THE EFFECT OF THE THINK-AHEAD AND WRITE (TAW) STRATEGY IN WRITING DESCRIPTIVE TEXT ON HIGH SCHOOL STUDENTS' PREDICTION AND ANALYSIS OF QUESTIONS AT MAS DARUL FALLAAH UNISMUH MAKASSAR DI BISSOLORO

A THESIS

Submitted to the Faculty of Teacher Training and Education Universitas Muhammadiyah Makassar in part fulfillment of the requirements for the degree of Education in English Education Department

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2023

بسم الله الرحمن الرحيم

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Thursday 178 Sep 2021	IV – V	- Pay attention on your stronger, focused on your findings, interpreted the data – correlate to gather response for giving the headling) - pay attention on your bibliography - Provide your CV	
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MOTTO

Tidak ada ujian yang tidak bisa di selesikan.tidak ada kesulitan yang melebihi

batas kesanggupan.

Qs. Al-baqarah : 286

"Allah tidak akan membebani seseorang melainkan sesuai dengan kadar
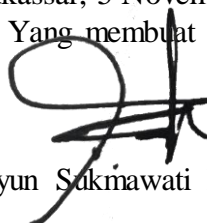
kesanggupannya"

ABSTRACT

Yuyun Sukmawati Mansur, 2023. *The effect of the Think-Ahead and Write (TAW) Strategy in Writing Descriptive Texts on High School Students' Prediction and Analysis of Questions at Mas Darul Fallaah Unismuh Makassar di Bissoloro*. thesis, Department of English Education, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar. Supervised by Sitti Maryam Hamid and Ika Sastrawati.

This study aims to determine the effect of Think-Ahead and Write (TAW) strategy on students' predictions in writing descriptive text and the effect of the Think-Ahead and Write (TAW) strategy on the analysis of student questions from descriptive texts. This study uses a type of quantitative research using a test instrument. The test was given to tenth grade students of Mas Darul Fallaah Unismuh Makassar di Bissoloro.The population in this study was 21 students and the sample in this study was 15 students.

The results of this research can be seen from the t-test which shows that the t-test value on predictions in writing descriptive text is higher than the t table $(9.973>2.17)$ and the t-test test value on analysis students' questions is higher than the t-table $(6.430>2.17)$. It can be concluded that the use of the Think Ahead and Write (TAW) strategy has a good effect on students' thinking abilities in writing descriptive text.

Keywords: Think Ahead and Write (TAW), Students Thinking Skills

ABSTRAK

Yuyun Sukmawati Mansur, 2023. *Pengaruh Strategi Think-Ahead and Write (TAW) Dalam Menulis Teks Deskriptif Terhadap Prediksi dan Analisis pertanyaan Siswa Pada Mas Darul Fallaah Unismuh Makassar di Bissoloro*. skripsi Jurusan Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Sitti Maryam Hamid dan Ika Sastrawati.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi Think-Ahead and Write (TAW) terhadap prediksi siswa dalam menulis teks deskriptif dan mengetahui pengaruh strategi Think-Ahead and Write (TAW) terhadap analisis pertanyaan siswa dari teks deskriptif. Penelitian ini menggunakan jenis penelitian kuantitatif dengan menggunakan instrumen tes. Tes diberikan kepada siswa kelas sepuluh Mas Darul Fallaah Unismuh Makassar di Bissoloro.. Jumlah populasi pada penelitian ini yaitu 21 siswa dan jumlah sampel pada penelitian ini yaitu 15 siswa

Hasil penelitian ini dapat dilihat dari uji-t yang menunjukan bahwa nilai uji t-test pada prediksi dalam menulis teks dekriptive lebih besar dari t table (9.973>2.17) dan nilai uji t-test pada analisis pertanyaan siswa lebih besar dari t-table (6.430>2.17).Dapat disimpulkan bahwa penggunaan strategi Think Ahead and Write (TAW) memiliki pengaruh yang baik terhadap kemampuan berpikir siswa dalam hal menulis teks deskriptif.

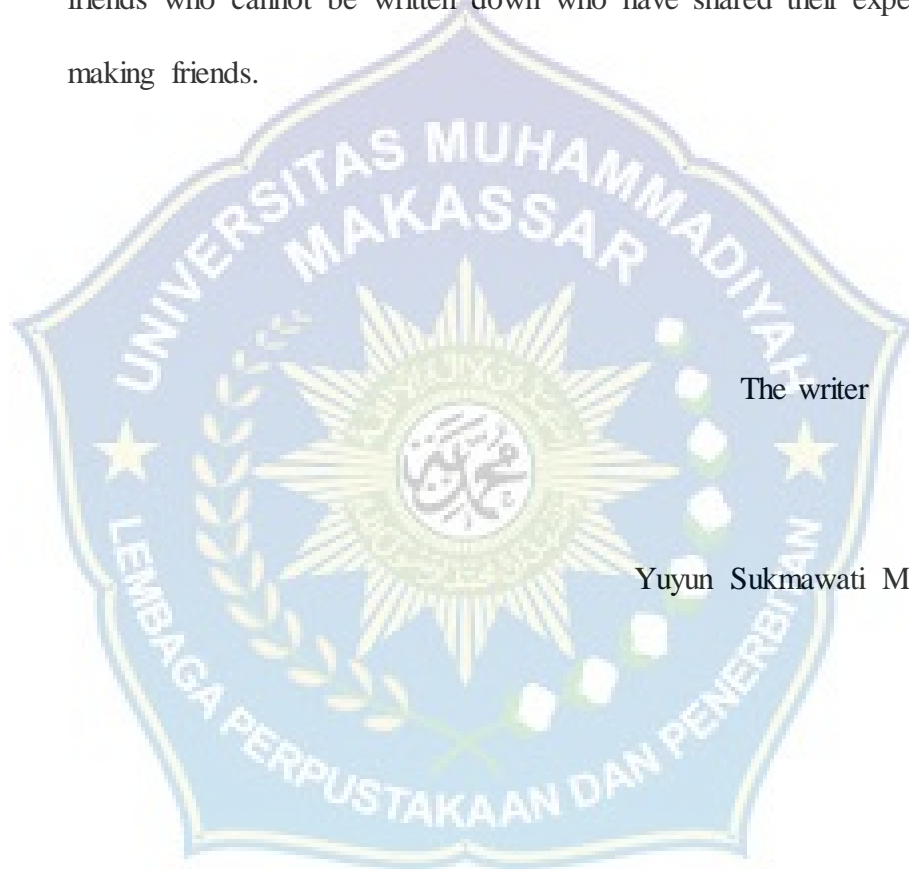*Kata kunci : Think Ahead and Write (TAW), Kemampuan Berfikir Siswa*

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Alhamdulliahi Robbil Alamin, the writer expresses her sincere gratitude to the almighty God, Allah S.W. T, who has given guidance, mercy, and good health, so that she could finish writing this thesis with the title "**The Effect of The Think-Ahead and Write (TAW) Strategy in Writing Descriptive Text on High School Students' Prediction and Analysis of Questions at Mas Darul Fallaah Unismuh Makassar di Bissoloro**.". Greeting and Shalawat are addressed to the beloved and chosen messenger, the Prophet Muhammad SAW (peace is upon Him).

In writing this thesis the writer found many difficulties, so the writer realized that the thesis has a lot of mistakes and weakness. In order to become perfect, the writer needs correction and suggestion. The writer would like to say thank you very much for the people who gave spirit, advice, suggestion, and helping to the write as follows

a) My highest appreciation and deepest thankful to my beloved parents, who always be my best parents

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The writer

Yuyun Sukmawati Mansur

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CHAPTER 1

INTRODUCTION

A. Background

Writing skills are one of the skills that every student needs to have. According to Ayu, (2017) by writing someone will become more creative and critical, because writing is a creative language skill which will produce a creation, namely writing. Writing activity is also a process of moving symbols and being active in issuing an idea, thought, feeling, to the reader through the medium of language in the form of writing. Good writing is writing that can be understood and understood by the contents of ideas or thoughts to the reader. In the writing process it also emphasizes students to predict (think ahead) and analyze (find) a question that will help students to produce good writing.

Sitomorang, (2018) To write, students find it difficult to develop ideas. Students admit that it is very difficult for them to find anything to write and put it into good writing. In addition, students also find difficulties in compiling sentences that they will write. Learners are also confused about what to write at the beginning and what to write after. Students feel they still need guidance to collect ideas and arrange them into a good and coherent paragraph Referring to the problems, the writer sees that it is necessary to apply an appropriate strategy to know students' writing abilities. Of the several strategies in English available, The researcher decided to use the Think Ahead and Write (TAW) strategy.

The think ahead and write (TAW) strategy provides opportunities for thought and reflection to generate ideas and check them before students write on their own. It is hoped that the application of these strategies in the classroom will make it easier for students to understand the meaning of writing.

The advantage of the Think Ahead and Write (TAW) strategy is that it can help students understand the content of the written text they are studying. In the learning process, the think ahead and write (TAW) strategy can also help students understand a text and can help students develop their thinking skills. Think Ahead and Write (TAW) is a strategy applied so that students are able to connect previous knowledge with their current knowledge about the material they are studying and then make it into a good written text that is easy to understand and understand the main idea of the text.

According to Yulandari and Suryadi (2022) one of the important skills that every student has is writing skills, but at this time, there are still students who still find it difficult to write sentences and make them into good paragraphs. In improving students' learning abilities, especially in terms of writing skills, one of the efforts that needs to be made is to apply Think Ahead and Write (TAW) strategy in learning because Think Ahead and Write (TAW) strategy can help students understand concepts. to develop thinking skills. Therefore, in this study the researcher chose the Think-Ahead and Write (TAW) strategy because with this strategy students will be trained on how to

think critically, predict, and analyze questions that will direct students in writing.

Based on the background explanation above, the researcher conducted a study with the title "The Effect of The Think-Ahead and Write (TAW) Strategy in Writing Descriptive Text on High School Students' Prediction and Analysis of Questions at Mas Darul Fallaah Unismuh Makassar di Bissoloro"

B. Problem Statement

The researcher formulates the problem as follows:

1. What is the effect of think ahead and write (TAW) strategy on students' prediction in writing descriptive text?

2. What is the effect of the think ahead and write (TAW) strategy on the analysis of students question from descriptive text?

C. Objectives of The Research

Based on the problem statement above, the objective of this research as follows:

1. To find out what is he effect of think ahead and write strategy on students' predictions in writing descriptive text.

2. To find out what is the effect of the think ahead and write strategy on the analysis of students question from descriptive text

D. Significance of the Research

The significance of this research is expected to provide several benefits in the learning process. The significance of this research as follows :

1. For teachers, this research is expected to show how important the application of Think Ahead and Write learning strategies is in learning english so that students can have an open mind, hone their ability to predict and analyze questions in learning english.

2. For the writer, this research is intended to encourage students to hone their skills in analyzing questions in learning english.

3. For future researchers, it is hoped that this research can be developed by other researchers with various abilities and research subjects.

E. Scope of the Research

The researcher was conduct research on the Think Ahead and Write learning strategy to find out its effect on student predictions in writing descriptive text (spelling,punctuation and capitalization) and analysis of student questions from a descriptive text about describing objects (formulating the question by using 5W+1H question)

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Related Findings

Ditanti, at al (2021) this study uses two classes to compare which strategy is most effective in improving reading skills in learning English. Therefore, the result of this study is that the researcher can show that the implementation of the Think-Ahead and write (TAW) strategy as an effort to improve reading skills is effective and efficient.

Fadillah (2019) in her thesis is uses an experimental research method that is applied pre-test-post-test one group. The type of research used is quantitative research, the research instrument used is a test sheet to find out and collect data about students' reading skills, with the results of this research, the application of think ahead and write in teaching writing has developed students' reading comprehension in the main and specific ideas of text that has been presented in class.

Husna (2017) this research is descriptive research with the main objective to analyze the quality of students' descriptive texts in English subject. In this study it was found that students faced several difficulties in organizing ideas and developing ideas. Some students are not able to develop ideas properly. Based on the research results, students are advised to pay attention to all components of descriptive text, especially in developing and organizing the components of ideas. Suggestions from researchers in this study are for teachers to use effective

strategies and provide various ways to develop students' ideas. Teachers must help students to brainstorm ideas or outline their writing, to assist students in organizing and developing their ideas properly.

Bahrun (2014) in this study the type of research used was Classroom Action Research (CAR) and consisted of two cycles. This study obtained data by using a description test (reading test) and observation. after going through two tests namely cycle 1 and cycle 2. showed that there was an increase in students' reading comprehension. Therefore, it can be concluded that using the Think Ahead and Write (TAW) Strategy can improve achievement of students' reading comprehension.

Anshar (2014) This study uses classroom action research. the results in this study, namely, through tests in cycle 1 and cycle 2 that the use of Think-Ahead and Writing Strategies can increase students' activeness in learning english especially in teaching reading comprehension.

Abdullah (2009) from the results of his research it can be said that simple designs in lessons or interactive strategies or interactions between teachers and students are by applying TAW. and also in making it easier for students to understand reading material by giving reading texts through the use of TAW strategies. The Think-Ahead and Write strategy is one of the strategies for teaching reading which contains three steps: listening, reading, and discussing.

Sukmawati (2008) the results of this study indicate that researchers found that applying forward-thinking and writing strategies could improve students' reading skills. With this ability students feel motivated to always be interested in reading. Forward thinking and writing strategies applied in learning have accurate results to make students understand a lot of vocabulary and be able to memorize the vocabulary.

Based on the research found related to the findings above, this research has similarities and differences. There are those who focus on learning strategies, namely strategies Think-Ahead and Write (TAW), and there are those who focus on analyzing student descriptive texts. but in this study the researcher only focused on learning strategies, namely forward Think-Ahead and Write (TAW) strategies to determine the effect on student predictions in descriptive text (prior describing about the object) and analysis of student questions from a descriptive text about describing objects (formulating the question by using 5W+1H question).

B. Some Pertinent Ideas

1. Think Ahead and Write (TAW) Strategy

a. Definition of Think Ahead and Write (TAW) Strategy

As described in the background above, the Think-Ahead and Write Strategy creates time for thinking, namely training students to develop thoughts and reflections and to find ideas and understanding before students write on their own. Therefore, the implementation of these strategies in the classroom is expected to be able to make

students more understand about writing text. One of them is understanding descriptive text.

According to Aminlimpo (2012) in the learning process students can understand the reading and writing text they are learning which is also one of the advantages of the think ahead and write (TAW) strategy. Think Ahead and Write (TAW) is a strategy to help students understand texts. This strategy can help students develop their own thinking skills in the learning process.

Grant (2001) explains that the Think-Ahead and Write (TAW) Strategy of several parts that help students develop their thinking skills in understanding written texts. Think-Ahead and Write (TAW) is a strategy to help students understand text before speaking. They will be taught to ask questions, create mental images and relate what they read. This strategy also makes them think critically in reading texts by combining several parts of this strategy.

According to Leight (2003) apart from learning to write, Think-Ahead and Write (TAW) is a strategy that can also be applied in teaching reading. Then according to Gold and Pintozzi, (1997). one of the strategies that can help students understand parts of the English language is the Think-Ahead and Write (TAW) strategy. In this strategy, students are trained to think in developing ideas related to the skills learned in English. This strategy is implemented through teaching reading, but can also be applied in teaching writing. This

strategy students or readers are required to ask questions, make mental pictures and connect what the reader already knows about the material or theme with the reader's own experience. Students will be trained to ask questions, form a mentality to discuss and connect learning material from the reading texts they read. This strategy makes students think more critically in reading the core contents of the reading text.

According to Andrew (2003) that Think-Ahead and Write (TAW) is a strategy that can be applied in teaching reading. It helps students easily understand texts in English. The Think-Ahead and Write (TAW) strategy as an outcome prediction strategy, apart from reading through this strategy, can also help students to predict what they will write and produce a work in good written form.

Think Ahead and Write (TAW) strategy has advantages for students, namely that it makes it easier for readers or students to understand reading passages and think about what they read is a an important way for them to use their skills to understand science, history, social studies, mathematics, and many other subjects they will learn through their education.

b. **Procedure of Think Ahead and Write (TAW) Strategy**

Ellis.(2007) designs procedure of think ahead write as follows to utilize key text clues or "hints" such as titles, headings, subheadings, pictures, vocabulary terms, summary statements, and questions to gain some idea of what the chapter will be about.

Performing the strategy requires using several powerful cognitive learning strategies such as activating background knowledge, predicting, analyzing questions, paraphrasing, and summarizing.

Gold and Pintozzi, (1997). In the application of TAW the students should follow the following steps:

1. Read the title of the subheadings or the first sentence in each paragraph to get an overview of the passage.

2. Develop a description of what we get after looking at the details of the first sub-chapter or paragraph and then writing it in the form of a description or our own words.

3. Make a combination between what we know and what we read.

4. Check back carefully from the results of reading or understanding of the text to ensure whether our checking is really in accordance with the intent and purpose of the reading.

2. **Descriptive Text**

a. **Definition of Descriptive Text**

According to Siregar & Dongoran (2020) Descriptive text is a text that explains or describes a person, animal or a certain object in terms of its shape, characteristics, quantity, and so on. In learning English, one of the basic materials in improving students' ability to write is descriptive text. Descriptive text can be said to be

one of the written works that aims to convey meaning to the reader through written text and give the reader an idea about something, people, animals and so on.

According to Ushchapovska (2020). Descriptive text consists of descriptions of animals, people, things, places, etc. Meanwhile, the statement is strengthened by Urunami et al. (2017), who stated that descriptive text is part of information about certain things, such as a description of an object through writing. Basically, it provides information regarding subjects, facts, and behaviors. Descriptive is a text that describes people, animals, objects, and places with clear and complete explanations. In this case, the reader can visualize the object depicted.

According to Aminah (2022) Writing descriptive text is a process for collecting main ideas, or information into a text that describes a person, location or certain object. It describes a person, location or thing that can make the reader imagine what is depicted clearly. In writing activities that explain the characteristics of a person, the function and use of a particular object or place is also one of the definitions of descriptive text. Therefore it can be said that descriptive text is a type of written text. Descriptive text consists of an introduction and a description. The introduction is the part of the paragraph that describes the character of a person or thing and a particular place, and the description part is the part of

the paragraph that explains the character of the person or thing and place.

In writing descriptive text students can use fantasy and reason to create a good written text so that readers can hear, feel, smell, see, and feel when they present good words about the subject. For example, students describe an object. , then whatever is described by students, the purpose of writing and the results of the description are the same.

Descriptive text is text that is intended to explain certain things such as people, places or things. The schematic structure of descriptive text is divided into two: Identification and Description. In addition to schematic arrangement, descriptive text also has its own language features. The language features of the descriptive text are: use special participants, written in the present tense, use linking verbs, use adjectives, use relational and material processes. in everyday life we can describe or describe something and then the picture or description is poured in written form. therefore in English a text that describes something like an object, or a living thing that is described either in appearance, smell, sound, or texture of objects or living things.

According to (Fitriani et al., 2019; Jayanti et al., 2019). Descriptive text is describing something like, People, objects, animals and locations to readers so that it is clear and easy to

understand. Suminar and Putri (2018) revealed that descriptive text is a text that explains about people, animals, objects and places with clear explanations to inform the reader Also the reader's understanding of the object being described. So that readers can get information Regarding the new object written by the writer in descriptive text, and the writer will explain about it object clearly in order to get a clear picture of the object. Basically an explanation of the object is done in order make the reader understand and gain knowledge from the text.

The purpose of descriptive text is to describe and reveal or describe the characteristics of people, things, animals, places and so on. Descriptive text has its own rules for writing, including the structure or arrangement that must be written sequentially.

According to Anderson, that descriptive or description is text that describes a particular person, location, or thing. The goal is to tell about subject by describing its features and not including personal opinion. In connection with Anderson's statement about the meaning of description, Karim and Rachmadie also argue that description is a verbal description of person, place, or object.

b. **Generic Structure Descriptive Text**

According to Anderson, that descriptive or description is text that describes a particular person, location, or thing. The goal is to tell about subject by describing its features and not including

personal opinion. In connection with Anderson's statement about the meaning of description, Karim and Rachmadie also argue that description is a verbal description of person, place, or object. The language of the text focuses on certain participants, meaning texts that have a certain object which will be explained using an identification process the use of language or linguistic characteristics that focus on a particular object or target is one of the characteristics of descriptive text

In each Descriptive text there are two parts that are characteristic of Descriptive Text itself. The two sections are:

a. Identification

Identification is part of the Descriptive Text which contains the topic or "what" to describe or describe.

b. Description

Description is the last part of Descriptive Text which contains about discussion or description of the topic or "what" is in Identification regarding physical appearance, quality, general behavior as well as their properties.

c. **Characteristics of Descriptive Text**

Syahputri & Masita (2018) One of the texts that can help readers to see and understand a passage related to the subject written in the text is descriptive text which describes the nature or parts that support a paragraph. According to Agustine (2022)

Students can describe something by learning to write descriptive text. In descriptive texts that use people, places or objects, you must be thorough in writing so that it gives a good impression and content for the reader.

Descriptive Text uses Present Tense, for example: go, eat, fly, etc.

1. Descriptive Text uses various kinds of Adjectives (adjectives). Describing, Numbering, and Classifying (classifying), for example: two strong legs, sharp white fangs, etc

2. Descriptive Text uses Relating Verbs to provide information about the subject, for example: my mum is really cool, it has very thick fur, etc.

3. Descriptive Text uses Thinking Verbs (thinking verbs, like believe, think, etc.) and Feeling Verbs (feeling verbs, such as feel) for express the author's personal views on the subject, for example: police believe the suspect is armed, I think it is a clever animal, etc.

4. Descriptive Text also uses Adverbs (adverb) for provide additional information about behavior or traits (Adjective) described, for example: it is extremely high, it runs definitely past, etc.

d. Features of Descriptive Text

1. verbs used are attribute verbs, such as be (am, is, are)

2. The tense used is the simple present tense

3. Only focus on that one object.

4. Noun : Using specific nouns, such as my cat, my boyfriend, National Monument. In addition, often using adjectives to clarify the use of nouns or nouns, such as a big house, a smart student, an independence woman .

5. Simple present tense: using the basic verb or the first form (verb 1) and using verbs that can show the ownership or state of an object. Descriptive text uses the simple present tense because descriptive text tells a fact from the object being described. For example My office has 22 floors, Azka is pretty, and others.

6. Action verbs: Using verbs that indicate an activity or an activity that can be seen. For example, sleep, walk, sing, dance, etc.

7. Figurative language: Using figurative language or describing something, usually using a metaphor to provide an illustration to the reader.

3. 5W+1H Question

5W+1H itself is taken from question words in English such as what, who, when, why, where and how. In Indonesian the question words are Apa, Siapa, Kapan, Mengapa, Di mana, dan Bagaimana

5W+1H is a method used to get richer and deeper information. This is done by fulfilling or asking each element of the 5w +1h to the resource person.5W+1H-Questions are very important to use in teaching write.5w+1H-Questions play a central role in English discourse to request content information related to people, things, events, time, place, reason, and manner

Reymon stated that one way to explore topics in writing skills is to ask questions. To produce ideas and details, especially when the writer is writing, the teacher should ask questions using the elements 5w+1h. 5w+1h is a guided question which is a technique for directing students to produce detailed ideas when they are writing.

In everyday life humans need language as a means and infrastructure in communicating. Language also has an arrangement and rules, especially in making and using interrogative sentences. The use of interrogative sentences can also be used in the learning process, namely using the 5w+1h technique. This technique is used to improve students' ability to use interrogative sentences.

a. some characteristics of 5w+1h as follows

1. Using What

   "What" is used as the subject of the question. It refers to various things, asking for information about something

2. Using When

   The question of "when" is used to ask questions about time.

3. Using Where

   The question of "where" is use to ask questions about place

4. Using Why

   It is more than other questions, because it produces the greatest responses.

5. Using Who

   "Who" is used as the subject of a question. It refers to people. "Who" not only used for subject but also can be used for object in informal condition

6. Using How

   "How" generally asks about manner or asking about how something happened

5w+1h questions also include ways or techniques to get students to express feelings or opinions in writing, the use of 5w+1h questions can be taken from a descriptive text. The question is why you have to use the correct pattern to avoid misunderstandings. A question sentence is a sentence used to search for information.

C. Conceptual Frameworks
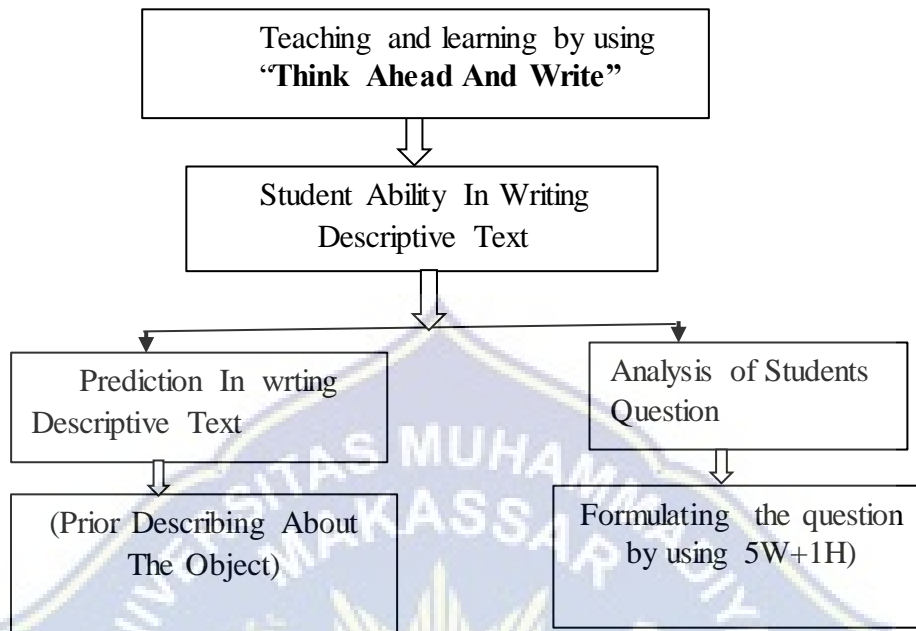
Figure 2.1 Conceptual Frameworks

Based on this conceptual framework, researcher was focus on using the Think-Ahead and Write (TAW) strategy in the learning process to determine the effect of the Think-Ahead and Write (TAW) strategy on students' predictions in predicting an object (function of the thing). and analyze student question from descriptive text (formulating the question by using 5W+1H question) the researcher was analyze it the question oppropriate or not. researcher was use the research instrument through the test process.

D. Research Hypothesis

1. Alternative hypothesis (Ha): There is a significant difference in the results of students' predictions in writing descriptive text and analyzing student questions from descriptive text

2. Null hypothesis (Ho): There is no significant difference in the mean score of students' prediction in writing descriptive text and analysis of students questions from descriptive text

CHAPTER III

RESEARCH METHOD

A. Research Design

In application to this research, this research uses quantitative research with a one-group pre-test-post-test design was used. the design is pre-test (O1), treatment using think ahead and write (TAW) strategy (X), post-test (O2). In implementing this research design, it involves a pre-test and post-test in one group, namely the pre-test is given before the treatment is applied using think ahead and write (TAW) strategy, while the post-test is given after the treatment is applied.

B. Research Variables and Indicators

In this study, two variables X as the independent variable and Y as the dependent variable.

a. Independent variable

The independent variable in this research is think ahead and write (TAW).

b. Dependent variable

The dependent variables in this research are students' predictions in writing descriptive text and analysis of students' questions from descriptive text

c. Indicators

The indicator in this research is writing descriptive text

(prior describing object and analysis of question by using 5W+1H)

C. Research Population and Sample

    a. population

        According to Sugiyono (2018) population is an object or subject that has certain qualities determined by the researcher to be studied. The population of this study was students of class X Mas Darul Fallaah Unismuh Makassar di Bissoloro, with a total population of 21 students..

    b. Sample

        According to Sugiyono, (2019) "a sample is a small part of the quantity and characteristics possessed by a population". In this study, the research sample was class X Mas Darul Fallaah Unismuh Makassar di Bissoloro which consisted of 15 students. From a population of 21 students, only 15 students were active during learning, while 3 students were tahfidz students who were not required to take part in the learning process in class and 3 other students without attendance information.

D. Research Instrument

    To collect data and find out about the effect of the Think Ahead and Write (TAW) strategy on prediction and analysis of students' questions, in this study the researcher used a test instrument to collect data. The researcher used a writing test and then a test to create questions.

E. Procedure of Data Collection

    In this study, data collection is presented chronologically as follows:

1. Pre-test

The researcher gave a pre-test to the students who were sampled in the study for around 90 minutes before applying the treatment.

2. Treatment

   a. The teacher applied "Think Ahead and Write (TAW) "writing descriptive text

   b. The teacher introduces the topic or material to be learned

   c. Students develop their description of the material they are studying, namely descriptive text

   d. The students carried out prediction strategies on the topic of descriptive text, namely an object

   e. students imagine in their minds about the topic and write it in the form of descriptive text

   f. The teacher and students discuss or make understanding of the results of the writing

3. Post-test

The final step taken by the researcher was to conduct a group post-test with the same format as the pre-test. The post test was given after four meetings. The results of the pre-test and post-test assessments were compared to find out whether the Think Ahead and Write (TAW) strategy had an effect on students' predictions in writing descriptive texts and analyzing questions from descriptive texts or not.

F. Data Analysis

After the data is collected, the results of the pre-test and post-test assessments will be analyzed. In conducting data analysis, researchers used SPSS. To analyze the data, researchers tried to find the scores and average scores of each student.

The stages in analyzing data can be seen in the explanation below:

1. The test results are collected then checked and given a score based on the descriptive text writing assessment rubric, namely spelling, punctuation and capitalization.

The Assessment of Writing Descriptive Text

Table 3.1

Aspect	score	Performance Description
Spelling, punctuation, & Capitalization	4	Use appropriate spelling, punctuation, and capitalization
	3	Errors in spelling, punctuation, and repeated use of capitalization
	2	Errors occur in the use of incorrect spelling, punctuation and capitalization
	1	There are errors that are more dominant in the use of spelling, punctuation and use of capitalization

The criteria for student score groups can be seen by the average student score which is explained into five categories as follows:

Table 3.2 Assessment Score

No	Total score	Level of ability
1	90-100	Excellent
2	80-89	Very good
3	70-79	Good
4	60-69	Fairly good
5	50-59	Fair

(Gay in Darmayani, 2012:26).)

1. Input data via data view, data view is a SPSS worksheet display to display the contents of the input data.

2. Then click variable view to edit and view variable data on the worksheet (variable name, data display, data type, and display data display

3. Next, to process the data that has been entered on the SPSS screen, use the analyze menu to look for descriptive statistics.

4. Then select the variable to be analyzed by moving the variable name to the column to the right of the variable (s)

5. Then click options to select the descriptive statistical analysis that will be calculated (mean, std deviation, and frequency)

6. The last, analyze the t-test hypothesis and t-table.

CHAPTER IV

FINDINGS AND DISCUSSION

In this section the researcher describes the students' initial and final assessments of the results of writing descriptive texts and analyzing student questions from a descriptive text. This finding is in accordance with the formulation of the problem stated in the introduction section. Therefore, in this finding the researcher presents a description of the result data collected through a descriptive text writing test and a student question analysis test from a descriptive text. In addition, the data obtained from the pre-test results are intended to determine students' initial abilities before being treatment in the learning process, while the data obtained from the post-test results are intended to determine whether the Think Ahead And Write (TAW) has an effect on students' predictions. in writing descriptive text and analyzing student questions from descriptive text

A. Findings

In this section the researcher explains the students' initial assessment scores (pre-test) and final assessment scores (post-test) from the results of students' writing descriptive texts and the results of students' questions from descriptive texts.

1. **Classification of Prediction data analysis results in Writing Descriptive Text and Analysis of Student Questions from Descriptive Text in the Pre-Test and Post-Test.**

Table 4.1

Students' writing skills	Pre test		Post test	
	Mean Score	Sd	Mean Score	Sd
Prediction in Writing Descriptive Text	57,40	5,717	77,13	7,189
Analysis of Questions from descriptive text	53,33	4,498	72,00	5,916

The table shows the average score of data analysis results from students' pre-test and post-test in terms of writing descriptive text and analysis of students' questions from descriptive text.

The mean score of prediction in writing descriptive text in the pre-test was 57,40, which was classified fair and the standard deviation was 5,717 while the post-test mean score was 77,13 which was classified good and the standard deviation 7,189. The mean score pre-test for analysis question from descriptive text was 53,33 which was classified fair and the standard deviation was 4,498 , while the mean score in the post-test was 72,00 which was classified as good and the standard deviation was 5,916. That is means, students' understanding in prediction in writing descriptive text and making questions has increased afterwards handled by using Think Ahead and Write strategies.

2. The Clasification of Students Score in Prediction in Writing Descriptive Text.

Table 4.2

Score in Pre-Test Students' Prediction in Writing Descriptive Text

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	0	0%
2	80-89	Very good	0	0%
3	70-79	Good	0	0%
4	60-69	Fairly good	8	53,33%
5	50-59	Fair	7	46,67%
Total			15	100%

Table 4.2 shows that the students prediction in writing descriptive text in the pre-test, there are 8 students or 53,33% in the fairly good category, and 7 students or 46,67% in the fair category.

Table 4.3

Score in Post -Test Students' Prediction in Writing Descriptive Text

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	1	66,6%
2	80-89	Very good	7	46,67%
3	70-79	Good	7	46,67%
4	60-69	Fairly good	0	0%
5	50-59	Fair	0	0%
Total			15	100%

In the table above shows that the students' prediction in writing descriptive text in the post-test is that 7 students or 46,67% good category,

7 students or 46.67% got a very good category, and 1 students or 6,66% got excellent category. In these results it can be said that there is a difference in percentage between the pre-test and post-test, where the post test results show an increase in the results of students prediction writing descriptive texts of students.

3. **The Classification of Students Scores in Analysis Question From Descriptive.**

Table 4.4

Score of Analysis Students Question From Descriptive Text Score in Pre-Test.

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	0	0%
2	80-89	Very good	0	0%
3	70-79	Good	0	0%
4	60-69	Fairly good	4	26,67%
5	50-59	Fair	11	73,33%
	Total		**15**	**100%**

In table 4.4 shows the analysis of students questions from descriptive text in the pre-test, there were 11 students or 73,33% got the fair category and 4 students or 26,67% got the fairly good category.

Table 4.5

Score of Analysis of Question From Descriptive Text Score in

Post-Test.

No	Score	Classification	Frequency	Percentage
1	90-100	Excellent	0	0%
2	80-89	Very good	4	26,67%
3	70-79	Good	7	46,67%
4	60-69	Fairly good	4	26,67%
5	50-59	Fair	0	0%
Total			**15**	**100%**

In the Table above shows that the analysis of students questions from descriptive text in the post test were 4 students or 26,67% got the fairly good category, 7 students or 46,67% got the good category, and 4 students or 26,67% got very good category. In these results it can be said that there is a percentage difference between the pre-test and post-test, where the post-test results show an increase in the results of the analysis of questions from descriptive text.

4. **Hypothesis Testing**

To determine whether there is a difference in the mean score of the pre-test and post-test using the t-test for statistical analysis. The results of the t- test are shown as follows:

Table 4.6

The value of t-test and t-table

Variables	t-test	t-table
predictions in writing descriptive text	9,973	2,17
analysis of questions from descriptive text	6,430	2,17

The null hypothesis (Ho) was accepted if the t test result was lower than the t table value and rejected if the t test result was greater than the t-table' values. The outcome of a statistical analysis using a t-test with 0.05 level of significance and degree of freedom (df) = n -1 with 15 students as the sample size. It might be understood as follows:df=n-1,df=15-1, df= 14. The following table shows the outcome of a t-test on writing descriptive text that was focused on the students' prediction in writing descriptive text and analysis of students questions from descriptive text: In the table above, students' predictions in writing descriptive text show that the t test value is higher than the t table test value (9.973>2.17).and then on analysis of students' questions from descriptive text show that the t-test value is higher than the t table test value (6.430>2.17). Its means that the think ahead and write (TAW) strategy can have an effect on students' predictions in writing descriptive texts and analysis of questions from descriptive text

B. Discussion

In line with the findings of this research regarding the effect of the think ahead and write strategy in writing descriptive text on high school students' prediction and analysis of questions at Mas Darul Fallaah Unismuh Makassar di Bissoloro the researcher formulated the research results in accordance with the data analysis in previous findings, namely data analysis about the effect of the think-Ahead and write strategy on students' predictions in writing descriptive texts and data analysis about the effect of the think ahead and write (TAW) strategy analysis on students' questions from descriptive texts. Both results of this research can be found in the explanation below:

1. Students Prediction in Writing Descriptive Text

In learning to write descriptive text, it is necessary to apply the TAW strategy to help students produce good writing. Learning to write descriptive text also needs to pay attention to several aspects such as content, organization, grammar, vocabulary, spelling, punctuation and capitalization. The use of writing aspects this is applied to make good descriptive writing. From several aspects, the focus of the researcher's assessment in this research was regarding spelling, punctuation, and capitalization.

In this study, the results of the pre-test before applying think ahead and write strategy students' prediction in writing descriptive text were said to be less effective where students were still unable to apply correct spelling, punctuation and capitalization. Then, in the post test

results after applying think ahead and write strategy students predictions in writing descriptive texts improved significantly. In research conducted by Yulandari and Suryadi (2022), the use of Think Ahead and Write strategy improved students' writing skills in terms of using good sentences or paragraphs. Different from that research, in this research the researcher found the results that the use of the Think Ahead and Write (TAW) strategy had an effect on students' ability to write descriptive text, namely an effect in terms of student being able to connect previous knowledge and current knowledge (prediction) regarding an object and then making it into a descriptive text. The next effect of the think ahead and write strategy is that students can write descriptive texts by using good spelling, punctuation and capitalization in writing. This is supported by the value of the t test results on the hypothesis, namely 9.973>2.17. its means that Ha is accepted and Ho is rejected.

2. **Analysis Students Question From Descriptive Text Using 5w+1h**

Based on the problem statement in chapter 2 namely what is the effect of the Think Ahead and Write strategy on the analysis of questions. The researcher's focus in this research is to analyze students' questions from a descriptive text using 5w+1h (analyzing whether the questions are appropriate or not) using think ahead and write strategy

In the pre-test results before applying TAW strategy the researcher analyzed students' questions which were still not effective, where

students were still unable to make questions that were in accordance with the content of the descriptive text given. This problem could be seen from the students' questions which were still outside the text. Then, in the post-test results after applying the think ahead and write strategy the researcher analyzing students' questions can be in accordance with the criteria and develop significantly. Several previous research results, show that Think Ahead and Write (TAW) strategy has an important role in helping students to develop their thinking abilities. Therefore, the researchers found the results in this study that the think ahead and write strategy had an effect in making students have an open mind in making a question. The researcher saw that in making questions from a descriptive text, students used interrogative sentences from the elements 5w+ 1h (what, who,when,where,why,how.), where one example was the use of the question sentence "what" which refers to the function of an object from the descriptive text. This is supported by the results of the analysis of the hypothesis t-test value 6.430>2.17. its means Ha is accepted and Ho is rejected.

Based on the results above, it can be concluded that the Think Ahead and Write (TAW) strategy has an effect on students' prediction in writing descriptive text and analysis of questions from descriptif text in tenth grade at Mas Darul Fallaah Unismuh Makassar di Bissoloro

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research about the "effect of the think ahead and write (TAW) strategy in writing descriptive text on high school students' prediction and analysis of question" based on the research findings in the previous chapter, the researcher concludes that:

1. The taw strategy have an effect on students' predictions in writing descriptive texts ten grade students Mas Darul Fallaah Unismuh Makassar di Bissoloro

2. The think ahead and write (TAW) strategy effect students' thinking skills in making question from descriptive text for tenth grade Mas Darul Fallaah Unismuh Makassar di Bissoloro

B. Suggestions

Teachers should to apply think ahead and write in class to train students' writing skills in writing lessons. Furthermore, teachers should to pay attention and motivate students to foster students' enthusiasm to become creative students in producing good writing.

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APPENDIX 1 : Rencana Pelaksanaan Pembelajaran (RPP)

Sekolah   : **Mas Darul Fallaah Unismuh Makassar Di Bissoloro**

Mata Pelajaran : **Bahasa Inggris**

Kelas/ Semester : **X / Ganjil**

Materi Pokok : **Descriptive Text**

Alokasi Waktu : 4x65 Menit (4x Pertemuan)

A. .Kompetensi Inti

- **KI-1 dan KI-2:** Menghayati dan mengamalkan ajaran agama yang dianutnya. Menghayati dan mengamalkan perilaku jujur, disiplin, santun, peduli (gotong royong, kerjasama, toleran, damai), bertanggung jawab, responsif, dan proaktif dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, kawasan regional, dan kawasan internasional".

- **KI-3:** Memahami, menerapkan, dan menganalisis pengetahuan faktual, konseptual, prosedural, dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah

- **KI-4:** Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metode sesuai kaidah keilmuan.

B. **Kompetensi Dasar dan Indikator Pencapaian Kompetensi**

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.1 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa teks deskriptif lisan dan tulis dengan memberi dan meminta informasi terkait suatu benda, pendek dan sederhana sesuai dengan konteks penggunaannya.	**3.1.1** Mengidentifikasi fungsi sosial struktur teks dan unsur kebahasaan teks deskriptif tulis terkait suatu benda, pendek dan sederhana, sesuai dengan konteks penggunaannya. 3.1.2 Menganalisis dengan mengisi table tentang fungsi sosial, struktur teks dan unsur kebahasaan teks deskriptif tulis terkait suat benda
4.1 menyusun teks *deskriptif* lisan dan tulis, pendek dan sederhana, terkait suatu benda, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks	4.4.1 Menyusun teks deskriptif tentang suatu benda. 4.4.2 Menuliskan kalimat deskriptif tentang suatu benda berdasarkan informasi yang disediakan

C. Tujuan Pembelajaran

a. Siswa diharapkan mampu mengidentifikasi fungsi sosial terkait deskriptif teks.

b. Siswa mampu mengidentifikasi strktur teks dan unsur kebahasaan terkait deskriptif teks

D. Materi Pembelajaran

Descriptive teks, Fungsi sosial, struktur teks dan unsur

E. Langkah-langkah

Pembelajaran Pertemuan Ke-1

Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	
1. Peserta didik memberi salam dan berdoa. 2. Guru memeriksa kehadiran peserta didik 3. Guru meberikan motivasi kepada siswa 4. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 5. Guru memulai pembelajaran dengan memperkenalakan topic yang akan di pelajari yaitu deskriptif teks. 6. Guru memeberikan kesempatan siswa untuk mengemukakakan pendapat atau ide terkait materi yang siswa ketahui	15 menit

Kegiatan inti	
7. Guru mulai menjelaskan materi terkait deskriptif teks. 8. siswa difasilitasi oleh guru membahas ciri kebahasaan dan struktur teks tentang deskriptife teks 9. Siswa mengidentifikasi language features (ciri kebahasaan) dari deskriptif teks. 10. siswa mengumpulkan informasi dengan cara memahami kembali materi yang di pelajari 11. siswa menyimpulkan tentang fungsi sosial, struktur text dan unsur kebahasaan terkait teks *deskriptif*	**40 menit**
Penutup	
12. siswa membuat resume tentang hal - hal penting tentang materi pembelajaran hari ini. 13. siswa menyampaikan bagian yang masih sulit dalam pembelajaran. 14. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya. 15. guru menutup pembelajaran dengan mengajak peserta didik berdoa	**10 menit**

Pertemuan Ke-2:

Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	
1. Peserta didik memberi salam dan berdoa. 2. Guru memeriksa kehadiran peserta didik 3. Guru menjelaskan kembali materi pada pertemuan ke 2 yaitu tentang descriptive text 4. Guru memberikan kesempatan siswa untuk menhubungkan materi yang di pelajari dengan penegtahuan sebelumnya tentang suatu benda	**10 menit**
Kegiatan inti	
5. Peserta didik di berikan kesempatan untuk menulis teks deskriptif tentang suatu benda yaitu leptop. 6. Peserta didik membuat resume tentang hal-hal penting yang muncul dalam kegiatan tentang materi pembelajaran hari ini 7. Guru mengumpulkan hasil tulisan siswa 8. Guru dan siswa mendiskusikan hasil kembal	**45 menit**

Penutup	
. 9. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya. 10 guru mempersilakan salah seorang peserta didik menutup pelajaran dengan memimpin doa. 11. Peserta didik dan guru saling mengucapkan salam	5 menit

Pertemuan ke 3 :

Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahuluan	
1. Peserta didik memberi salam dan berdoa. 2. Guru memeriksa kehadiran peserta didik 3. Guru meberikan motivasi kepada siswa 4. Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung 5. Guru memulai pembelajaran dengan memperkenalakan topic yang akan di pelajari yaitu unsur 5w+1h 6. Guru memeberikan kesempatan siswa untuk mengemukakakan pendapat atau ide terkait materi yang siswa ketahui	15 menit

Kegiatan inti	
7. Guru memberikan penjelasan tentang unsur 5W+1H . 8. Guru memberikan contoh pertanyaan yang menggnakan unsur 5W+1H 9. Guru memberikan kesempatan siswa untuk membuat pertanyaan dari sebuah teks deskriptif dengan menggunakan unsur 5W+1H 10. Guru dan siswa mendiskusikan hasil pembelajaran terkait materi	**45 menit**
Penutup	
11. Guru memberitahukan rencana pembelajaran pada pertemuan berikutnya. 12. guru mempersilakan salah seorang peserta didik menutup pelajaran dengan memimpin doa. 13. Peserta didik dan guru saling mengucapkan salam.	**5 menit**

Pertemuan ke-4:

Kegiatan pembelajaran	Alokasi waktu
Kegiatan pendahulan	
1. Peserta didik memberi salam dan berdoa. 2. Guru memeriksa kehadiran peserta didik 3. Guru memberikan penjelasan terkait materi yang di peleajari yaitu unsur pertanyaan 5W+1H.	**20 menit**
4. Guru memberikan kesempatan siswa untuk mengemukakakan pendapat atau ide terkait materi yang sudah di pelajari	
Kegiatan inti	
5. Guru memberikan sebuah teks deskriptif tentang suatu benda yaitu kompter 6. Guru memberikan kesempatan siswa untuk membuat pertanyaan terkait teks deskriptif yaitu computer dengan unsur pertanyaan 5W+1H 7. Guru memeriksa dan menganalisis tugas siswa 8. Guru dan siswa mendisksikan hasil tugas yang di kerjakan .	**40 menit**
Penutup	

9. siswa membuat resume tentang hal - hal penting tentang materi pembelajaran hari ini.	
10. guru mempersilakan salah seorang peserta didik menutup pelajaran dengan memimpin doa.	**5 menit**
11. siswa dan guru saling mengucapkan salam	

Sumber Belajar

❖ Buku teks pelajaran yang relevan

❖ Youtube, Google

Penilaian dan evaluasi

1. Teknik Penilaian :

    a. Pengetahuan : tes tulis

    b. Keterampilan : unjuk kerja

2. Instrumen Penilaian :

    a. Tes tulis : lembar kerja siswa

    b. Unjuk kerja : Rubrik penilaian unjuk kerja menulis

Rubrik Penilaian

Aspek	Skor	Kriteria
Ejaan, Tanda Baca Dan Kapitalisasi	4	Ini menggunakan ejaan, tanda baca, dan penggunaan huruf besar yang benar
	3	Terkadang ada kesalahan ejaan, tanda baca, dan penggunaan huruf besar
	2	Sering terjadi kesalahan ejaan, tanda baca, dan penggunaan huruf besar
	1	Hal ini didominasi oleh kesalahan ejaan, tanda baca, dan penggunaan huruf kapital

bahan Ajar

"Teks Deskriptif"

Pengertian

Descriptive texts is the kind of the text which list the characteristic of the persons place or things or describing living and non living things such as plant, animals, plane etc.

Fungsi Sosial

Descriptive text function to describe a particular person, place, or thing

(fungsi dari deskripsi teks adalah menggambarkan bagian dari orang,tempat,sesuatu)

Unsur Kebahasaan

Language feature of descriptive teks :

-Focus on the specific participant

-Adjective and compound adjective

-Linking verbs

-Use of the simple present tense

Generic Structure of Descriptive Text

Identification

This part introduces where or who the subject being describes

Description

This parts shows the detail description of subject. It may include the information about the appearance or quality

APPENDIX 2 : Pre-Test and Post Test

Please write a descriptive text based on your prediction. descriptive text is written with the criteria below:

1. Choose one of the pictures of objects below, and make prediction then make it

    In the form of descriptive text!

2. Give questions related to the descriptive text below with 5W + 1H questions!

My Laptop

Everyone has a favorite thing, of course they have some reasons why did they like their favorite thing. I included, I also have my favorite thing, and it's a laptop. Why did I say like that? For me, the laptop is useful and has many functions. Here, I want to describe my laptop. The size of my laptop is big, it is about 14 inches as a normal laptop and the brand is Ac-er. It has black color, but other colors for these laptops are red, white, and etc. As I am a student, I need a laptop to do my tasks, almost all of my tasks, of course, need a laptop. For

example, through Microsoft word, Microsoft excel, and Microsoft power point. I often do my tasks through these programs. So, it means that my laptop is very useful and can help me to do my tasks. On the other hand, when I feel tired after I have finished my task, I often change it by playing games, watching CD/DVD and sometimes I also listen to music through my laptop. Another benefit of my laptop is by communicating via internet. In this modern area, we can meet or communicate with each other without meeting directly. Luckily, I can do it by communicating via the internet. Such as using Skype or we called it "Video call", using mail or email, and the last one is by using Facebook and twitter. That's all about describe my laptop.
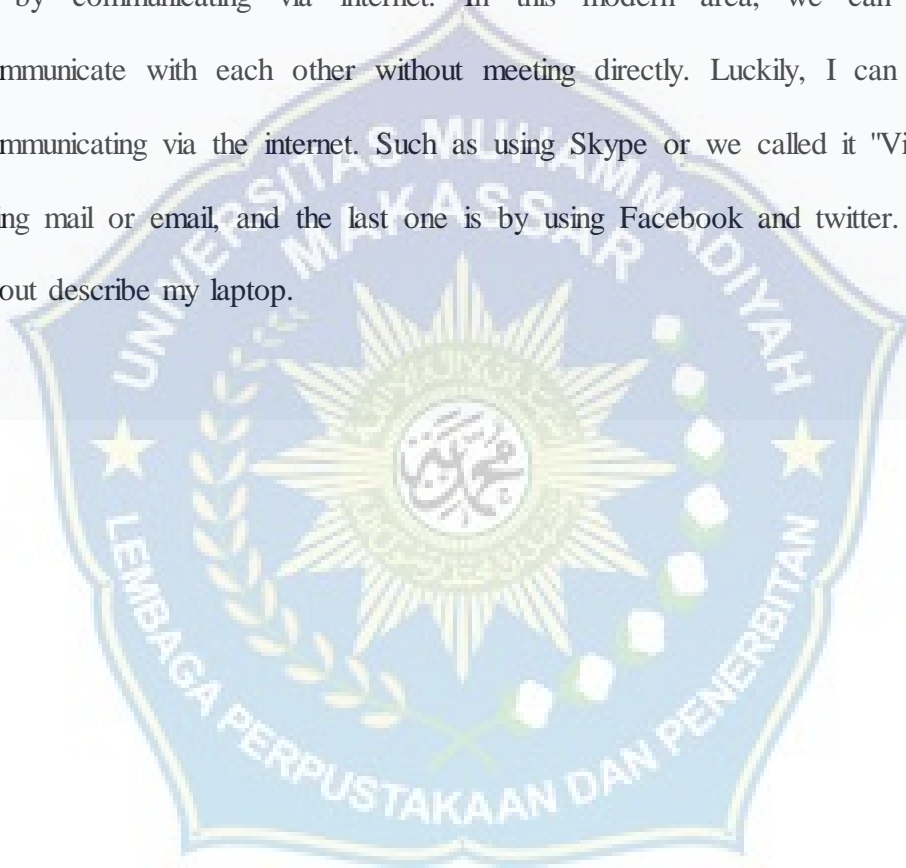
APPENDIX 3: The Row Score of Students' Pre-Test and Post-Test

No	Name	Prediction In Writing Descriptive Text	
		Pre-test	Post-test
1	DAP	53	70
2	ES	63	87
3	F	50	70
4	I	63	80
5	KA	50	70
6	MDBS	60	80
7	NIQN	63	87
8	NQ	50	70
9	N	60	80
10	NWA	67	90
11	RB	60	80
12	RAA	50	70
13	SH	60	80
14	SK	57	73
15	R	55	70

No	Name	Analysis Question From Descriptive Text	
		Pre-test	Post-test
1	DAP	50	65
2	ES	60	75
3	F	50	70
4	I	50	65
5	KA	60	80
6	MDBS	50	70
7	NIQN	55	75
8	NQ	50	65
9	N	60	80
10	NWA	55	80
11	RB	60	80
12	RAA	50	70
13	SH	50	70
14	SK	50	65
15	R	50	70

APPENDIX 4 : Quantitative Analysis of The Student Score in Pre-Test and Post- Test

Pre Test Students' Prediction in Writing Descriptive Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	4	26.7	26.7	26.7
	53.00	1	6.7	6.7	33.3
	55.00	1	6.7	6.7	40.0
	57.00	1	6.7	6.7	46.7
	60.00	4	26.7	26.7	73.3
	63.00	3	20.0	20.0	93.3
	67.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

Post Test Students' Prediction in Writing Descriptive Text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	70.00	6	40.0	40.0	40.0
	73.00	1	6.7	6.7	46.7
	80.00	5	33.3	33.3	80.0
	87.00	2	13.3	13.3	93.3
	90.00	1	6.7	6.7	100.0
	Total	15	100.0	100.0	

pre test analysis students question from descriptive text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	50.00	9	60.0	60.0	60.0
	55.00	2	13.3	13.3	73.3
	60.00	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

post-test analysis students question from descriptive text

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65.00	4	26.7	26.7	26.7
	70.00	5	33.3	33.3	60.0
	75.00	2	13.3	13.3	73.3
	80.00	4	26.7	26.7	100.0
	Total	15	100.0	100.0	

T-TEST

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	9.247	6.838		1.352	.199
	X	1.183	.119	.940	9.973	.000

a. Dependent Variable: Y

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	10.824	9.545		1.134	.277
	X	1.147	.178	.872	6.430	.000

a. Dependent Variable: Y

APPENDIX 5 : Analysis Spss

The Mean Score and Standard Deviation of Prediction in Writing Descriptive Text and Analysis Question From Descriptive Text in Pre-test and Post-test

Descriptive Statistics

	N	Mean	Std. Deviation
pre-test prediction in writing descriptive text	15	57.40	5,717
post-test prediction in writing descriptive text	15	77.13	7,189
Valid N (listwise)	15		

Descriptive Statistics

	N	Mean	Std. Deviation
pre-test analysis students' questions from descriptive text	15	53.33	4.498
post-test analysis students' questions from descriptive text	15	72.00	5.916
Valid N (listwise)	15		

APPENDIX 6 : Documentation

Writing Descriptive Text

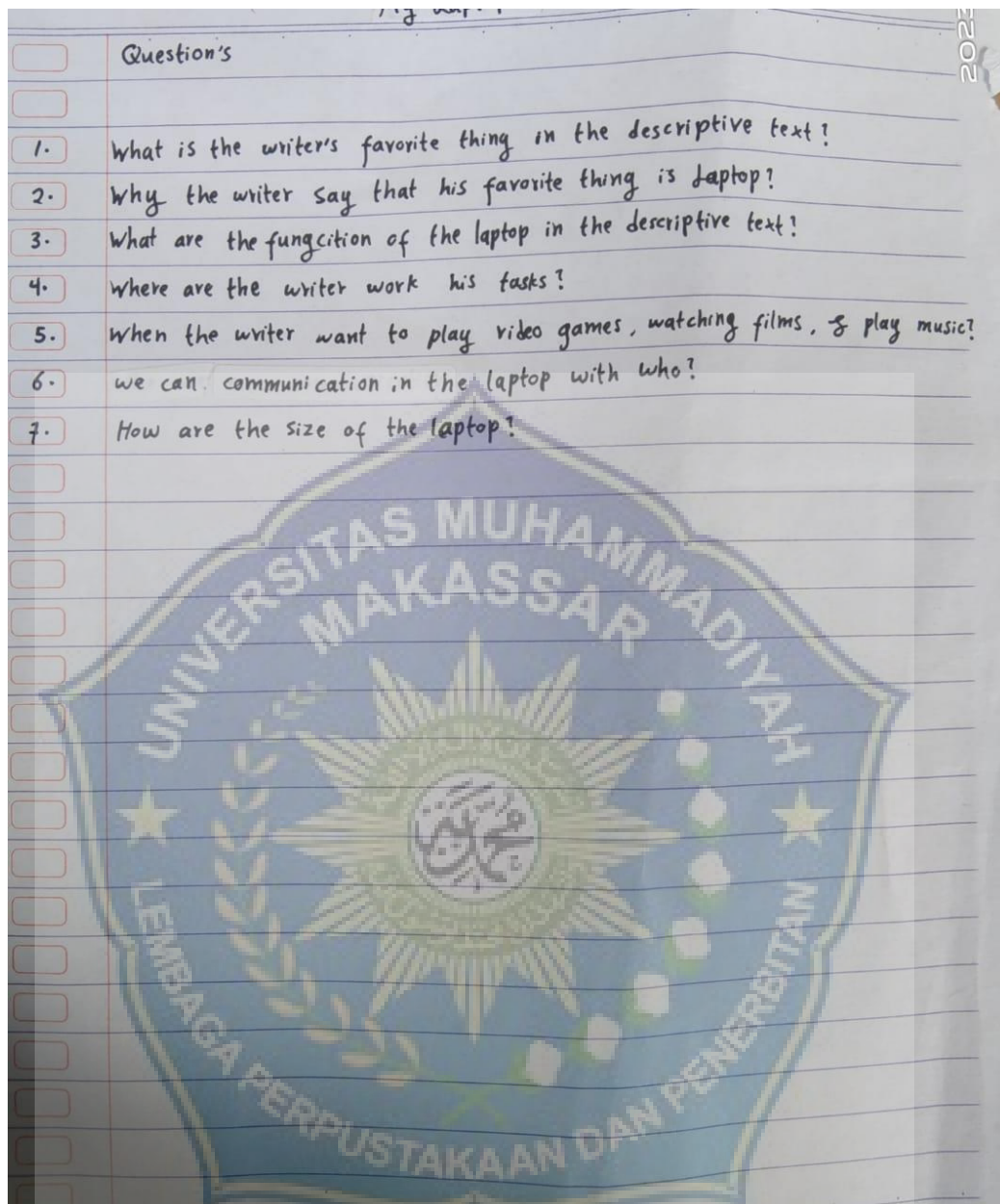*Create Question From Descriptive Text*

Date :

Nama : Nur Ibnu Qayyum
kelas : X

My Handphone

I have a Favorite thing, namely a
smartphone. I bought it at a cellphone
shop. My cellphone is a good cellphone.
The 5 inch. My cellphone is a cheap
cellphone.

My Phone has a beautiful screen. I
really enjoyed looking at it the next
time I used it. My phone also has two
cameras and a Flashlight. But I never use
it to take my pictures. I Prefer to use it
to take a landscape photos. I love my phone
Phone. In My Phone there are Many at
applications namely games etc. I often
use it Playing games. The Speaker
isn't very loud but I use it a lot to listen
to Music and in sets an alarm to wake
me up. That's all the description about
my handphone

2022

	Question's
1.	What is the writer's favorite thing in the descriptive text!
2.	Why the writer say that his favorite thing is laptop?
3.	What are the fungcition of the laptop in the descriptive text!
4.	Where are the writer work his tasks?
5.	When the writer want to play video games, watching films, & play music?
6.	we can communication in the laptop with who?
7.	How are the size of the laptop?

APPENDIX 7 : Surat Keterngan Bebas Plagiasi

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN
Alamat kantor: Jl.Sultan Alauddin N0.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Yuyun Sukmawati Mansur

Nim : 105351105419

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	8 %	10 %
2	Bab 2	24 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	5 %	10 %
5	Bab 5	2 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 10 November 2023
Mengetahui

Kepala UPT- Perpustakaan dan Penerbitan,

Nuraliah, S.Hum., M.I.P
NBM. 984 591

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APPENDIX 8 : Pengantar Penelitian Fakultas

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Nomor   14109/FKIP/A.4-II/VII/1444/2023
Lampiran   1 (Satu) Lembar
Perihal   Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
     Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama	Yuyun Sukmawati Mansur
Stambuk	105351105419
Program Studi	Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir	Leubatang / 29-06-2000
Alamat	Minasaupa

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul The Effect Of the Think-Ahead and write (TAW) Strategy in Writing Descritive Text on High School Students' Prediction and Analysis of Questions at MA Darul Fallah Bissoloro

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
13 Juli 2023 M

Dekan

Erwin Akib, M.Pd., Ph.D.
NBM. 860 934

APPENDIX 9 : Surat Izin Penelitian

MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT
Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 1934/05/C.4-VIII/VII/1444/2023
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

27 Dzulhijjah 1444 H
15 July 2023 M

Kepada Yth,
Bapak / Ibu Kepala Sekolah
MA DARUL FALLAH BISSOLORO
di –

Makassar

أَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 14109/FKIP/A.4-II/VII/1444/2023 tanggal 13 Juli 2023, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : YUYUN SUKMAWATI MANSUR
No. Stambuk : 10535 1105419
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"THE EFFECT OF THE THINK-AHEAD AND WRITE (TAW) STRATEGY IN WRITING DESCRIPTIVE TEXT ON HIGH SCHOOL STUDENTS' PREDICTION AND ANALYSIS OF QUESTIONS AT MA DARUL FALLAH BISSOLORO"

Yang akan dilaksanakan dari tanggal 19 Juli 2023 s/d 19 September 2023.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.
Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

أَلسَّلَامُ عَلَيْكُمْ وَرَحْمَةُ اللَّهِ وَبَرَكَاتُهُ

Ketua LP3M,

Dr.Ir. Abubakar Idhan, MP.
NBM 101 7716

07-23

APPENDIX 10: Kontrol Pelaksanaan Penelitian

MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS

بسم الله الرحمن الرحيم

KONTROL PELAKSANAAN PENELITIAN

Nama Mahasiswa : **Yuyun Sukmawati Mansur**
NIM : **105351105419**
Judul penelitian : **The Effect of The Think Ahead and Write(TAW) Strategy in Writing Descriptive Text on High School Students' Prediction and Analysis of Question at Ma Darul Fallaah Bissoloro**
Tanggal Ujian Proposal : **8 Juni 2023**
Tempat/Lokasi Penelitian : **Ma Darul Fallah Bissoloro**

No	Hari/tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Senin, 24 Juli 2023	Pre - Test	Hijrawati,S.Pd	
2	Kamis, 27 Juli 2023	Treatment	Hijrawati,S.Pd	
3	Senin, 31 Juli 2023	Treatment	Hijrawati,S.Pd	
4	Kamis, 3 Agustus 2023	Treatment	Hijrawati,S.Pd	
5	Senin, 7 Agustus 2023	Treatment	Hijrawati,S.Pd	
6	Kamis, 10 Agustus 2023	Post - test	Hijrawati,S.Pd	

Bissoloro, 17 Agustus 2023
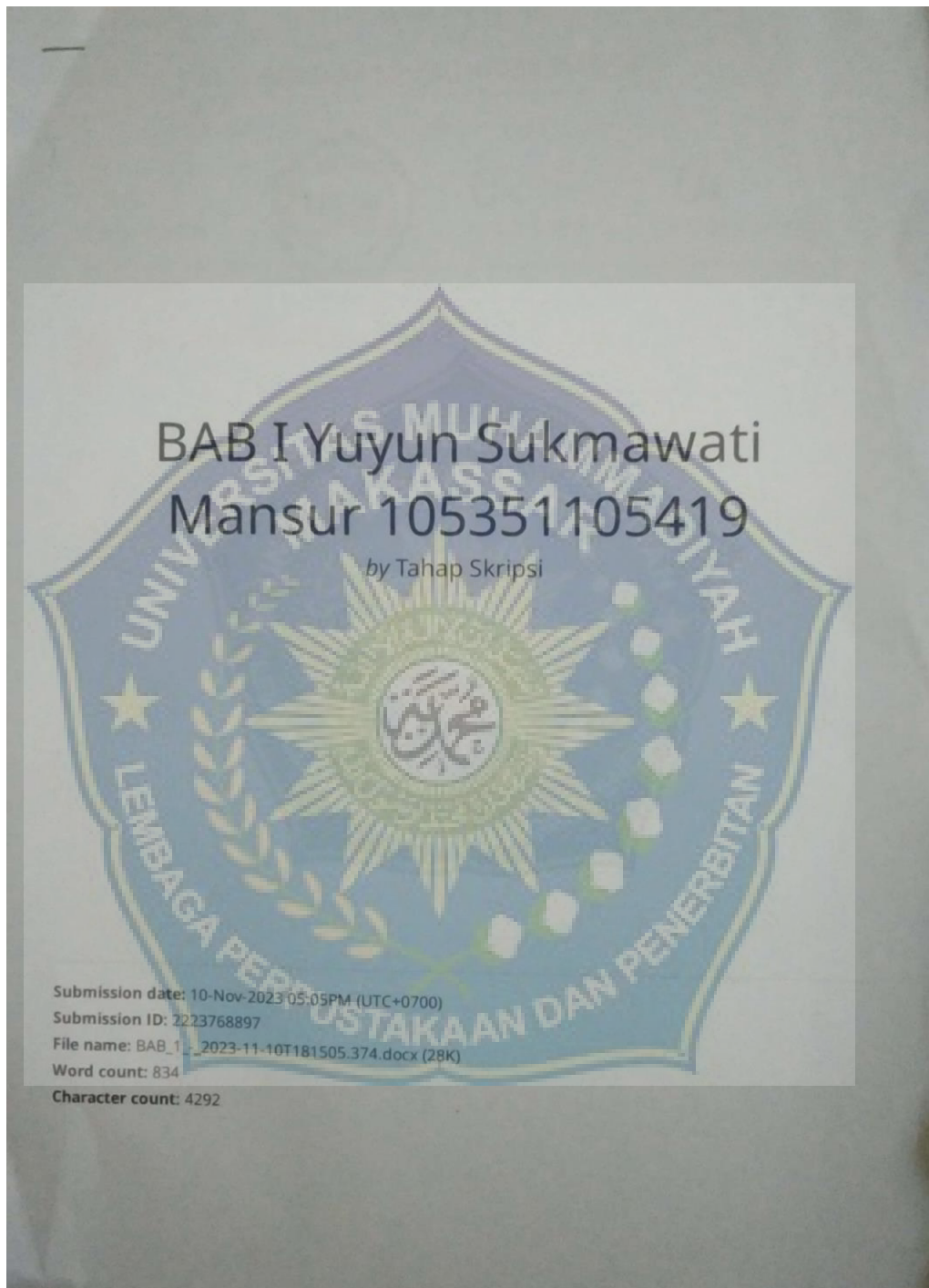
Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Pimpinan/Kepalasekolah/Instansi

Dr. Ummi Khaerati Syam, S.Pd., M.Pd
NBM. 977 807

Herman, S. Pd.
NIP. 19760605 201412 1 003

APPENDIX 11 : Plagiarism Test

BAB I Yuyun Sukmawati
Mansur 105351105419

by Tahap Skripsi

Submission date: 10-Nov-2023 05:05PM (UTC+0700)
Submission ID: 2223768897
File name: BAB_1_-_2023-11-10T181505.374.docx (28K)
Word count: 834
Character count: 4292

BAB I Yuyun Sukmawati Mansur 105351105419

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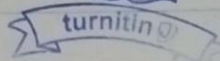BAB V Yuyun Sukmawati Mansur 105351105419

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APPENDIX 12 : Letter of Acceptance

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بســـم اللـه الرحمن الرحيــم

LETTER OF ACCEPTANCE
0857/BG-FKIP/LOA/B/XI/1445/2023

Dear YUYUN SUKMAWATI MANSUR

It is our pleasure to inform you that, after reviewing your paper:
THE EFFECT OF THE THINK-AHEAD AND WRITE (TAW) STRATEGY IN
WRITING DESCRIPTIVE TEXT ON HIGH SCHOOL STUDENTS'
PREDICTION AND ANALYSIS OF QUESTIONS AT MAS DARUL FALLAAH
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The manuscript ID: 1118

Detail checklist:

Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
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CURRICULUM VITAE

YUYUN SUKMAWATI MANSUR. Was born on June 29 2000 in Leubatang, East Nusa Tenggara. She is the second child of alm Mr.Mansur Nara and Mrs. Sa'dia Husen. She has one older sister and one younger sister. She started her study at Mis Nurul Hadi Leubatang and graduated in 2013, then she continued her study at Mts Hingalamamengi East Nusa Tenggara and graduated in 2016. After that she continued her study at Mas Darul Fallaah Unismih Makassar di Bissoloro and graduated in 2019. In the same year she registered himself as a student English Education at Muhammadiyah Univesity of Makassar