



USING THINK-AHEAD AND WRITE (TAW) STRATEGY TO IMPROVE STUDENTS' WRITING SKILL IN DESCRIPTIVE TEXT

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ABSTRACT

According to the school-based curriculum (K-13) there are several types of texts that students study. Descriptive text is one of the texts that must be mastered by students. Descriptive text is a general text that students already know, but most students are still confused when they want to describe something. Writing is an important skill, but in reality there are still many students who have difficulty writing a sentence and making it into a perfect paragraph. This study aims to improve students' writing skills in descriptive texts by using Think-Ahead and Write (TAW) strategies in class XI A SMAN Batuklian. The used of Think-Ahead and Write (TAW) strategy was an effort that needed to improve students' learning abilities, especially to improve students' writing skills. Think-Ahead and Write (TAW) is a strategy that can help students understand the concept of writing to develop students' thinking skills. Using this type of descriptive qualitative research and as a sample was the students of class XI A SMAN 1 Batukliang were selected. Data collection in this study used the following instruments: observation, interviews and questionnaires to analyze the data in descriptive qualitative form. The result of this study be seen that mean of the pre-test is 65,370. For the first they didn't know how to make the best sentence or paragraph of descriptive text. But, after the implementing of TAW strategy they can increase they writing skill.

ABSTRAK

Menurut kurikulum berbasis sekolah (K-13) ada beberapa jenis teks yang dipelajari siswa. Teks deskriptif merupakan salah satu teks yang harus dikuasai oleh siswa. Descriptive text merupakan teks umum yang sudah diketahui siswa, namun sebagian besar siswa masih bingung ketika ingin mendeskripsikan sesuatu. Menulis merupakan keterampilan yang penting, namun pada kenyataannya masih banyak siswa yang mengalami kesulitan dalam menulis kalimat dan membuatnya menjadi sebuah paragraf yang sempurna. Penelitian ini bertujuan untuk meningkatkan

keterampilan menulis teks deskriptif siswa dengan menggunakan strategi Think-Ahead and Write (TAW) pada siswa kelas XI A SMAN Batukliang. Penggunaan strategi Think-Ahead and Write (TAW) merupakan salah satu upaya yang diperlukan untuk meningkatkan kemampuan belajar siswa, khususnya untuk meningkatkan keterampilan menulis siswa. Think-Ahead and Write (TAW) merupakan strategi yang dapat membantu siswa memahami konsep menulis untuk mengembangkan kemampuan berpikir siswa. Dengan menggunakan jenis penelitian deskriptif kualitatif dan sebagai sampel dipilih siswa kelas XI SMAN A 1 Batukliang. Pengumpulan data dalam penelitian ini menggunakan instrumen sebagai berikut: observasi, wawancara dan kuesioner untuk menganalisis data dalam bentuk deskriptif kualitatif. Hasil penelitian ini terlihat bahwa rata-rata pre-test adalah 65.370. Untuk pertama mereka tidak tahu bagaimana membuat kalimat atau paragraf terbaik dari teks deskriptif. Namun, setelah menerapkan strategi TAW mereka dapat meningkatkan keterampilan menulis mereka.

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INTRODUCTION

There are four language skills in teaching English: listening, reading, writing, and speaking. In general, communication includes two, namely verbal and nonverbal. Verbal can be conveyed verbally and in writing, while nonverbal can be conveyed by signs. This study discussed about verbal communication, especially writing. In high school, one of the basic language skills that must be mastered is writing. According to Maulidah (2013), writing is an activity to express ideas, thoughts, or even experiences in the form of paragraphs. According to Hayland (2006), writing is a person's process of expressing the contents of thoughts and writings that emphasizes the strength of the author's views on the topic. So that students' skills in learning English, especially writing skills, must be achieved well. In teaching writing, there are several materials. According to the school-based curriculum (K-13) there are 13 types of texts taught in senior high schools, one of it was descriptive text. Although descriptive text is a general text that students already know, most students are still confused when they want to describe something. Therefore, the researcher chose descriptive text as a variable in this study. For another reason, the researcher hopes that students can master descriptive texts, so that they can describe tourism in NTB especially Lombok, because there are many tourism places that they can describe in their own area, namely Lombok. Writing is an important skill, but in reality there are still many students who have difficulty writing a sentence and making it into a perfect paragraph.

There are many ways to encourage students to learn English. Teaching English using strategies is one way to make students excited to learn English. One of the relevant strategies in writing descriptive text is Think-Ahead and Write (TAW). The Think-Ahead and Write strategy creates time for thought and reflection and for building ideas and examining them before students write their own. The application of these strategies in the classroom is expected to make students understand more about making descriptive texts. There are two previous studies that the researcher used for this research, the first research conducted by Mutmainnah (2021) whose research showed the effect of the TAW strategy in improving students' reading ability. The results of this study indicate that students' abilities have increased, the second study by Fadilah (2019) which examined the effectiveness of the TAW strategy in improving students' reading comprehension. His research shows that quite a lot of students are able to understand English reading well by using the TAW strategy. Based on the two previous studies above, there is currently no research on improving students' writing skills using the TAW strategy. This research focused on problems related to the implementation of Think-Ahead And Write (Taw) Strategy to Improve Students' Writing Ability in Descriptive Text, especially at the secondary education (SMA) level. Using this type of qualitative descriptive research and selected as a sample class XI A SMAN Batukliang students'. Data collection in

this study used the following instruments: observation, interviews and questionnaires to analyze the data in descriptive qualitative form. More specifically, this research expected to be able to describe (1.) whether the teacher is able to implement or not teach descriptive text writing skills using the TAW strategy; (2) how teachers implement TAW strategies in learning; (3) Students' understanding in producing descriptive text using TAW strategy.

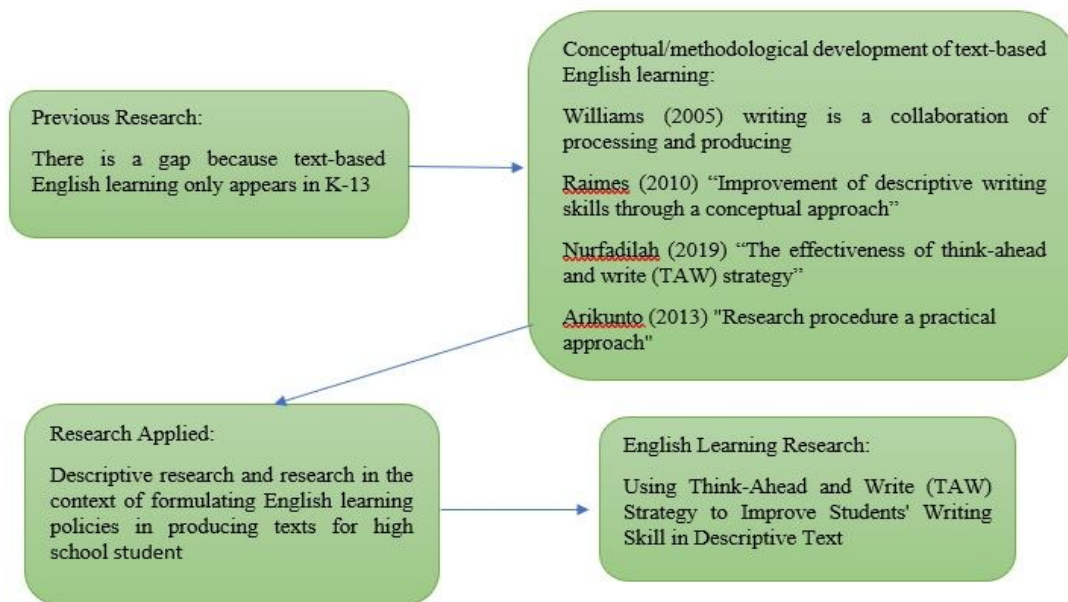
Writing is one of the four skills in English. Jeremy (2009) states that writing is one of the skills that exist among listening skills, speaking skills, reading skills, and writing skills, and it is contained in the English teaching syllabus. At oxford, writing is the idea or thought the writer goes through with writing. Writing is a way of communicating, meaning that we cannot repeat the writing directly. Therefore, writing must include relatively complete information and details, so that readers can understand the author's ideas or messages. According to Siahaan and Kisno (2008), writing does not only require proficiency in various skills but also a challenging process. It is a collaboration of thinking, imagination and the skill of organizing ideas. This means that writing is one of the skills that increase students' ideas from their thinking and imagination and also from experience. Raimes (2010) says that writing is a medium of communication, it helps us connect with other people and readers should understand our purpose. write, what will we inform or say. This means that writing is a process of communication between the writer and the reader, sharing information or the author's message.

In the sequence of statements, Saragih and Amrin Saragih (2014) say that writing is one of the activities of people based on their experiences in written expression media using acceptable forms of language. According to Sokotik in Spratt, Pulvemess, and Williams (2005), writing is a combination of processing and producing. The process mentions the steps of collecting imagination and processing it until it is displayed in a way that is smooth and can be understood by the reader. Gordon in Pardiyono states that writing is useful for describing a process, something that presents continuous changes in its parts. Time is like growing in organic nature. Based on all the definitions above, it can be concluded that writing is the key to communication, where writing is the thoughts and ideas or information of the author that he wants to convey. Gerot in Mursyid (2005), states that descriptive text is a text that places the characteristics of something. Descriptive text is usually also used to help writers develop aspects of their work, e.g. to create a mood, situation or to describe a place, so that the reader can build a clear picture of a character, place, object, etc. Yusmil (2018), states that in describing something, the author shares the most significant features or attributes of the thing that is the author's topic. In science, descriptions tend to be definite, as when an author describes a particular tool or organism.

According to Paridiyono (2009), said that descriptive text is a piece of information in the form of exposure to an object, both animate and inanimate objects. Visually, qualitatively or quantitatively, it can effectively be packaged in one form of descriptive text. Based on the above definition, it can be concluded that descriptive text is a text that contains about people or objects. Its purpose is to describe and express a particular person, place, or thing. In describing something, a writer uses words to paint a clear picture of something (a person, sight, or even feeling). Descriptive text aims to provide clear details about how something or someone looks. Hartono (2005), states that the purpose of descriptive text is to describe a particular person, place, or thing. That means descriptive text aims to provide clear details about how something or someone looks.

A descriptive text shares with the reader what an object is or what it does. A description must be so unique and detailed that a description of one thing must differ from a description of another. On the other hand, a descriptive text is not used to generalize. All different readers must demonstrate the same thing described in the text. Grant (2001:213) explains that Think-Ahead and Write (TAW) is a strategy to help students understand texts. This strategy consists of several parts that help students develop their thinking skills. According to Leight (2003: 5) that Think-Ahead and Write (TAW) is one strategy that can be applied in teaching reading, but in this study researchers applied this TAW strategy in teaching writing. Think-Ahead and Write (TAW) Strategy is a process that requires students to later ask questions, create mental images, and relate what students already know about the topic with the student's own experience (Gold and Pintozzi, 1997:41). Think-Ahead Strategy and writing

Figure 1. Research Road Map



METHODS

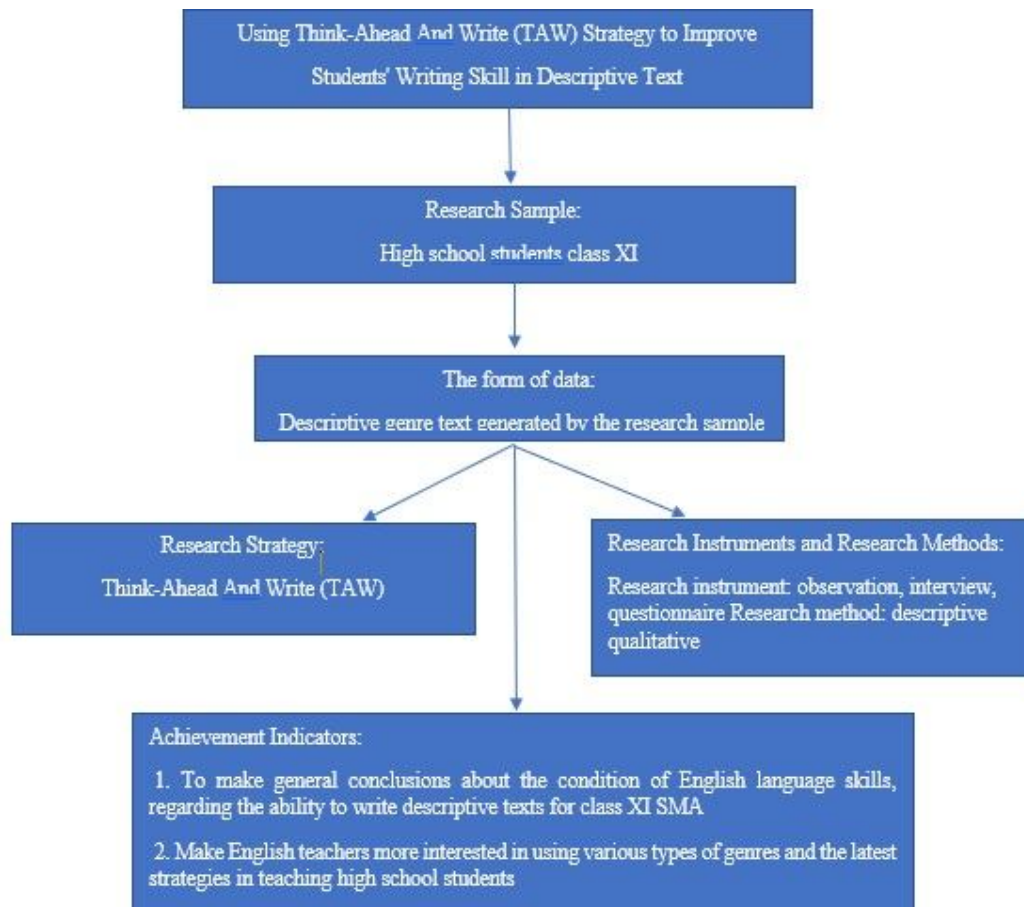
This research was descriptive-qualitative research, meaning that this research descriptive-qualitative intended to find out the descriptive results of the data collected and their interpretation as conclusions. According to Arikunto (2013), data is the result of documenting a particular activity by a researcher through observation, interviews, trial, and testing. The data of this study were collected from XI high school students. Based on the research theory of Steward (1998)¹⁸ it can be concluded that the population in this study were all students of class XI A SMAN Batukliang. As for the research sample, this kind of sampling in a Qualitative Study should be clearly explained. Sampling is aimed at selecting participants for specific reasons (eg, age, culture, experience), not at random. Therefore, the sample of this study were students of class XI A SMAN Batukliang. Creswell (1994) points out that the data collection procedure in qualitative research involves four basic types: observation, interview, document, and visual image. According to Arikunto, there are four data collection methods commonly used in a study. They are tests, questionnaires, interviews, and observations. Observations and questionnaires and interviews were chosen as research data instruments to be carried out by researchers. The rationale why researchers use descriptive qualitative methods is because descriptive qualitative provides tools for researchers to study complex phenomena in their context.

This study used descriptive text as a medium for the teaching and learning process and qualitative data were collected from observations, interviews between students and teachers and a questionnaire form. In line with this, Denzin and Lincoln (2005) explain that the data is about the feelings, opinions, hopes, suggestions, and preferences of research members and students related to the methods used in learning to write. Furthermore, qualitative research studies things in the natural environment, trying to understand or interpret phenomena in terms of the meanings that people bring to them. When applying qualitative research methods, emphasis is placed on natural settings in the perspective of the people as well as the research participants.

Data was collected by observation, interviews and questionnaire forms. In this study the researcher also used the Think-Ahead and Write (TAW) strategy to teach students to write descriptive texts. Since the introduction of the 2013 curriculum has just begun, the transition to the teaching and learning process approach required by the curriculum has become quite a challenge for language teachers so far as it relates to the level of practice in the classroom because they have to learn new methods required by the curriculum. This research already carried out for 1 year, which carried out by the head of the research team, research members and assisted by English teachers who teach at the research location to obtain research data. The subjects of this research are students of class XI A SMAN Batukliang in the academic year 2021/2022. There is only one class that be the research sample. To collect the data needed in this study, the instruments used consisted of observations, interviews and questionnaires. Writing descriptive texts was done after the teacher has finished teaching two or three times using the TAW strategy, so that

students are more adapted to the material being studied. The teacher asks students what they think and feel when they learn to write descriptive texts using the TAW strategy in the teaching and learning process, and students answer the questions in the form of interviews and questionnaires. In the interview guide, several questions are written to guide the interview. Because this study used semi-structured interviews, the questions that have been prepared in the interview guide can be developed during the interviews. Interview guides were used to collect more information from students regarding during the learning they were doing, whether they liked learning to write descriptive texts using TAW strategy or not in the teaching and learning process. The subjects of this study were students of class XI A SMAN Batukliang. While the object of this research was the skill of writing descriptive text using the Think-Ahead and Write (TAW) strategy.

Chart 1. Flowchart of Stages, Methods, Achievement Indicators, and Research Outcomes



RESULTS AND DISCUSSION

Research Finding

In this study, the researcher would like to describe the result of preliminary study, as follows:

In the preliminary of study, the researcher provided the descriptive text test, interview sheets and observation sheet. The test of descriptive text is employed to looks the students' the descriptive text test is used to evaluate the students' improvement writing ability in descriptive text. The minimum passing grade of English lesson in this school is 70. The test has been conducted by 27 students. From that, the result show students' writing score in pre-test was 1.765 and the mean score 65,370. Moreover, the percentage score of students' pre-test was only 22, 22%, and it can be seen that there were 6 students who passed the test and get score more 70. On the other hand, there were 20 students couldn't passed the test, their score didn't get up to 70, and it means 77,78% percentage of students failed of test. Based on the pre-test, it can concluded that student's writing skill in descriptive text needs to be improved or on the other word their writing skill in descriptive text still bad.

Furthermore, the result of the post-test have improved, it can proved that the total score of the students' was 2.030 and certainly there were also an increasing number of students who completed the test, there are 22 students from 27 students. It showed that students' score in post-test was increased. So, the post test in the first cycle was categorized successful. This data can be seen in the appendix III.

Qualitatively, the students' writing ability is also not really good. This can be proven by the interview from one of the students, "Sebenarnya, susah-susah gampang miss. Kalau cuman disuruh nulis biasa aja apalagi dalam bahasa Indonesia ya gampang aja miss, hanya saja kalau dalam bahasa inggris kami tidak tau harus menulisnya dari tentang apa nya dulu miss, dan apa aja yang harus ditulis dalam paragraph nya miss." (Look at appendix V). The researcher founds that the students got the difficulty in mastering the writing skill, because they don't understand about the step of descriptive paragraph, part descriptive paragraph, and the generic structure of descriptive text. This data strengthen by another data expressed by the student two, as below "Saya enggak suka bahasa inggris miss, tulisan sama bacaanya beda miss, membuat saya pusing." (Look at appendix V) here, the student said that he doesn't like to learn about English and it makes he was confused. Beside difficult in writing ability in descriptive text, the students are also lack motivation in writing ability, because it was not their habitual activity. Which is the English teacher is rarely taught them about how to master the vocabulary, it's not to make some sentence. Based on the result above, the researcher concluded that the students have difficulties in writing skill, especially in descriptive text. It can be proven through student interview answer show that they did not like in study about English lesson and the students rarely practice writing in English. Thereby, students can't develop their ideas and faced difficulties in writing English texts.

Based on the qualitative data above, it can be seen that the reason of students find it difficult and more easily bored in English lesson especially in writing descriptive text are because they only can speak but they didn't understand of the text, so they feel bored to study it. It affects the students' writing skill especially in descriptive text still low. Therefore, the researcher implement the think-talk-write strategy to improve students' writing skill in descriptive text. After the researcher know the problems of the students' in improving their writing skill, the researcher implemented of the things that has been planned before. The and were conducted in teaching learning English in descriptive text by implementing TAW strategy: (1) Start from explained material of descriptive text. Here, the material included definitions of descriptive text, the function of descriptive text, the generic structure of descriptive text, and how did to make the descriptive text, and the last gave the example of descriptive text. (2) Implemented of think talk write strategy. After researcher have done explained the material, the researcher using TAW strategy in English learning process. (3) after all of the activity have done, the researcher give the post-test. The result of post-test have been placed in appendix.

The last but not the least activity is closing that include: (1) The researcher remain the materials to the students, (2) The researcher ask the students to conclude the material has been learned before, and then the researcher will add the conclusion. activities in this section that has been conducted by researcher, including the beginning activity, main activity, and closing activity. The first is beginning activity that include: (1). The researcher start the learning process with greeting to the students and praying together, and give them some motivation of life and also check their attendance list. (2) The next was the researcher introduced the materials and the objective of the material in learning.

Discussion

This research was conducted to improve students' writing skill in descriptive text through TAW strategy. In the effective to improve students' writing skill in descriptive text, because this strategy can motivate the student to be more active and share their ideas with the others. Based on the observation sheet and interview showed that students more active in this research than the other lesson. It is because the researcher using TAW strategy in learning teaching process. The students focused and paid attention to the researcher when the researcher explained about the lesson. But, the students were not really enthusiastic in learning teaching process because during online class.

Then, there was the improvement of the researcher in teaching English especially writing descriptive text. It could be proven from the result of observation that the researcher could activate the students in learning. It made the students' score improved and achieved the target (KKM). It indicated that the implementation of TAW strategy can help the students in writing descriptive text.

CONCLUSION

Based on the result of this research, it could be concluded that the students' writing skill in descriptive text could be improved by think-ahead and write strategy, especially for students at XI A class of SMAN 1 Batukliang. The explanation as follow:

Based on the first formulation of problem that in the preliminary study, it can be seen that mean of the pre-test is 65,370. For the first they didn't know how to make the best sentence or paragraph of descriptive text. But, after the implementing of ttw strategy they can increase they writing skill.

Thus, based on the second formulation of problem, the result can be seen that students score in pre-test show students' writing skill in descriptive text was still below KKM. Its means that the students have achieve the KKM (minimum 75) fewer than the students that the score is still low. Based on the qualitative data, the reason is students faced difficulties in writing skill especially in descriptive text, such as: they didn't know how to show their ideas into sentence and paragraphs.

In this research, the post-test mean of students' writing skill in descriptive text is 75,185. It meansthat the students'score increasedthanpreliminary study. It can be seen in the quantitative data that from the pre-test, students' score still low, but after the implemented of the strategy there is improvement of students' score, it can be proven in post-test. The qualitative data proves by exposing a positive improvement in the students' behavior who are more active and more enthusiastic than before during learning teaching process. On the other hand, after the treatment students were able to express their ideas and they were able to adjust the generic structure of descriptive text into paragraph. In conclusion, TAW strategy can help students to improve their writing skill in descriptive text.

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