think that writing is an interesting skill, and can continue English material in the next semester.

To help students' solved these problems, it needs another strategy more interesting in teaching writing. There are a lot of strategies in teaching writing. there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant to the students need.

One of the strategies which are suitable in teaching writing is TAD (Transition-Action-Details). According to Nui (2013:48), the Transition Action Details (TAD) strategy refers to "a drafting strategy that helps students to organize a sequence of events into a paragraph." Peha (2005:12) defines the Transition Action Details strategy as a useful strategy to write a story that has sequences in it. Furthermore, the TAD strategy works like making story planning. According to Flower & Hayes (1981:372), "Planning" defines as an act of generating ideas, which

includes retrieving information from long-term memory. So, when the ideas are numerous and various, the planning of the text will become more demanding. Therefore, the need for story planning is essential. In this way, TAD is used as guidance in story planning. It works as a representation of ideas. It eases the students to develop numerous ideas and create them in an organized piece of writing.

Peha (2005:12) states that teaching writing by using the Transition Action Details Strategy may be interesting for the students. This strategy is good for a memoir or personal experience writing. Moreover, Nui (2013:48) proves TAD writing strategy is a drafting strategy that helps students to organize a sequence of events into a paragraph They can retell their experience in planning. By using this strategy, students can develop their ideas logically and completely. It leads students to write ideas and organize them to fulfill the reader's intention with a distinct flow of the story: complete and clear ideas. The use of this strategy may also make students understand the learning material better so it can ease them in the writing process and fulfill the learning objective of learning writing recount text.

This strategy uses a chart which proposes three important parts to teach writing texts (Peha, 2003:38), such : (1) transition is chain-link as a connector among paragraph. It has the function as a connector nearby sentences or paragraphs. Transitions are short phrases like "Then" or "After a while" or "In the beginning" that help to introduce each new action in the sequence. Transition works as a signal relationship among the sentences of the paragraph. It has the function as support coherence among the sentence and leads the sentence which will be discussed. Transitions do not have to exist in each action, but they can be very helpful at making the sequence flows smoothly. (2) action- the actual event (the thing that happened), listed in the order in which they occurred. In the action column, we can describe our actions to give information about what happened. We can provide our main idea in this column by describing the events in order, and (3) details-the additional information about each action. It has the function to develop the sentence for each action. It supports the previous idea and explains the story. Details are an extremely important part of writing. Without details, it is hard for a reader to know exactly what a writer tries to say.

There are many research studies on the effectiveness of using TAD in the classroom. The first research was conducted by Lester and Peha (2006:65) in the journal "Be a Better Writer" which states that TAD as a strategy that uses to make up a story or talk about an event in the writer life. This strategy can help the students to make a story or to tell about themselves to others. This strategy can be used for teaching recount text and narrative text because this strategy can retell the events in the story. The second research is a research that was concluded by Sitio (2014) that investigated the use of transition action details strategy to teach writing recount text. The result of the study is the transition Action Details strategy impacts positively to make students write better by using guidance and drafting their stories. The three columns (transition, action, and details) in TAD draft enable students to use transitions, describe what happened, and supply reaction or details about what happened in the story.

The third research was conducted by Budiani in 2014 that investigated using the TAD (Transition – Action – Details) strategy to improve the eight grade students' ability In writing recount texts at SMPN 2 Depok in The academic year of 2013/2014. The result of the study is TAD strategy is believed to be effective in improving the students' ability in writing recount texts. The students' writing problems can be minimized by applying the TAD strategy. The TAD strategy also facilitated the students to construct and build their ideas to become a recount text, and then explore their words into a systematic schema.

To improve the students' writing ability, it needs an appropriate strategy or technique to solve their problems. There is a strategy to improve students' skills in writing. The strategy is called the "Transition-Action-Details (TAD)" strategy. This strategy is good for narrative texts. It is corrected by Peha "The Transition-Action-Details strategy is very useful. Opportunities to describe a sequence of events come all the time in school: in narrative fiction and non-fiction writing (Peha and Margot, 2006:61)".

2. Review of Literature

2.1 Writing

2.1.1 Definition of Writing
Writing is one of the language skills among the four skills in learning English. Writing involves all aspects of language such as content, organization, vocabulary, language use, and mechanics. Writing is an effective way to communicate and express ideas, thought, feeling, and opinions to others. Before doing writing, a writer should find out some sources and get ideas from it. Taylor (2009:2) states that writing is the seed, the fruit, and the pickle of our understanding. It means that in writing the writer will bring knowledge and preserve it, it comes from the writers' understanding. It can be got from reading or listening.

Another definition stated by Ur (1991:163) writing is an expression of ideas that convey messages to readers. On the other hand, the writer should be careful in selecting vocabulary and using the grammatical pattern to avoid misunderstanding among the readers. The function of the written text is to convey the ideas or message to the reader. The writer needs to put their ideas and feelings into words and sentences. It means that writing does not just make sentence by sentence, but also share the idea and feeling brief.

According to Hyland (2003:9), writing is a way of sharing personal meanings and writing courses emphasize the power of the individual to construct his or her views on a topic. It means that writing as a media of sharing the personal meaning of the writer. Writers should be able to create communication with the reader through his sentences. As known as the purpose of writing is to share and express the ideas, thoughts, feelings, experiences, and knowledge to other people, So the writer should state the purpose of writing first because if the writers write the same topic to the same audience, it will be boring and not interesting.

Writing is an essential skill to communicate besides speaking. In speaking, the process of communication involves the speaker and listener, but writing is a process of communication that takes place between the writer and reader. According to Brown (1991), writing is a skill as a process of transferring the word that comes from our mind effectively, we can work up to what we want to say and write. It means that the writer can deliver what want the writer says to other people by using the written form. The writer just transfers her thought in a written form.

Moreover, according to Harris (1996), the function of writing can develop students' ideas, feelings, knowledge, and ability. Conveying them in writing, a writer has to master the structure and vocabularies. However, it requires understanding rhetorical patterns of the writing itself. It is related to the students' ability to express language input into written form to combine and arrange the sentences into coherence.

Furthermore, Sokolik in Nunan (2003) argues that writing is both a physical and mental activity. Writing as a physical activity refers to communicating words or ideas to some medium. While as a mental act, it refers to the work of inventing ideas, thinking about how to express them and organizing them into a readable statement or paragraph. So, writing is a complex skill that involves physic and mental work in producing words into the language. It needs hands to write and needs a brain to think and concentrate to take out the ideas.

From the theories above, it can be concluded that writing is a process in which by the process of writing the writer can compose the ideas, opinions, feelings, and thought into the written word. Writing is a complex process of communication besides speaking that demands literacy and more concerned with linguistic. Writing is a productive skill in regular English study that guides the students to be able to produce written information through the process of writing.

2.2 TAD Teaching Strategy

In the teaching-learning process, the strategy is very urgent to decide all plans in the learning process. Strategy can help the teacher in explaining or teaching the material to their students easier to understand what we learn in the learning process. One suitable strategy is the Transition Action Detail Strategy. According to Peha (2003:38), Transition-Action-Details (TAD) Writing Strategy is a writing strategy used Transition-Action-Details (TAD) chart which consists of columns and rows that shows a sequence of events. Three columns must be filled by participants, such as transitions column, actions column, and details column. And each column can be filled by several rows. After filled each row and columns with sentences, the student can move the sentences that consisted of transitional signals, the sequence of events, and some details actions into a new recount paragraph.

Furthermore, Lester (2006) defines that the Transition Action Detail is a strategy that uses to make up a story or talk about the event in the writer life. This strategy can help the student to make a story or to tell about themselves to others by using writing skills. This strategy can use in narrative and recount text because this strategy can retell the events in the story. Supported by Nui (2013: 48) described It is a drafting strategy that helps students to organize a sequence of events into a paragraph. It means that They can retell their experience in organizational planning. By using this strategy, students can develop their ideas logically and completely. It leads students to write ideas and organize them to fulfill the reader's intention with a distinct flow of the story: complete and clear ideas. The use of this strategy may also make students understand the learning material better so it can ease them in the writing process and fulfill the learning objective of learning writing recount text.

Besides, TAD takes the form of a graphic organizer because it uses a visual graphic to present an idea. According to Sharrock (2008), a graphic organizer is a visual and graphic display that relates ideas within a text. TAD has columns and rows that show a sequence of events. Specifically, three columns must be filled by the students: such as transition columns, action columns, and details columns; each column can be filled by several raws. Another method is Journal Writing. According to Kinsella (1985), Journal is a special notebook in which the daily events in life, impression, and thought can be written down. The students can write their daily activity in the form of a journal. and, the journal can be written in recount form.

According to Peha (2003:38), a recount text must be arranged in a sequence of events in correct chronological order. To help the writer developing their writing, Peha provides an effective strategy. This strategy has three parts: the first is transition, Tarigan (1981:15) claim that transition is chain-link as a connector among paragraph. It has the function as a connector nearby two idea paragraphs. It means that as a support paragraph to the paragraph can provide coherence to each other. Furthermore, Reid (1988:70) point out the transition like a connector in a sentence and different grammatical uses. Peha (2003:38) supporting this idea that transition is a short phrase like "Then" or "After a while" or "in the beginning" that help to introduce each new action in these sequences. You don't' have to have a transition for each action. But, the transition can help your writing flow more smoothly from section to section. As a result, it can be inferred that transition as a signal relationship among the sentences of the paragraph and has the function as support coherence among the sentence and leads the sentence which will be discussed. So, the transition in the sentences is connecting a topic on the paragraph.

The second is the action. According to Peha (2003:23) state that action has further suggested that is actual events (the thing that happened) listed in the order in which they occurred. So, in this scene, the writer needs the event to describe the action to know what going on. In conclusion, the action is the process event that is doing by the people based on their sequence of events to get the purpose. This is the character's people do and say that happens to them. The third is in detail. It is additional information about each action. For each action, your audience will probably have two or three important questions you need to answer. These answers are your details.

In conclusion, according to Peha (2003) states that detail is the way to support information an action in one paragraph or more in other to be completed. The detail is an extremely important part of writing. Because without details it's hard for a reader to know exactly what a writer is trying to say. It means that this Transition Action Detail Strategy can be used for the students to write narrative text by concerning the three basic structures such as transition, action, detail. Furthermore, this strategy can engage students' imagination or experience to make easier to write narrative text. From the explanation about the definition of each word Transition Action Detail Strategy above, these statements can be explained the theory of Transition Action Detail Strategy as follows:

Furthermore, the scholars Peha and Margot (2006:57) suggested that every story just a collection of the scene. So writing a story, whether it's something from your imagination or something from your life, is really about writing scenes. As readers move from scene to scene, they really on basic story elements to make sure they don't lose their way. It means that the scene or event is needed to make writing a story. Because through our imagination or experience it makes easier to find our idea. Besides, Peha and Margot (2006:57) states the Transition Action Details Strategy. They stated that the Transition Action Detail Strategy is great for telling stories, talking about historical events, summarizing and many other sequential writing tasks. It is also a perfect tool for this. Draw a three-column chart with six or seven rows one a piece of paper. It is very useful. Opportunities to describe a sequence of events in narrative fiction and non-fiction writing.

Based on the statement above Transition Action Detail Strategy is a great way strategy that can help the students to estimates a scene in written form their fiction or non-fiction event through the sequence of events. It focuses on important details about writing their event or activity. Through this strategy, the students can express their ideas in written form. Transition Action Detail strategy also helps the student understand the text, because they can retell about the text by using the column in Transition Action Detail. This activities purpose to see students' understanding of the text that they read before. That writing also made related to the text. Then, it also makes in their own words.

3. Methodology

The design of this research was a quasi-experimental research. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental an control classes. In the process of teaching, the differences between experimental class and control class were only about the strategy used. The experimental class taught by using TAD teaching strategy while the control class taught by using small group discussion strategy. Both of these classes were administered post-test at the end of the study. The data collected from the first grade of SMA PGRI Pekanbaru which is X IPS 1 as experimental class and X IPS 3 as control class. The instruments are writing test of recount text. The instruments must be tried out first to the class where the students had same ability with students in experimental and control class.

4. Finding and Discussion

The Effect of TAD Teaching Strategy on The Students' writing abiity at First Grade in SMA PGRI Pekanbaru.

The data analysis of writing ability was taken from the results of the students writing test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using TAD teaching strategy and the control class was taught by Small group discussion. The data of writing test was analyzed by using SPSS. After analyzing, the total score of students in the experimental class is 2579. The mean score of the experimental class is 80,59, which is higher than the mean score of control class 72,15. Then, the maximum score of the experimental class is 95 and the minimum score is 64. Whereas the maximum score of the control class is 86 and the minimum score is 55. It is pointed out that students in the experimental class have a higher score of writing the score of recount text than those students in the control class. standard deviation is 7,91 and the variance is 62,64. Based on analysis, it was found that the score of the students writing test in experimental class was higher than the mean score of students writing test in control class.

Table 1: Summary of Students' Writing Score from Experimental and Control Class

	GROUPS	
	EXPERIMENTAL	**CONTROL**
TOTAL	2579	2309
MEAN	80,59	72,15
MAX	95	86
MIN	64	55
STAN. DEV	7,91	8,55
VARIANCE	62,64	73,12

The table above shows, TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru. The normality and homogeneity of students' writing score were tested. Then, the hypothesis was tested by using t-test formula.

a) Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. After analyzing, the value of $L_{observed}$ in experimental class is 0,373. In the control class, the value of $L_{observed}$ is 0,236. Based on analysis normality testing of students' writing test in experimental and control class is shown in the following table.

Table 2: Summary of Normality Testing from Students' Writing Test in Experimental and Control

Class	N	$L_{observed}$	L_{table}	Data Distribution
Experiment	32	0.373	0.05	$L_{observed} > L_{table}$
Control	32	0.236	0.05	$L_{observed} > L_{table}$

The table above shows the data analysis of students' writing test in experimental and control class was normally distributed. It is because the value of $L_{observed}$ is higher than L_{table}.

b) Homogeneity Testing

The homogeneity testing is used to find out whether the data in both experimental and control classes are homogeny or not. After analyzing, the value of $F_{observed}$ was 0,658 and F_{table} was 4,00 with significance 0.05. The data analysis is shown on the table below.

Table 3: Summary of Homogeneity Testing of Students' Writing Test

Variable	$F_{observed}$	F_{table}	Conclusion
Writing Test	0.658	0.05	Homogeneous

The table above shows, the value of of $F_{observed}$ of the students' writing test was higher than the value of F_{table}. It indicated that the variance of those groups of data analysis were homogeneous. For the detailed procedure of homogeneity testing analysis.

c) Hypothesis Testing

In this study, the hypothesis 1 are tested by using T-test formula.

Ha: TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru

Ho: TAD writing stratrtegy does not give significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru

The data analysis of writing test by using t-test in both experimental class and control class can be seen in the table below.

Table 4: Summary of Hypothesis Testing of Students' Writing Test

Variable	$T_{observed}$	T_{table} (62)
Writing Test	4.120	1,699

Based on the data above, there is a significant difference exists between writing score in experimental class and control class. TAD writing strategy significantly improve the students' writing score. The output showed that $t_{observed}$ = 4, 120 is bigger than t_{table}(62)= 1, 669. It means that statistically null hypothesis (H_0) is rejected and alternative hypothesis (H_a) is accepted. In other words, TAD writing strategy produces better writing ability than conventional teaching strategy.

TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru

The result of the first hypothesis showed that the mean score of the experimental class which applied the TAD writing strategy was higher than the control class which applied small group discussion strategies. Briefly, applying TAD writing strategy produces better writing ability of recount text. This finding was in line with the findings of research conducted by Sitio (2014), he concluded that Transition

Action Details strategy may be one of the recommended strategies to improve students' writing skill, especially in recount texts. The finding shows that students' writing becomes better after using the TAD strategy. It is supported by the increase in students' scores, especially in content and organization. It shows that the Transition Action Details strategy impacts positively to make students write better by using guidance and drafting their stories.

Furthermore, the result of the research in line with Budiani (2014). They explored improving the eighth-grade students' ability in writing recount texts through the use of the TAD (Transition-Action-Details) strategy. He found that TAD strategy is believed to be effective to improve the students' ability in writing recount texts. The students' writing problems can be minimized by applying the TAD strategy. The TAD strategy also facilitated the students to construct and build their ideas to become a recount text, and then explore their words into a systematic schema.

Based on the explanation above, TAD writing strategy encourages the students to make one story (there always be a part take up more time, and as though students took one moment out of the story and expanded it into several smaller moments. This slows down the pace just at the point where students want the audience to pay more attention. It is supported by Peha (2003:41), he declares that that Transition-Action-Details writing strategy is a great technique that can expand the moment. Students may have a part of a story that is so good, and they want to stretch it out and make it last a little longer.

5. Conclusion

Based on the fidings and discussions, several conclusions can be drawn as follows: TAD writing stratrtegy gives significant effect in students' writing ability than small group discussion strategy at first students of SMA PGRI Pekanbaru. The TAD teaching strategy provides more opportunities for students to develop their writing ability and also Transition-Action-Details writing strategy is a great technique that can expand the moment. Students may have a part of a story that is so good, and they want to stretch it out and make it last a little longer.

6. Implication

The result of this research has some implications for the teacher in teaching English especially teaching writing. Based on the result of the research, The TAD teaching strategy is effective for teaching writing, especially for teaching writing recount text. The finding convey some implications for the teachers and students: The TAD teaching strategy is effective strategy for teaching writing where the English teachers are encouraged to use it in teaching writing ability. English teachers are encouraged to use TAD teaching strategy to students who have low motivation in writing ability about text because it offers sequence event of writing One of the steps cannot be dismissed or the students should follow that all steps to gain deeper ability.

7. Suggestion

Based on the findings and conclusions and implications above, the are some suggestions as follow: It is suggested to English teacher to use TAD teaching strategy since it gives benefit to the students. The TAD teaching strategy help them discover the ideas from a variety of perspectives. It is important for the teacher to improve the students' writing ability in recount text by giving any assignment or homework, especially the question. It is hoped that the next researcher can develop this research on larger population and sample in order to get knowledge and the empiric data. This research only limited on recount text. It is suggested to conduct a research about students' writing ability on other types of texts such as narrative text.

References

[1] Boardman. (2002). *The Art of Teachingand Studying Language*. London: Oxford University Press.
[2] Brown, H. Douglas. 1991. *Teaching by principle:An Interactive Approach to Language Pedagogy.* United States ofAmerica: PearsonEducation, Inc.
[3] Budiani, V. 2014. *Using Tad (Transition-Action-Details) Strategy To ImproveThe Eighth Grade Students' Ability In Writing Recount Texts At Smpn 2Depok*. Unpublished Thesis Yogyakarta State University
[4] Flower, L., & Hayes, J. R. (1981). Plans that guide the composing process. In C.H. Frederiksen & J. Dominic (Eds.), *Writing: The nature,development, and teaching of written communication.* Hillsdale, NJ: Lawrence Erlbaum
[5] Friska G. Sitio. 2014, *The Use of TAD Strategy to Teach Writing Recount Text*, Pontianak: Tanjung Pura University.
[6] Harmer, Jeremy.2004. *How to TeachWriting*. Malaysia: Longman.
[7] Harris, K. R. (1996). Self regulation and strategy instruction for students who find writing and learning challenging. In M. Levy & S. Ransdell (Eds.), *The science of writing: Theories, methods, individual differences, and applications.* Mahwah, NJ: Lawrence Erlbaum Associates.
[8] Hyland, Ken. 2003. *Second Language Writing* . United States of America. Cambridge University Press.
[9] Kinsella, P. (1985). *The technique ofwriting.* Orlando, FL: Harcourt Brace Jovanovich Publisher.
[10] M. Reid, Joy. (1988) *The Process of Composition*, Prentice-hall, Inc, New Jersey.
[11] Nui, K. M. (2013). Writing Resource Guide. *Learning to Write*. Honolulu:University of Hawai`i.
[12] Nunan, David. (2003). *Practical English Language Teaching.* New York:The McGraw-HillCompanies, Inc.
[13] Peha, S. (2003). *The Writing Teacher's Strategy Guide*. New York: TTMS, Inc.
[14] Peha, S. (2005). *Teaching that Makes Sense*. New York: TTMS, Inc.
[15] Peha, Steve & Laster, Carmichael, Margot. (2006) *Be a BetterWriter: Your Guide to The Writing Life!*.Teaching That Making Sense, Inc, New York.
[16] Sharrock, T. (2008). *The effect ofgraphic organizers on students'writing*. Kinnesaw, GA:Kennesaw State University.
[17] Ur, Penny. 1991. *A Course In Language Teaching*. UK : Cambridge University Press.

Author Profile

Eggi Pratama, The first author is a graduate student majoring in English Department at graduate program, State University of Pdang, Indonesia.

Prof. Dr. Mukhaiyar, M.Pd , The second author is a lecture in English Department in Faculty of Language and Arts in State University of Padang, Indonesia.

Dr. Refnadi, S.Pd., M.Litt, the third author is a lecturer of English Department in Faculty of Language and Arts in Universitas Negeri Padang, Indonesia