

**THE EFFECTIVENESS OF THINK-AHEAD AND WRITE
(TAW) STRATEGY ON STUDENTS WRITING ABILITY
(A Quantitative Study at SMPN 40 Rejang Lebong)**

THESIS

This thesis is Submitted to fulfill the requirement for “Sarjana”
degree in English Language Education



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Demikian permohonan ini kami ajukan. Terima kasih.

Wassalamu'alaikum warahmatullahi wabarakatuh

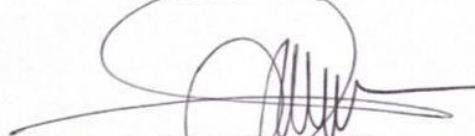
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PREFACE

First, praise and gratitude to Allah SWT. who given his mercy to researcher to complete this thesis with the title “THE EFFECTIVENESS OF THINK-AHEAD AND WRITE (TAW) STRATEGY ON STUDENTS WRITING ABILITY)”.

This thesis is submitted to fulfill the requirement for “sarjana” degree in English Tadris Study Program in IAIN Curup. The researcher realizes this thesis still needs improvement in the future. Furthermore the researcher hopes and appreciates some criticism that intended for this research for being perfect in the future. Also, the researcher hopes this thesis can be useful, especially for other researchers who are interested in conducting research in the field.

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MOTTO

In Omnia Paratus

Dzikir, Fikir & Amal Sholeh.

Life can be heavy, especially if you try to carry it all at once, part of growing up and moving into new chapters of your life is about catch or release.

~Taylor Swift~

Graduating late isn't a crime, nor is it a disgrace. Isn't the best thesis a completed one? Better late than never. Everything goes according to plan and destiny.

~Rezika Viki Rahma Dila~

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The researcher finished this thesis entitled **“THE EFFECTIVENESS OF THINK_AHEAD ANDWRITE (TAW) STRATEGY ON STUDENTS WRITING ABILITY”**. This Thesis is submitted to fulfill the requirement for the “Sarjana” degree in the English Language Education in IAIN Curup. In the process of compiling this thesis, the researcher got support, guidance, assistance, contribution, and motivation from the other. Because of those, the researcher would like to present deepest appreciation to :

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Finally, this research needs constructive suggestions to become a better research in the future. We hope that the results of this study can make a useful contribution to the development of education in the English Department and other schools. For all of the help that has been given to the author, both those mentioned above and those not mentioned, may Allah SWT provide a worthy reward. Amin.

Curup, 29 July 2025

The Researcher

Rezika Viki Rahma Dila

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ABSTRACT

**Rezika Viki Rahma Dila : THE EFFECTIVENESS OF THINK-AHEAD
AND WRITE (TAW) STRATEGY ON
STUDENTS WRITING ABILITY**

Advisor : Dr, Eka Apriani, M. Pd.

Co-Advisor : Sarwo Edy, M. Pd.

This research aimed to investigate the effectiveness of the Think-Ahead and Write (TAW) Strategy in improving students' descriptive writing ability at SMPN 40 Rejang Lebong. The study employed a pre-experimental design with one group pre-test and post-test. Sixteen seventh-grade students participated as the sample. The research was conducted over six weeks, from April 13 to May 27, 2025. Data were collected through writing tests, focusing on students' ability to generate, organize, and express ideas in descriptive texts. The findings showed a clear improvement in students' writing performance after the implementation of the TAW Strategy. The mean pre-test score was 69.25, categorized as *Fair*, while the mean post-test score increased to 77.25, categorized as *Good*. *The highest score improved from 80 to 88, and the lowest score rose from 60 to 65. The percentage of students achieving Good and above increased from 31.25% to 68.75%, while the Fair category decreased from 43.75% to 6.25%.* A paired-sample t-test was used to analyze the data, resulting in a t-value of 10.47, which was higher than the t-table value of 2.131 at a 0.05 significance level with 15 degrees of freedom. The p-value (0.0027) was also below 0.05, indicating a statistically significant difference between pre-test and post-test scores. These results confirmed that the TAW Strategy effectively enhanced students' descriptive writing ability by helping them plan, organize, and write more coherently. The findings align with Flower and Hayes' Cognitive Process Theory of Writing, which emphasizes the importance of planning in writing, and Vygotsky's Social Constructivist Theory, which highlights the role of scaffolding in developing higher-order thinking skills. It is suggested that teachers integrate the TAW Strategy into writing lessons to improve students' writing performance. Future research may explore combining TAW with peer collaboration or digital tools to further enhance its effectiveness

Keywords Think-Ahead and Write Strategy, descriptive writing, pre-experimental research, prewriting strategy

CHAPTER 1

INTRODUCTION

A. Background of The Research

Writing is a very important skill in academic and personal development. That writing is a cognitive process that involves organizing ideas, planning, and revising. In education, for writing instruction to be effective it must include teaching techniques for planning, organizing text, and receiving constructive feedback. Improving writing skills depends heavily on regular practice and obtaining in-depth feedback.¹

Writing is a dynamic process that involves the creation of meaning through interaction between writer and reader. The importance of writing as a tool for teaching writing should focus on the development of comprehensive ideas and the skills to revise and edit writing. Developing critical and reflective thinking skills. In education, writing can help students solve problems, develop coherent arguments, and understand material more deeply. Writing instruction should focus on the holistic development of ideas and the skills to revise and edit writing.²

Writing is essential in developing communication skills, both in academic and professional settings. They show that good writing skills help individuals to convey their ideas clearly and in a structured manner, which is essential in a variety of situations, including writing essays, reports, or professional emails.

¹ Graham, S., & Hebert, M. *Improving Writing Skills: Evidence-Based Strategies for Enhancing Student Writing*. Journal of Educational Psychology, 113(2), 215-230. (2021)

² Jones, M., & Carter, R. *The Evolving Role of Writing in Critical Thinking and Learning*. Journal of Writing Research, 21(2), 134-150. (2023)

In educational contexts, writing is often used to measure students' understanding and analysis of subject matter.³

Writing skills are not only about the ability to produce coherent text, but also the ability to plan, organize, and revise writing effectively. They explain that writing is a cognitive process that requires planning ideas, choosing the right words, and using logical and clear sentence structures.⁴ Considering the importance of writing skills for students therefore teachers have to put special attention to make students become enthusiast toward teaching and learning process. In teaching writing, teachers need to assess comprehension for many different purposes. It also an important activity for students to be active thinker while writing and trying to make a sense of the text. Writing activity also needs students to relate their prior knowledge to fully understand what is in the text. For proving that case, it has to apply interactive ways of teaching to support the learning process. There are some aspects in teaching and learning process that need much considerations, one of that is teaching material.

In general, many students struggle with writing because it requires multiple complex skills, such as generating ideas, organizing them logically, using appropriate vocabulary, and applying correct grammar and mechanics. A common problem is that students often begin writing without sufficient planning, which leads to disorganized content, unclear main ideas, and weak coherence between sentences and paragraphs. They may also experience writer's block due to a lack of ideas or difficulty connecting prior knowledge

³ Baker, L., & Kline, D. *Writing as a Critical Skill in Education and the Workplace*. Educational Review, 45(2), 129-145. (2019)

⁴ Graham, S., & Hebert, M. *Writing Skills Development: The Role of Planning, Organizing, and Revising in Writing Success*. Journal of Educational Psychology, 113(2), 214-230. (2021)

to the writing topic. According to Flower and Hayes' Cognitive Process Theory of Writing, writing involves three major processes—planning, translating, and reviewing⁵. When students fail to plan effectively, the translating stage becomes more difficult because they have no clear roadmap for what they want to express.

The Think-Ahead and Write (TAW) strategy can help solve these problems by guiding students to focus on the planning stage before they begin composing. Through “thinking ahead,” students are encouraged to brainstorm, organize ideas, and create an outline, which reduces cognitive overload during the actual writing process. This approach also supports better coherence and unity in their writing. From a theoretical perspective, this aligns with Vygotsky's Social Constructivist Theory, which highlights the importance of scaffolding and structured support in developing higher-order thinking skills. By providing a clear pre-writing framework, TAW allows learners to internalize the process of planning and gradually become more independent in organizing and expressing their ideas. Over time, this strategy not only improves writing fluency but also enhances students' confidence in their ability to write effectively.

This condition is exactly what was found at SMPN 40 Rejang Lebong, where students showed the lowest writing performance compared to other schools. Interviews revealed that students struggled to express their ideas in English, resulting in low writing scores and poor confidence. This makes the

⁵ Flower, L., & Hayes, J. R. (1981). A cognitive process theory of writing. *College Composition and Communication*, 32(4), 365–387. <https://doi.org/10.2307/356600>

school an appropriate setting for an experimental study because it presents a measurable problem that can be addressed with an intervention

The Think-Ahead and Write (TAW) strategy directly responds to these challenges. It helps students engage in pre-writing activities such as brainstorming, organizing ideas, and outlining before composing. This reduces cognitive overload during writing and leads to better coherence and unity in their texts. From a theoretical perspective, this aligns with Vygotsky's Social Constructivist Theory, which emphasizes scaffolding and structured support in developing higher-order thinking. By providing a clear pre-writing framework, TAW allows students to gradually become more independent and confident writers. Therefore, implementing TAW at SMPN 40 Rejang Lebong is expected to improve students' writing ability, making it suitable for experimental research that measures the effect of the strategy on writing performance.

The pre-observation results showed clear differences in the number of classes managed by teachers in three schools. SMPN 2 Rejang Lebong has 8 classes for grade 7, SMPN 9 Rejang Lebong has 9 classes, while SMPN 40 Rejang Lebong has only 1 class, making it the smallest in comparison. Interviews with teachers revealed that students at SMPN 40 Rejang Lebong had the lowest average English scores compared to the other two schools. Additional interviews with students confirmed that writing was one of their biggest challenges. They often struggled to express ideas in written form, which affected their academic performance and hindered the development of critical thinking and structured communication skills. This situation indicates

the need for an effective learning intervention to improve students' writing ability.

Based on these findings, SMPN 40 Rejang Lebong was selected as the main research location. There are two main reasons for this choice. First, interviews with teachers highlighted significant challenges in students' English writing ability, making it an appropriate site to test a learning strategy. Second, students themselves admitted to having major difficulties in writing English texts, making it clear that they needed a practical solution. These conditions match the requirements of an experimental research design, as the school provides a group of students with measurable writing problems that can be treated using a specific strategy

To address this issue, the researcher offers the Think-Ahead and Write (TAW) strategy as a solution. TAW is designed to help students think critically before writing by asking questions, creating mental images, and connecting ideas. It guides them through all stages of the writing process—pre-writing, during writing, and post-writing—by encouraging prediction, verification, and purposeful writing. This strategy is especially helpful for students who struggle to organize their thoughts and comprehend texts. By applying TAW in writing descriptive texts, students are expected to improve their ability to generate ideas, organize them logically, and write with clearer meaning and structure

Based on the explanation above, the researcher attempted to investigate the significant effect on student writing ability by using Think-Ahead and Write (TAW) strategy at SMPN 40 Rejang Lebong. Therefore, the researcher

wants to conduct research with the title “The Effectiveness of Think-Ahead and Write (TAW) Strategy on Students Writing Ability”.

B. Limitation of the Research

1. This research was focused on using Think-Ahead and Write (TAW) strategy on the students writing ability in tdescription text in second grade in SMPN 40 Rejang Lebong because based on the pre-observation and interview with the teacher aboves the students have difficulties in understanding writing and the writing scores were still low.
2. The researcher take 9th-grade students because the descriptive text learning were conducted in grade 9th at SMPN 40 Rejang Lebong.

C. Research Question

Based on the research background, the researcher formulated the following questions:

1. How is students writing ability before using Think-Ahead and Write (TAW) strategy?
2. How is students writing ability after using Think-Ahead and Write (TAW) strategy?
3. Is there any significant effect of employing the Think-Ahead and Write (TAW) strategy on students writing ability?

D. Objectives of the Research

1. To investigate the students writing ability before applying Think-Ahead and Write (TAW) strategy

2. To investigate the students writing ability after applying Think-Ahead and Write (TAW) strategy
3. To know the significant effect of using Think-Ahead and Write (TAW) strategy on students writing ability

E. Operational Definition

1. Think-Ahead and Write (TAW) strategy

Think-Ahead and Write (TAW) Strategy is a writing approach that helps students plan and organize their ideas before writing. It encourages them to think carefully about the topic and content (Think-Ahead) and then write with clear structure and purpose (Write). This strategy improves writing quality by guiding students to generate ideas, organize information, and revise their work for better coherence and effectiveness. TAW also promotes critical thinking, helping students visualize their ideas and consider the audience and context, so their writing becomes more focused and well-organized.⁶ In this research, the Think-Ahead and Write (TAW) Strategy is used by teachers at SMP 40 Rejang Lebong to help students improve their descriptive writing.

2. Writing Ability

Writing ability is the capacity to express ideas, thoughts, and information in written form clearly and effectively. It involves several skills, such as generating and organizing ideas, using appropriate vocabulary and grammar, maintaining coherence and cohesion, and producing texts that suit the purpose, audience, and context. Writing ability also includes

⁶ Baker, L., & Johnson, M. *The Think-Ahead and Write Strategy: Enhancing Writing Skills in Educational Contexts*. *Journal of Writing Research*, 14(2), 123-145. (2017)

planning, drafting, revising, and editing to create accurate and meaningful texts.⁷ In this research, writing ability refers to the students of SMPN 40 Rejang Lebong's ability to write descriptive texts. This includes generating relevant ideas, organizing them logically, using appropriate vocabulary and grammar, and producing coherent and meaningful paragraphs.

3. Descriptive Text

Descriptive text is a type of writing that aims to describe a person, place, object, or event in detail so that the reader can clearly imagine what is being described. It focuses on providing specific information about the characteristics, appearance, and qualities of the subject. In junior high school, descriptive text is commonly taught to help students practice using adjectives, sensory details, and clear sentence structures to make their writing more vivid and meaningful.⁸ In this research, descriptive text is a text that the teacher teach in grade 8th at SMP 40 Rejang Lebong by using TAW strategy.

F. Hypothesis

A hypothesis is a supposition about an observer on the expected relationship between occurrences. Furthermore, a hypothesis is a short-term solution to a research challenge. The hypothesis are as follows:

Ho : The implementation of Think-Ahead and Write (TAW) strategy
has no influence on students writing ability.

⁷ Graham, S., & Perin, D. *Writing Development and Instruction: Evidence-Based Practices for Improving Writing Ability*. Journal of Educational Psychology, 111(2), 350-368. (2019)

⁸ Brown, P., & Taylor, J. *Structure and Style in Descriptive Writing: Exploring Effective Techniques for Student Writers*. Writing and Pedagogy, 10(4), 250-267. (2023)

Ha : The implementation of Think-Ahead and Write (TAW) strategy
has influence students writing ability.

G. Significances of the Research

The findings of this research are likely to aid the improvement of English language education. Students, lectures, teachers, institutions and other academics would all benefited from the insight. Students sre expected can improve their interest and their ability in writing through the employ Think-Ahead and Write (TAW) strategy. Lectures and teachers will gain from the findings since they can be used this strategy on their writing instruction. Other researchers may be able to apply the findings of this research to conduct similar studies on a variety of toppics or media in teaching.

CHAPTER II

LITERATURE REVIEW

A. Writing

Writing is one of language skills, which contains a symbol (orthographic) and involves a complex process such as: Content, Organization, Vocabulary, Language use, and mechanics.⁹ Writing is an activity of finding the ideas about the way how to express and create them into a communication and paragraph that is clear to be understood by the students which writing is not only a means of communication where students can share their views and thoughts, it is actually a pre-request to master other language¹⁰. Students need to know how to write letters, and how to put written reports together which writing is a transaction with words whereby you free yourself from what you presently think, feel, and perceive. So, writing is one of the productive skills that must be mastered by a student where in writing one can express their feelings through writing.

⁹ 2 Thomas Eckes, Anika Muller-Karabil, and Sonja Zimmermann, *Assessing Writing, Handbook of Second Language Assessment* (2016)

¹⁰ Graham King, *Improve Your Writing Skill* (New York: Harpercollins Pub Ltd. (2009)

Based on the explanation above, the researcher can conclude that writing is one of the most important skills in language skills so that students can express what they think and feel through writing. In this study, the researcher hopes that students should know how to write well by using correct grammar rules, choosing the right vocabulary, and considering the accuracy of writing assessments such as: Content, Organization, Vocabulary, Language use, and mechanics. Some linguists provide some definitions of writing that can help us get a clearer definition. In addition, students should also understand the organization of their ideas and knowledge when writing something.

B. Component of Writing

Writing has five components that are important to understand, namely: Content, organization, vocabulary, language use, and mechanics. Each of these components has a specific role in shaping the quality and effectiveness of a piece of writing. Content refers to the substance and relevance of the ideas conveyed in the writing, while organization relates to the logical structure and cohesion of the text. Vocabulary involves the selection and use of words to convey meaning with precision and the desired nuance. Language use includes grammar, syntax, and writing style that ensure clarity and fluency of expression. While mechanics include spelling, punctuation, and formatting, which enhance readability as well as a professional impression in a piece of writing. By understanding and mastering these five components, one can

produce writing that is clear, engaging, and makes the desired impact on the reader¹¹.

First, the content must be presented clearly to the reader so that they can understand the message and obtain the desired information. Concreteness and clarity in the presentation of ideas and arguments are key in ensuring that the message is well received by the reader. In addition, a well-organized structure and appropriate use of language also play an important role in ensuring clarity of content. Thus, the reader can easily follow the writer's train of thought and grasp the information presented without confusion.¹² In this research, according to the theories, to achieve quality writing content, the researcher should pay special attention to two main aspects, is that context and organization, as well as ensuring the completeness of information. These concepts are often known as unity and completeness, which are important features of a quality piece of writing. Unity refers to the consistency and cohesion between different parts of the writing, so that all elements are connected and support each other logically. Meanwhile, comprehensiveness emphasizes the presence of all the necessary information to fully describe the research topic or problem. By paying attention to these two aspects, researchers can ensure that their writing has a solid structure and informative content, so that it is able to effectively convey messages to readers.

Second, writing considerations include various strategies and techniques that writers use to design and organize the messages they want to convey in

¹¹ Eckes, Muller-Karabil, and Zimmermann, Assessing Writing.

¹² King, Good Writing Guide : The Essential Guide to Good Writing.

their writing. There are various approaches that writers can use to organize or shape their writing according to their communicative needs and goals. In addition, in determining the appropriate form of writing, writers often refer to several criteria, such as chronology, which provides an organized structure based on the order of time or events.¹³ In this research, according to the theories, the researcher argues that a piece of writing should pay attention to the organizational approach, which allows the reader to follow the development of the story or argument systematically from beginning to end. However, in addition to the organizational approach, there are also various other criteria, such as topic-based explanation in the text, comparison and contrast, or logical order based on relevance. By considering these various aspects, writers can direct students to create a well-structured piece of writing that is easily understood by the reader.

Thirdly, the effectiveness of a piece of writing is greatly influenced by the writer's ability to use language appropriately and in context.¹⁴ This includes a deep understanding of good and correct grammar, as well as the ability to choose the right words and organize sentences well. The use of good and correct language not only improves the clarity and readability of the writing, but also strengthens the reader's impression of professionalism and trust in the writer.¹⁵ In this study, based on the theory, the writer must also pay attention to the use of language in accordance with the communicative purpose and the audience, so that the message to be conveyed can be well received by the

¹³ Hasibuan, "Teaching Writing as Productive Skills."

¹⁴ Novie Ameliani, Atiqoch. *Students' Difficulties in Grammar of Seventh Grade Junior High School 1 Magelang*. Magelang : Tidar University. p. 17 (2019)

¹⁵ King, *Good Writing Guide : The Essential Guide to Good Writing*.

reader. Thus, understanding and applying good and correct language use is key in creating effective and impactful writing.

Vocabulary is a crucial element in the writing process, which requires special attention from students.¹⁶ The selection of appropriate and accurate vocabulary by students is very important, given its importance in understanding and mastering a language. There is no doubt that learning a language always begins with understanding the words that are an integral part of the language. In this case. Students must understand the meaning of each word used in the writing process. Vocabulary that is not appropriate or does not fit the context can interfere with the understanding of the text written¹⁷. In this research, the researcher argues that it is important to pay special attention to student writing in the selection of appropriate and accurate vocabulary, because inappropriate or inappropriate words can interfere with the meaning of the written text. Students must understand the meaning of each word in the language, so that they can use the language well in the writing process.

Mechanics in writing play a crucial role that should not be overlooked.¹⁸ This is not only limited to the proper use of capitalization, punctuation, and spelling, but also includes sentence structure, use of paragraphs, and consistency of writing style.¹⁹ These components form a solid foundation in effectively conveying the message to the reader. By using appropriate mechanics, writers can create a work that is easy for readers to understand and

¹⁶Astri Julianti Simatupang, "The Writing Skill Benefits of Increased Student's Reading Comprehension : A Case Study at Universitas Kristen Indonesia," *Journal of English Teaching* 3, no. 3: 177–87 (2017)

¹⁷ Annabelle Hernández Herrero, "Journals: A Tool to Improve Students' Writing Skills,"

¹⁸ King, *Good Writing Guide : The Essential Guide to Good Writing*.

¹⁹ Eckes, Muller-Karabil, and Zimmermann, *Assessing Writing*.

follow, enabling them to better respond to the ideas conveyed. In this research, the researcher must include mechanics as one of the requirements of good and correct writing in order to form an impression of professionalism and credibility in a piece of writing. Therefore, awareness of the importance of mechanics in writing will help improve the quality of writing and expand the reach of its influence.

From the explanation above, it can be concluded that writing activities involve several components, such as content, organization, language use, vocabulary, and mechanics. All these components are important because they support each other in compiling a good writing. Writing also strengthens students' knowledge in honing their communication skills. In this study, researchers should pay attention to the writing components that have been explained previously which are important points in assessing whether the writing is good or not.

C. Teaching Writing

Teaching is showing or helping someone to learn and how someone to do something.²⁰ Teaching is how to transfers of knowledge and skill to the students which means the teaching is a job from teacher for learning their students and create the students comprehend about the subject that the teacher learnt by them. Teaching writing can be concern on two approaches, as follows: product oriented and process oriented. Produce oriented approaches to the various activities in the classroom in which the students is engaged in

²⁰ Winarti, Wiwin. Teachers' Techinques in Developing Students' Writing Skill. Curup : STAIN Curup. P. 12 (2009)

imitating, copying, and transforming models of correct language/process-oriented focus on quality.

Teaching writing is a crucial aspect of language education that focuses on helping learners develop the skills to express themselves effectively through written communication. teaching writing should focus on the process rather than just the product. This approach emphasizes that writing is a process of discovery, planning, drafting, revising, and editing. Teachers should encourage students to view writing as an evolving process where mistakes are part of learning and improvement.²¹

Teaching writing is the teacher can be a facilitator to correct the error of the students' writing which means teacher have change to guide the students in writing process to get good the writing.²² Teaching writing becomes important because writing is as reinforcement, writing is useful for language expansion, writing can give effect on students learning styles, and writing is a ability.

1. Reinforcement

Students can gain languages orally, but most of them can gain languages well if they consider the languages written down.

2. Language Expansion

The writing process can help the students to learn. Constructing proper written texts can help them in writing process.

3. Learning style

²¹ Raimes, A. *The Writing Teacher's Handbook*. Cambridge University Press. (2020)

²² Harmer, Jeremy. *How to teach English* 2nd Edition. London : Pearson Longman. p. 79. (2007)

Writing consists for students who establish language slowly.

4. Writing is as ability

The most crucial reason for teaching writing is that it is a basic language skill and they need to know some characteristic conventions in writing such as punctuation, paragraph expansion, and so on.

From the explanation above, it can be concluded if the two approaches in teaching writing, they are producing oriented and process oriented. First, produce oriented need various activities in the classroom that the students are engaged in imitation, copying, and transformation models of correct language. Second, process-oriented focus on quality of the students. In addition, it is very required for the students to have a good writing because it will give many advantages or them especially in learning English Foreign Language. Hence, the teachers should support students to have to good writing ability by facilitate them in process of writing.

D. Descriptive Text

Descriptive text is used to describe a person, place, thing, or event by providing detailed information about its characteristics, qualities, and features. The text aims to help the reader visualize the subject through rich and sensory language. It can describe both physical and emotional aspects.²³

Descriptive text is a text that describes the characteristics of an object, person, place, or event. The main goal is to create a vivid and clear image in

²³ Derewianka, B. (2020). *A New Grammar Companion for Teachers*. Oxford University Press. (2020)

the reader's mind, using sensory details such as sight, sound, smell, taste, and touch to bring the description to life.²⁴

Descriptive text is to create a vivid image in the reader's mind. It involves the use of adjectives, sensory details (sight, sound, taste, touch, and smell), and figurative language to evoke an emotional or intellectual response from the reader. The description helps the reader to mentally "experience" the subject as if they were physically present.²⁵

A text is the original words and form of a written or printed work. "In other words, it consists of spoken or written words that have the purpose of conveying message". It means that by putting the words together to communicate a meaning or to send a message, so a piece of text is created. Texts have their structures. They are orderly arrangement of words, clauses, and sentences by following the principles which guide the correct arrangement of elements. Researchers can encode full semantic representation of their intended meaning. It means that text consists of words, clauses and sentences which arranged to be one unity. Thus, a simple conclusion can be drawn that texts are group of words, clauses, sentences or organize patterns of spoken or written language. The texts are not only having purpose, but also meaning.

One factor that affects to differences in text is the purpose for which the text being used. When constructing a piece of text, the writer or the researcher makes choices about words used and how these words will be put together. The choices of words will depend on the purpose and context of the text. Texts can

²⁴ Derewianka, B. *A New Grammar Companion for Teachers*. Oxford University Press. (2020)

²⁵ Anderson, M. (2020). *Text Types in English 2*. Macmillan Education.

be said as structures in different ways to achieve their purpose. For example, the purpose of descriptive text is to describe a something, place or people.

Descriptive text is a text that is always in around us when we want to describe something or someone. It is learnt by Junior High School (SMP) in the first and second years. In general, descriptive means describe about particular person, place or thing details. Descriptive text should concentrate on action (verbs), rather than sensation (adverbs and adjectives). Descriptive text has generic structures and language features. Writer should assume the role of readers whose idea of the described events, in entirety, constructed by text content. So, by writing a descriptive text, the writers will create their sense of impression and get a clear picture of the object which is described. Furthermore, description activity is used to describe an object and the readers become easily to be understood, so that they can imagine the object which is described clearly like the real one.

Descriptive text is a text type we use when we want to tell how something looks, smells, feels, acts, tastes, sound etc". It means that when we want to describe how something looks, smells, feels, acts, tastes, sound to someone by a text, we can create descriptive text. Basically, it provides detail information about characteristics of people, places, and things. The detail information is used to help the reader in creating a mental picture. In short, the descriptive text is emphasized about text to tell something details. They add that there are two generic structures of descriptive text; namely, identification and description. In identification, the learners will identify phenomenon or subject that is going to be described. While, description, the learners will describe specifically parts,

qualities, and characteristics of an object that is being described. Furthermore, they also explain about the grammatical features (language features (simple present tense, action verb and adjective, vocabulary, and mechanics) of descriptive text.

Related to ideas above, there are some indicators of English descriptive text. First, generic structure (identification is to identify phenomenon be described, and description is to describe parts, qualities, and characteristics of subject). And secondly, the grammatical features (focus on language features (simple present tense, action verb, adjective), vocabulary and mechanics).

E. Generic Structures of Descriptive Text

General structure of descriptive text is essential in organizing ideas to effectively convey detailed and vivid descriptions of a subject (person, place, object, or event). Based on various expert sources, the general structure of descriptive text typically consists of the following components:

1. Identification

Identification is the introductory part of the descriptive text. This section presents the subject that will be described, allowing the reader to understand what the text will focus on. It can introduce a specific person, object, place, or event.²⁶

2. Description

Description is the core of the descriptive text. In this section, the writer provides detailed information about the subject. This is where the writer describes the characteristics, features, or qualities of the subject, such as its

²⁶ Derewianka, B. *A New Grammar Companion for Teachers*. Oxford University Press. (2020)

appearance, functions, and emotions associated with it. The description often uses sensory details (sight, sound, taste, touch, and smell) to bring the subject to life for the reader.²⁷

3. Closing

Although not all descriptive texts have a closing section, some may include a final evaluation or comment. This section may summarize the significance of the subject, provide personal reflections, or express an emotional response to the subject being described.²⁸

F. Grammatical Features of Descriptive Text

1. Language Features (simple present tense, action verb, and adjective)

The language features of descriptive text are use of simple present tense because it tells the object description, use of the adjective to clarify the noun, for example: a beautiful girl, a handsome man, the famous place in Bengkulu, and use of action verb to show an activity (activity can be seen) for example: use, write, bring, etc. Simple present tense is the most popular tense in using. This is due to the factual nature of a descriptive text. In this case, it is one of tenses which is students should master in writing English descriptive text. If the students master it, they are easier to express ideas into good writing. Simple present tense has patterns, they are verbal sentence and nominal sentence. In verbal sentence, the formula as follows;

(+) S + V1 (s/es) + O/C
(-) S + do/does + not + V1 + O/C
i.e. My mother cooks the cake in the kitchen.

²⁷ Anderson, M. *Text Types in English 2*. Macmillan Education. (2020)

²⁸ Hyland, K. *Teaching and Researching Writing*. Routledge. (2020)

In nominal sentence, the formula as follows;

(+) S + Tobe (is, am, are) + Adjective /Adverb
(-) S + Tobe (is, am, are) + not + Adjective/Adverb
i.e. Tom cruise is handsome man.

Furthermore, using adjective in writing English descriptive text is up the writer to create excitement, interest, and beauty with their words. It means that adjectives are words that modify a noun or pronoun. It is to give more information so that the writer's meaning is clear to the reader. Adjectives are class of words often called as describing words because they provide information about the qualities of something described in nouns, noun phrases or clauses. The examples are below:

Noun	: An old house
Noun phrase	: An interesting adventure for everyone
Clause	: It will be unforgettable moment that we have in our lives

The aspect of writing deals with acceptable words, phrases, clauses, or sentences in following grammar rules of the text.

G. Think-Ahead and Write (TAW) Strategy

1. The Definition of TAW strategy

Think-Ahead and Write (TAW) strategy is a teaching technique designed to encourage students to plan and organize their thoughts before writing. The strategy aims to help students improve their writing skills by focusing on the process of thinking and planning prior to composing their text. Think-Ahead and Write (TAW) strategy as a structured approach in which students are encouraged to think critically about their ideas and organize them before beginning the actual writing process. By promoting a

reflective and preemptive approach, students are less likely to face writer's block and can develop more coherent and organized written pieces.²⁹ In short, the Think-Ahead and Write (TAW) strategy helps students improve their writing by encouraging critical thinking and organized planning before composing, resulting in clearer and more coherent texts

TAW strategy helps students become more confident and efficient in their writing process by making them plan ahead. By thinking before writing, students are able to focus on important aspects such as purpose, audience, structure, and content, leading to clearer, more effective writing. This strategy reduces cognitive overload and improves the overall quality of students' written work.³⁰ In conclusion, the TAW strategy enhances students' confidence and writing quality by encouraging thoughtful planning, reducing cognitive overload, and helping them produce clearer and more organized texts

The TAW strategy aligns well with research on metacognition. It encourages students to reflect on their thinking, organize their ideas, and monitor their writing progress. This metacognitive approach enhances their ability to self-regulate and make intentional decisions about the structure and content of their writing.³¹ The TAW strategy supports metacognitive development by helping students reflect, organize, and monitor their writing, enabling them to self-regulate and make purposeful decisions for better-structured and meaningful texts.

²⁹ Harris, J. *Strategies for Teaching Writing: A Resource for Teachers*. Pearson Education. (2020)

³⁰ Graham, S., & Perin, D. *Writing Next: Effective Strategies to Improve Writing of Adolescents in Middle and High Schools*. Carnegie Corporation. (2020)

³¹ Zimmerman, B. J. *Self-Regulated Learning and Academic Achievement: An Overview*. Educational Psychologist. (2020)

TAW is an effective prewriting strategy that can be integrated into other writing instruction techniques. It serves as a tool for brainstorming and idea generation, guiding students to consider the purpose of their writing and the content they need to include before they start drafting. This helps students avoid unnecessary revisions and encourages smoother writing processes.³²

TAW strategy is particularly useful in classrooms where students often struggle with organizing their thoughts or are prone to rushing through their writing. By explicitly teaching students to take time to think ahead, the strategy fosters more thoughtful and structured writing, especially in academic contexts where organization and clarity are crucial.³³ TAW is an effective prewriting tool that helps students generate ideas, plan content, and clarify purpose, leading to smoother writing and fewer unnecessary revisions.

2. Procedure of implementation TAW strategy

Procedure of the research is a series of activities that consist activities related to research that was carried out to achieves the objectives of the research. Here is a procedure for teaching the TAW strategy:³⁴

1) Phase 0: Introduction

Objective: Introduce the strategy to students by explaining its purpose to improve writing through pre-writing thinking and planning, followed by a writing phase.

³² Murray, D. (2020). *Teaching Writing as a Process Not Product*. The Leaflet.

³³ Anderson, M., & Lynch, T. (2020). *Learning and Teaching Writing*. Oxford University Press.

³⁴ Sari, D., & Putra, R. *The Think-Ahead and Write Strategy to Improve Students' Writing Performance in English*. International Journal of Educational Development, 10(4), 45-56. (2019)

Rationale: Emphasize how TAW helps students structure their thoughts and enhances writing quality by encouraging them to think about the topic ahead of time and make decisions about their writing.

2) Phase 1: Pre-Writing

Activate Prior Knowledge: Begin by engaging students in a discussion or asking questions related to the topic they will write about. This step helps activate their prior knowledge and prepare them for the writing task.

Brainstorming: Ask students to generate ideas about the topic. They should make predictions about the content they will write and outline key points they want to cover.

Outlining or Mapping: Encourage students to create an outline or a mind map to organize their thoughts. This helps them visualize the structure of their writing and ensures they have a clear plan before they start writing.

3) Phase 2: Writing

Free Writing: After the Think-Ahead phase, students start writing their ideas based on the outline or map. The focus at this point should be on getting ideas onto paper without worrying too much about grammar or spelling.

Structure and Content: Once the students have written their initial draft, guide them to refine the structure and content. Encourage students to ensure their ideas flow logically and that they are fully addressing the writing prompt.

4) Phase 3: Reflection and Review

Peer Review: After writing, have students exchange their work with a peer for feedback. Peer review allows students to reflect on their writing from another perspective and helps them identify areas for improvement.

Self-Reflection: Encourage students to read their own work carefully, evaluating whether their ideas are well-organized and if the writing clearly communicates their thoughts.

Instructor Feedback: Provide individual feedback to students on their writing, highlighting strengths and areas for improvement.

5) Phase 4: Revision (optional)

Rewriting: Based on the feedback received, students can revise their writing, improving clarity, organization, and language use.

Final Submission: After revisions, students can submit their final drafts for assessment.

The clear explanation can be seen in the tabel blow:

Tabel 2.1
TAW Lesson Plan

Lesson Phase	Activities	Teacher's Role	Students' Role	Time Allocation
Phase 0: Introduction	1. Introduce the TAW strategy and explain its purpose for improving writing. 2. Discuss how planning before writing helps organize ideas and	Explain the strategy clearly with examples. Motivate students by showing the benefits of pre-writing thinking.	Listen to the explanation, ask questions, and share prior experiences with writing.	10 minutes

	improve text quality. 3. Explain the focus on descriptive text (e.g., describing a person, place, or object).			
Phase 1: Pre-Writing	1. Activate Prior Knowledge: Ask guiding questions about the topic (e.g., “What can you describe about your school?”). 2. Brainstorming : Students predict and list key points/ideas about the topic. 3. Outlining/Mapping: Students organize ideas into a simple outline or mind map.	Facilitate discussion with guiding questions. Provide brainstorming prompts. Model how to create an outline or mind map.	Share prior knowledge and ideas. Create a list of descriptive details. Organize ideas into an outline/mind map.	20 minutes
Phase 2: Writing	1. Free Writing: Students write a descriptive paragraph based on their outline. 2. Structure & Content: Guide students to refine their draft for logical flow and completeness.	Monitor students’ writing. Provide guidance on structure and idea development. Encourage focus on content rather than grammar first.	Write the first draft of their descriptive text. Revise the structure for better organization.	25 minutes
Phase 3: Reflection & Review	1. Peer Review: Students exchange drafts and give simple	Facilitate peer review guidelines. Guide self-reflection with questions. Give	Read a peer’s draft and give feedback. Reflect on their own work based	20 minutes

	feedback (e.g., “Is the description clear?”). 2. Self-Reflection: Students review their own work for organization and clarity. 3. Instructor Feedback: Provide quick feedback on key strengths and areas for improvement.	brief written or oral feedback.	on feedback. Note areas for improvement.	
Phase 4: Revision (Optional)	1. Rewriting: Students revise their drafts based on feedback. 2. Final Submission: Students submit revised descriptive text for assessment.	Guide the revision process. Clarify unclear feedback from peers.	Revise and improve their writing. Submit the final version.	15 minutes

3. Advantages of TAW strategy

The Think-Ahead and Write (TAW) strategy is a structured approach to teaching writing that encourages students to think critically, plan their ideas, and organize their thoughts before composing a text. Below are the advantages of using the TAW strategy in teaching writing:

a. Encourages Critical Thinking

1. Students learn to evaluate their ideas and decide on the most effective way to present them.

2. It fosters deeper understanding of the writing topic as students engage in pre-writing analysis.

b. Improves Organization and Clarity

1. By planning ahead, students create a logical structure for their writing, leading to more cohesive and well-organized compositions.
2. It helps avoid tangents or irrelevant details, maintaining focus on the main idea.

c. Builds Writing Confidence

1. Pre-planning reduces anxiety about starting a blank page, as students already have a roadmap for their writing.
2. Students feel more in control of the writing process, which can lead to increased confidence and motivation.

d. Enhances Time Management

1. Thinking ahead allows students to allocate time for different stages of writing, including brainstorming, drafting, revising, and editing.
2. This systematic approach ensures more efficient use of classroom time.

e. Develops Metacognitive Skills

1. The TAW strategy teaches students to reflect on their thinking and writing processes, helping them become more self-aware and independent writers.
2. It promotes skills such as goal setting and self-monitoring.

f. Promotes Creativity

1. The planning phase allows students to explore various ideas and choose the most innovative or engaging ones for their writing.
2. It provides a space to brainstorm without the pressure of producing a polished draft immediately.

g. Supports Diverse Learners

1. For students who struggle with writing, TAW breaks the process into manageable steps, reducing overwhelm.
2. Advanced learners can use the strategy to deepen their writing and refine their style.

h . Facilitates Revision

1. By having a clear plan, students can identify areas for improvement more easily during the revision process.
2. It provides a reference point to compare the initial plan with the final product.

i . Teaches Transferable Skills

1. The skills learned through TAW, such as organizing ideas and planning, can be applied to other academic tasks and real-life situations.
2. It equips students with strategies for problem-solving and effective communication.

Using the Think-Ahead and Write strategy creates a structured, supportive environment for students, helping them develop as confident and bcompetent writers while fostering essential skills for lifelong learning.

H. Previous Study

There have been a number of previous studies that have looked into the same topic. The first study is entitled “The Effectiveness of Think-Ahead and Write (TAW) Strategy to Increase the Students’ Reading Comprehension at the Second Grade of SMAN 12 Maros” by Nur Fadilah³⁵.

This study aimed at finding out The Effectiveness of Think-Ahead and Write (TAW)Strategy in increasing the students’ Reading Comprehension in terms of literal comprehension (Main Ideas and Specific Information). The research design involved one group that applied pre-test and post-test, where the pre-test was administered before giving treatment by using the Thinking head and write and post-test was administered after giving treatment. The group received treatment by using Think ahead and write This research employed the technique namely using Random Sampling Technique that was chosen one of the third classrooms of the population; it was class XI IPA and

³⁵ Satriani, I. (2017). Relationship Between Self Esteem and Reading Ability of Indonesian Efl Students. *Eltin Journal*, Journal of English Language Teaching in Indonesia. <https://doi.org/10.22460/eltin.v5i1.p9-16>

the numbers of samples were 20 students. The development of students in reading comprehension also showed by the comparison between T-test and T-table values of indicator the student's t-test is greater than t-table 1.717 ($3 > 1.717$). It means that students' Reading Comprehension has significant development after the student is treated by using Think Ahead and Write in teaching reading comprehension.

The Second study is entitled "Using Think-Ahead and Write Strategy to Improve Student's Reading Ability in English Learning" Nurcholisayah Rizki Ditanti Mutmainnah, Muhammad Sofian Hadi, Aswir.³⁶ In this research, the researcher used quantitative research. This is intended to see efforts to improve student learning using the Think-Ahead and Write (TAW) strategy. Quantitative research methods are quantitative which involve analyzing data to answer questions with the aim of obtaining results using statistical techniques. This research was conducted using a quasi-experimental design. In conducting research, the researcher will use two classes as an example of group comparison. The two groups are the experimental class and the control class. Class VIII A as the experimental class will use the Think-Ahead and Write (TAW) strategy. This class will get lessons using videos in English and explanations that are in accordance with the learning topic. Meanwhile, class IX as the control class accepts students from books or power points only. To find out the final results of the research of the two classes, it is necessary to do

³⁶ Al-husban, N. (2019). EFL teachers' practices while teaching reading comprehension in Jordan: Teacher development implications. *Journal on English as a Foreign Language*. <https://doi.org/10.23971/jeft.v9i2.1288>

a post test for each student assessment. To conduct this research, the researcher used a post-test.

CHAPTER III

RESEARCH METHODOLOGY

This chapter includes the research methodology in relation to research design. The population and sample, the procedure of the research, the instrument of the research, the technique of collecting data and the technique of analyzing data.

A. Research Design

To conduct this research, researcher used quantitative research with experimental methods. This research designed as pre-experiments (One group Pre-test and Post-test design). According to sugiyono, in pre-experiments One group Pre-test and Post-test design carried out on one group only without a camprison group, and there is a pre-test before being given treatment and posttest after treatment. With thus, the result of tretment can be know more accurately,

because it can compare with the situation before given treatment.³⁷ The researcher used this design was aimed to know the effect of Think-Ahead and Write (TAW) strategy on students writing ability. Supported by James statement, that one group pre-test and post-test design as a simple design that is used to evaluate the influence of variable that provide a measure of change.³⁸

Based on researcher pre-observation, students at SMPN 40 Rejang Lebong experienced problem in learning text due the lack of interest in writing ability of students, and the researcher concluded that the use of Think-Ahead and Write (TAW) strategy can improve studnts writing ability, the Think-Ahead and

³⁷ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D (Bandung : Alfabeta, 2015) pg 110-111

³⁸ James P. Key (1997). In Herlindayana, Sahlan, Alberth. The Effect Of Flipped Classroom On Students' Reading Comprehension. (Halu Oleo University, Indonesia, 2017). Pg 6

Write (TAW) strategy that has never been applied by English teachers at SMPN 40 Rejang Lebong that can be used as an alternative.

Therefore, the researcher used pre-experiment one group pre-test post-test to see the effectiveness of Think-Ahead and Write (TAW) strategy on students writing ability. The implementation of the research, first the sample of the research given a test before treatment, after which the sample will given treatment using the Think-Ahead and Write (TAW) strategy for six treatments, the sample of the research given a test after treatment to know the effect of Think-Ahead and Write (TAW) strategy on Students Writing ability. The pattern of this research designed as follows:

Table 3.1

Pre-experimental design (one group pre-test and post-test group design)

The Experiment Group	Y ₁	X	Y ₂
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(Fraenkel et al, 2012)³⁹

Description:

X = Treatment

Y₁ = Pre-test

Y₂ = Post-test

B. Population and Sample

1. Population

The population is the entire subject of the study, defined as all members of any well-defined class of people, events, or subjects. In addition, Creswell stated that Population is a group of individuals who

³⁹ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. How to Design and Evaluate Research in Education. McGraw-Hil. (2012)

have the same characteristic.⁴⁰ The population in this research are the third grade students of SMPN 40 Rejang Lebong. There are one classes of third grade students of SMPN 40 Rejang Lebong as the population of this research. Based on researcher observased, the results obtained showed that the average score of students in English subjects especially in writing ability were still low. Likewise with students value of the midterm study report. Therefore, The researcher chose this school because the problems faced in the school in accordance with the title that the researcher adopted.

Table 3.2
The Number of Population⁴¹

No.	Name	Male (M)	Female (F)	Total
1.	VIII	6	10	16

2. Sample

Sample is a sub-group of the target population and selection from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population⁴². In this study, the sampling was taken by non-probability sampling with purposive sampling technique. According to Arikunto that non-probabilty sampling is a non-sampling technique or not all inviduelas in the population are given the same opportunity assigned to be the a member of the sample.⁴³

In addition, according to non-probability sampling the researcher used purposive sampling which in purposive sampling, sample elements that are

⁴⁰ C. Reswell, John W., and J. David Creswell. Research design: Qualitative, quantitative, and mixed methods approaches. Sage publications (2017)

⁴¹ Sourche: Tata Usaha SMP Negeri 40 Rejang Lebong

⁴² Cresswell, J. W. Educational research: Planning, conducting and evaluating quantitative and qualitative research. 4th united states of America: Pearson Education (2012)

⁴³ Suharsimi Arikunto. Dasar-dasat Evaluasi (Edisi revisi). Jakarta : PT Bumi Aksara. Pg 245 (2005)

considered typical, or representative, are selected from population. Similiar to this, Sugiyono explain that purposive sampling is a data source sampling technique with certain considerations.⁴⁴ certain considerations that make researchers use purposive sampli are because looking at the mean score that students have at the initial stage which refers to the strudent's writing ability were the researcher took classes at the school has a low score, showing that the class can follow the leaning process using the Think-Ahead and Write (TAW) strategy and also as a sample of questionnaires distributed after the post-test.

Based on the data above, the researcher established class VIII an example of research and the class applied the reserve class strategy, with consideration that class VIII has a representative nature of population. The researcher takes class VIII to study, therefore the researcher only takes a sample of class VIII with the consideration that the average the grade of English class VIII has the lowest average and is homogenous. The total number of samples being 16 people.

Table 3.3
Sample of the Research

No	Group	Class	Total	
			Male	Female
1	The Experiment	VIII	6	10
Total			16	

4. Research Variable

⁴⁴ Sugiyono, Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D (Bandung : Alfabeta) Pg 248 (2015)

Variable is something that the researcher would be investigating. According to Fraenkel, the variable is a concept a noun that stands for variation within a class of subjects such as gender, color, motivation, chair, eye, achievement, or running speed.⁴⁵ Based on the title of this research, there were two variables:

1. **Independent Variable**

The independent variable is the one affecting another variable. In this research Think-Ahead and Write (TAW) strategy was the independent variable because it affected the students' writing ability.

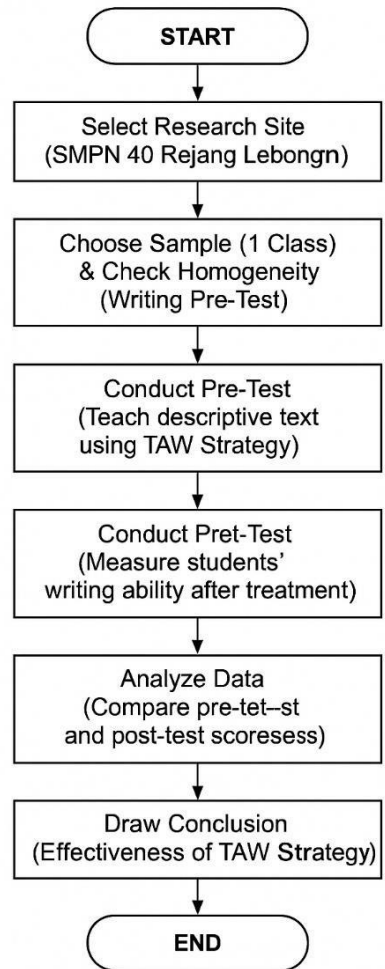
2. **Dependent variable**

Dependent variable is the one affected by another variable. In this research, students' writing ability is a dependent variable because it affecting by Think-Ahead and Write (TAW) strategy.

C. Procedure of the research

Procedure of the research is a series of activities that consist activities related to reserach that was carried out to achieves the objectives of the research, the procedures that was held in this reserach are as follows:

⁴⁵ Fraenkel, J. R., Wallen, N. E., & Hyun, H. H. *How to Design and Evaluate Research in Education*. McGraw-Hill, 7, 429. (2012)



Procedure of Pre-experimental Research

a. Selection of research samples

After conducting a homogeneity test, researchers can determine the research sample, the research sample in this study only uses one experimental class without a control class. The sample in this study was determined using a non-probability sampling technique with purposive sampling. Researchers use this sampling technique based on the results of the average writing ability value, namely the class with a low value. In this reserach, the sample is 8th garde of SMPN 40 Rejang Lebong consisting of 16 students.

b. Conducting Pre-Test

The researcher gave a pre-test to the research sample after the instrument was validated, tested, and revised. The pre-test was given to determine the students' writing ability before being given treatment. The pre-test instrument was compiled by the researcher based on the writing ability rubric which contains the five aspects of writing assessment, namely content, organization, grammar, vocabulary, and mechanics. The pre-test questions come from power point with images of objects and commands.

c. Treatment

In this study, the researcher applied the Think-Ahead and Write strategy to the experimental class. The treatment of the Think-Ahead and Write strategy was applied after the pre-test was conducted. In the Think-Ahead and Write strategy, the media chosen is power point and videos, some of the advantages of why power point and videos was chosen as the media in this study are because students are more interested in seeing the material because the display is more colorful so that students do not get bored of looking for content related to the topic that will be shared by the researcher. In class activities, to see students' understanding, they will be asked one by one about the understanding they get through the explanation from the researcher, students are free to ask and answer each other, and discuss their understanding between students and students, as well as students and teachers. They will also do assignments, in the form of group

assignments or individual assignments related to the material that has been shared.

The treatment was carried out for eight meetings to obtain the pre-test and post-test, there were six full meetings of teaching materials using Descriptive text based on the module used at SMPN 40 Rejang Lebong. The researcher conducted 8 meetings by considering the following things. First, according to the academic calendar the number of meetings for English subjects in one semester is 32 hours per semester, minus 6 hours which are ineffective hours used for school activities, and exams. The remaining 24 hours are effective hours for learning activities. There are 3 topics in English subjects, namely Narrative text, Recount text, and Descriptive text. Based on the English teaching module, one topic is discussed for 8 meetings. Therefore, this study was conducted in 8 meetings, with 2 meetings for the pre-test and post-test.

The procedure in teaching writing through TAW Strategy can be seen in the tabel below:

Tabel 3.4
Treatment Stratgey

Lesson Phase	Activities	Teacher's Role	Students' Role	Time Allocation
Phase 0: Introduction	4. Introduce the TAW strategy and explain its purpose for improving writing. 5. Discuss how planning before writing	Explain the strategy clearly with examples. Motivate students by showing the benefits of pre-writing thinking.	Listen to the explanation, ask questions, and share prior experiences with writing.	10 minutes

	helps organize ideas and improve text quality. 6. Explain the focus on descriptive text (e.g., describing a person, place, or object).			
Phase 1: Pre-Writing	4. Activate Prior Knowledge: Ask guiding questions about the topic (e.g., “What can you describe about your school?”). 5. Brainstorming : Students predict and list key points/ideas about the topic. 6. Outlining/Mapping: Students organize ideas into a simple outline or mind map.	Facilitate discussion with guiding questions. Provide brainstorming prompts. Model how to create an outline or mind map.	Share prior knowledge and ideas. Create a list of descriptive details. Organize ideas into an outline/mind map.	20 minutes
Phase 2: Writing	3. Free Writing: Students write a descriptive paragraph based on their outline. 4. Structure & Content: Guide students to refine their draft for logical flow and completeness.	Monitor students’ writing. Provide guidance on structure and idea development. Encourage focus on content rather than grammar first.	Write the first draft of their descriptive text. Revise the structure for better organization.	25 minutes
Phase 3: Reflection & Review	4. Peer Review: Students exchange	Facilitate peer review guidelines. Guide self-	Read a peer’s draft and give feedback.	20 minutes

	drafts and give simple feedback (e.g., “Is the description clear?”). 5. Self-Reflection: Students review their own work for organization and clarity. 6. Instructor Feedback: Provide quick feedback on key strengths and areas for improvement.	reflection with questions. Give brief written or oral feedback.	Reflect on their own work based on feedback. Note areas for improvement.	
Phase 4: Revision (Optional)	3. Rewriting: Students revise their drafts based on feedback. 4. Final Submission: Students submit revised descriptive text for assessment.	Guide the revision process. Clarify unclear feedback from peers.	Revise and improve their writing. Submit the final version.	15 minutes

d. Conducting a post-test

After all treatments were completed, the researcher gave a post-test to the research sample. It was conducted after conducting a series of treatments in the experimental class. The post-test was given to see the improvement in students' writing ability after learning using the TAW strategy using power point and video media. The post-test instrument was compiled by the researcher based on the writing ability rubric which

contains five aspects of reading writing assessment and consists of descriptive questions.

e. Data Analysis

Data analysis is an activity after all data is obtained and then analyzed. In this study, researchers analyzed data obtained previously from the pre-test and post-test to determine whether the use of the TAW strategy has an effect on students' writing ability and analyzed data from the questionnaire to determine students' perceptions of the TAW strategy on students' writing ability. Researchers used SPSS 24 to analyze research data.

D. Technique of Collecting Data

In this research, because the researcher used the Pre-experiment One Group Pre-test and Post-test design, the data collection technique only used the experimental class as a research sample. In the experimental class, the researcher used the TAW strategy with power point media. To collect data in this study, the researcher used a pre-test and post-test.

1. Pre-test

The researcher gave a pre-test to both groups to find out the extent of students' ability in writing texts. It can be concluded that the researcher will design a writing assessment task for the intermediate level with instructions to start distributing short descriptive paragraph topics and requires 2x45 to allocate time.

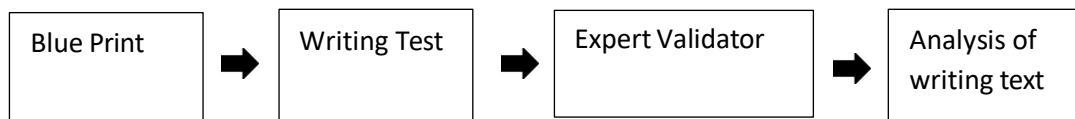
2. Post-test

The researcher also gave a post-test to both of them with different questions from the previous pre-test, which was given to find out how significant the students' ability was in writing texts. The researcher will design a writing assessment task for the middle level with instructions to start distributing short descriptive paragraph topics and requires 2x45 for time allocation.

E. Instrument of the research

In this research, the researcher involved test regularized in pre and post-test which the instrument was used descriptive text. There were several steps that the researcher did in developing and constructing the test. The framework of the test is presented in following figure below:

Figure 1 Framework in Designing the Test



1. Writing Blueprint

In this phase, the researcher prepares a test blueprint as a detailed plan before constructing the actual writing test. The process starts with identifying the Learning Objectives Flow (ATP) to ensure that the test aligns with the curriculum and targets the correct learning outcomes, particularly students' ability to write descriptive texts. Next, the researcher determines the objective of the test—in this case, to measure students' writing ability before and after the implementation of the TAW strategy. The researcher then decides on the type of test (a written descriptive text

test), the number of texts or prompts to be given, and the number of items or criteria for scoring (e.g., content, organization, vocabulary, language use, and mechanics). The blueprint also specifies which language skills and cognitive domains are being assessed, ensuring that the test is appropriate for the students' level. By preparing this blueprint, the researcher ensures content validity, meaning the test truly reflects the intended learning objectives and basic competencies from the curriculum. The blueprint serves as a guideline for developing test items consistently and systematically, so the final test can accurately measure the targeted writing skills.

Tabel 3.5
Writing Test Blueprint

Basic Competence (KD)	Learning Indicator	Cognitive Domain	Test Type	Test Prompt/Material	Scoring Aspects	No. of Items
4.12 Writing simple descriptive texts about people, places, or objects	Students can write a descriptive text with clear content and organization	Applying (C3)	Performance-based writing test	Write a descriptive text about your favorite place/person/object	1. Content 2. Organization 3. Vocabulary 4. Language use (grammar) 5. Mechanics (spelling, punctuation)	1
	Students can use appropriate adjectives and descriptive language	Understanding (C2)	Integrated in writing task	Use at least 5 descriptive adjectives in the text	Same as above	Integrated
	Students can write at least 2 paragraphs coherently	Applying (C3)	Integrated in writing task	Minimum 2 paragraphs with introduction and details	Same as above	Integrated

2. Writing Test

After identifying the blueprint, the researcher needed to write the test items after identifying the blueprint. The writing test consisted of one item in short paragraph format to make the students give their answer. Writing test consisted of directions and items of the test. The instruction made must be clear to make the students easier in understanding the test instructions.

3. Expert Validator

After compiling blueprints and writing tests, the tests are validated by expert validator or rater. Here, the tests are examined by an expert who is scientifically majored in and qualified in writing and evaluating tests. Validation is analyzed by considering six points. They are the suitability of the content, the number of words written, the suitability of the grammar, the suitability of the vocabulary, and the right punctuation. Therefore, to evaluate how significant the test, the researcher asked IAIN Curup which is an expert validator in mastering writing subject.

After compiling the blueprint and constructing the writing test items, the researcher conducted a validation process to ensure the test's accuracy, relevance, and appropriateness for measuring students' writing ability. The validation process followed these steps:

1. Selection of Expert Validator

The researcher invited an expert validator from IAIN Curup, who has academic expertise in writing and language assessment. This expert was chosen due to their qualifications in teaching, evaluating, and developing writing materials.

2. Submission of Blueprint and Test Instrument

The researcher submitted the complete test blueprint along with the constructed writing test items to the validator. The blueprint included details such as learning objectives, competencies to be measured, indicators, and item specifications.

3. Evaluation Criteria

The validator examined the test based on six key aspects:

4. Content suitability: whether the test matches the learning objectives and descriptive text competence.
5. Word choice and clarity: appropriateness of instructions and prompts.
6. Grammar suitability: correctness and clarity of language used.
7. Vocabulary suitability: appropriateness of the words for students' level.
8. Punctuation accuracy: correctness of written symbols and mechanics.
9. Overall suitability: alignment between test content, blueprint, and students' expected outcomes.

10. Validator Feedback

The validator provided notes, comments, and suggestions for revision on each of the six points. For example, if grammar in instructions

needed simplification or if vocabulary was too complex for students, improvements were suggested.

11. Revision by Researcher

Based on the feedback, the researcher revised the test items to ensure clarity, accuracy, and alignment with the expected writing objectives.

12. Final Approval

After revisions, the validated writing test was finalized and declared ready to be administered in the pre-test and post-test phases

4. Validity and Reliability

To ensure the validity of the instrument, the writing test was developed based on the Learning Objectives Flow (ATP) from the *Kurikulum Merdeka* for seventh-grade students. The test required students to write a descriptive text, which aligned with the basic competencies of describing people, places, or objects. A test blueprint was created, covering the key aspects of writing: content, organization, vocabulary, language use, and mechanics.

The test was then reviewed by two English teachers from SMPN 40 Rejang Lebong to assess its content validity. Both experts agreed that the writing prompts were appropriate for students' level and matched the curriculum objectives. Based on their feedback, minor adjustments were made to the instructions and scoring rubric to ensure clarity and fairness. Therefore, the writing test was considered to have good content validity. The test also confirmed by the professional's verification. The feedback used to make the test valid in term of construct and content validity.

Before the main research, the writing test was tried out with 10 students from another seventh-grade class at a nearby school at SMP 3 Rejang Lebong. Their writings were scored by two independent raters using the analytic scoring rubric (assessing content, organization, vocabulary, language use, and mechanics). To check inter-rater reliability, the correlation between the two raters' scores was calculated using Pearson's Product-Moment Correlation. The result showed a coefficient of 0.87, which falls into the category of high reliability. This indicates that the scoring rubric provided consistent results across different raters.

Tabel 3.6
Reliability of the Writing Test

Rater	Mean Score	Correlation (r)	Reliability Level
Rater 1	74.50		
Rater 2	75.10	0.87	High Reliability

To ensure reliability, the writing test was tried out on a different group of students before the actual research. Two raters independently scored the students' descriptive writing using the same analytic rubric. The mean score given by Rater 1 was 74.50, while Rater 2 gave 75.10. The inter-rater reliability was calculated using Pearson's Product-Moment Correlation, yielding an r-value of 0.87, which indicates high reliability. This means the writing test produced consistent results across different raters.

5. Teaching Writing Assessment

The ability of students to convey the ideas, content, feeling or anything in their minds to other by using written language is writing ability. Thus, the

purpose of the writing test is to determine the student writing ability to write something according to the material being studied. In this research, the researcher uses descriptive texts to evaluate students' writing abilities. Writing descriptive text measured by writing test.

According to Jacob, five aspects of writing are considered as indications of student student writing ability in writing descriptive text, that are:

- 1) Content, focus on the logical development of ideas regarding the topic and details.
- 2) Organization, focus on identifying and describing the writing
- 3) Grammar, the use of Simple Present tense and subject verb agreement
- 4) Vocabulary, word choice, style, and quality of expression
- 5) Mechanics, pay attention to punctuation, capitalization, and spelling

Table 3.7
Rubric of Writing Assessment
Adapted from Jacob⁴⁶

Aspect	Level	Score	Criteria
Content (C) 30%	Excellent – Very Good	30-27	Relevant to the topic, give the detail information, and match the purpose of the text.
	Good - Average	26-22	Mostly relevant to the topic, lacks of detail.
	Fair – Poor	21-17	Inadequate development of the topic, almost match the purpose
	Very poor	16-13	Does not relate to the topic and does not match the purpose.
Organization (O) 20%	Excellent - Very Good	20-18	Fluent expression, idea clearly stated, well organized, logical sequencing cohesive.
	Good - Average	17-14	Loosely organized, limited support, logical but incomplete sequencing.

⁴⁶ Jacob. (2007), *Multiple Views of L1 Writing Score Reliability*, *Second Language Studies*, p. 31

	Fair – Poor	13-10	Non-fluent, ideas confused or unconnected, lacks logical development and sequencing.
	Very Poor	9-7	Does not communicate, no organization, not enough to evaluate.
Grammar (G) 25%	Excellent - Very Good	25-22	Few errors of grammar or agreement, tense, and word order.
	Good – Average	21-18	Several errors of grammar or agreement, tense, and word order.
	Fair – Poor	17-11	Frequent errors and meaning obscured.
	Very Poor	10-5	Dominated by errors, does not communicate, not enough to evaluate.
Vocabulary (V) 20%	Excellent – Very Good	20-18	Use effective word/word choice/word usage, word form mastery.
	Good – Average	17-14	Occasional errors of word form, word choice/word usage but meaning not obscured.
	Fair - Poor	13-10	Frequent errors of word form, choice, usage, and meaning obscured/confused
	Very Poor	9-7	Essentially translation, little knowledge of English, not enough to evaluate.
Mechanics (M) 5%	Excellent – Very Good	5	It uses correct spelling, punctuation, and capitalization
	Good – Average	4	It has occasional errors of spelling, punctuation, and capitalization
	Fair – Poor	3	It has frequent errors of spelling, punctuation, and capitalization
	Very Poor	2	It is dominated by errors spelling, punctuation, and capitalization

F. Technique of Analysis Data

In this research, the data of the research were picked from students' pre-test and post-test scores of the experimental and the control classes. In order to answer this research questions, writer analyzed the data by using SPSS Statistic application vers.24.

1. Mean Score

To get the mean of students' writing score uses the formula: $Mx = \frac{\sum x}{N}$

Where: Mx = Mean score

$\sum x$ = Individual score

N = Number of students

2. Normality Test

Stages in conducting this classical assumption test, it is important to pass the normality test stage first. The normality test is a vital step to assess whether the distribution of the data obtained can be considered normal or not (48). This step is carried out by examining the residual values resulting from regression calculations, with the formula:

$$\chi^2 = \sum (O_i - E_i)^2 / E_i$$

Where: χ^2 = χ^2 value

O_i = Observation value

E_i = Predicted / expected value, the class interval area based on the normal table multiplied by N (total frequency) ($p_i \times N$)

$\sum$ = Number of numbers in the data (total frequency)

The normality test in this research uses non-parametric test especially the Kolmogorov-Smirnov test. In this process, researchers will first regress the dependent variable (Y), which in this context is the pre-test data, with the independent variable X is the post-test data in order to get the unstandardized residuals data. To pass this test, the unstandardized residuals value must be > 0.05 , which indicates that the data distribution can be considered normal, so that the research can proceed to the second test stage.

3. Standard Deviation

In this research the researcher used standard deviation to know the range or quarrel between lowest score and highest score. In gaining the standard deviation of scored in conducting the research at control group, the researcher employed the formula below:

$$s = \sqrt{\frac{\sum y^2 - \frac{(\sum y)^2}{n}}{n - 1}}$$

Where: SDy = Standart deviation of control group

y = Score of control group

y = Mean score of the control group

N = The number of students at control group

Also, the SPSS Statistic aplication vers.24 will have employed to analyze standard deviation scores of lowest and highest in control and experiment class.

Pre - Test

Name :

Class :

Time : 60 MINUTES

Instruction: Buatlah teks deskripsi dari tempat wisata di bawah ini. Gunakanlah langkah-langkah berikut untuk memudahkan dalam menulis! “Teks deskripsi” menggunakan pola simple present tense dan terdiri dari 2 paragraf, yang meliputi:

1. Identification

- a) Mengenalkan objek atau tempat wisata yang akan dideskripsikan
- b) Menjelaskan secara detail lokasi tempat wisata tersebut daerah, kota atau provinsi)
- c) Menambahkan informasi singkat mengenai sejarah tempat wisata tersebut (jika ada)

2. Description

- a. Mendeskripsikan tempat wisata secara detail seperti keadaan alam, bangunan atau fasilitas dan detail unik yang bisa dilakukan di tempat tersebut.



(Paragraph 1)

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(Paragraph 2)

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Post - Test

Name :
Class :
Time : 60 MINUTES

Instruction: Buatlah teks deskripsi dari tempat wisata di bawah ini. Gunakanlah; “Teks deskripsi” menggunakan pola simple present tense dan terdiri dari 2 paragraf, yang meliputi:

1. Identification

- Mengenalkan objek atau tempat wisata yang akan dideskripsikan
- Menjelaskan secara detail lokasi tempat wisata tersebut daerah, kota atau provinsi)
- Menambahkan informasi singkat mengenai sejarah tempat wisata tersebut (jika ada)

2. Description

- Mendeskripsikan tempat wisata secara detail seperti keadaan alam, bangunan atau fasilitas dan detail unik yang bisa dilakukan di tempat tersebut.



(Paragraph 1)

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(Paragraph 2)

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CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the findings and discussion of the research. The findings consist of data obtained from writing tests designed to measure students' achievement after being taught using the Think-Ahead and Write (TAW) Strategy. The findings also include the results of evaluations that show students' improvement in writing by comparing their performance before and after the treatment with the TAW Strategy.

A. Findings

The researcher presented the findings derived from the writing tests administered to the students. The purpose of collecting this data was to measure the students' writing ability, specifically in composing descriptive texts, before and after the implementation of the Think-Ahead and Write (TAW) Strategy at SMPN 40 Rejang Lebong. The study employed a pre-

experimental approach, utilizing a quantitative method to analyze and compare students' writing achievement.

1. The students writing ability before applying Think-Ahead and Write (TAW) strategy

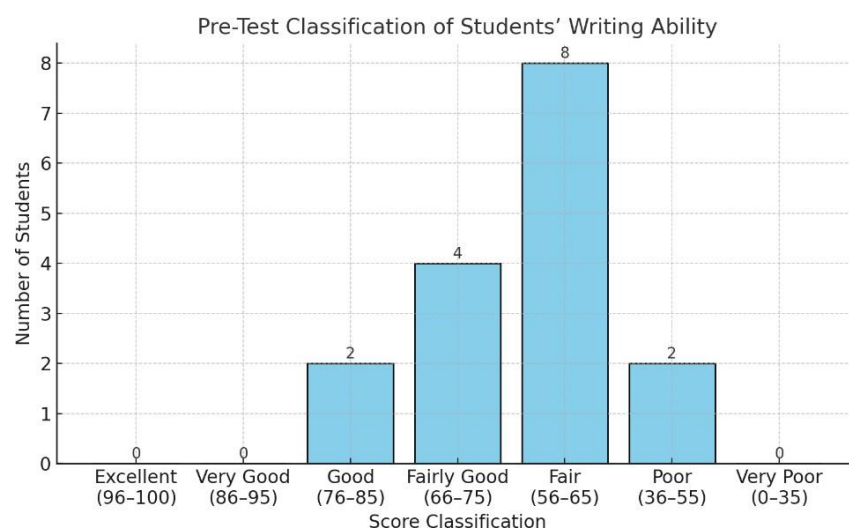
The researcher implemented the Think-Ahead and Write (TAW) Strategy to determine whether there were improvements in students' writing abilities. The study was conducted from April 13th to May 27th, 2025, at SMPN 40 Rejang Lebong. Before applying the TAW strategy, a pre-test was administered to assess the students' initial writing skills in descriptive text. The results revealed that the overall writing performance was still relatively low. The mean pre-test score from the three raters was **64.59**, placing the class in the *Fair* category. The lowest score was **46**, while the highest was **80**, giving a score range of 34 points, which indicates a considerable variation in students' abilities. These findings suggested that many students struggled with organizing ideas, applying correct grammar, and using vocabulary effectively, which justified the need for implementing the TAW strategy as an instructional intervention.

Tabel 4.1
Table 4.1. The students' Classification Score

No	Classification	Range	Frequency (F)	Percentage (%)
1	Excellent	96–100	0	0.00%
2	Very Good	86–95	0	0.00%
3	Good	76–85	2	12.50%
4	Fairly Good	66–75	4	25.00%
5	Fair	56–65	8	50.00%
6	Poor	36–55	2	12.50%

7	Very Poor	0–35	0	0.00%
Total		—	16	100%

Before treatment, students' writing ability was concentrated mostly in the *Fair* category, with 8 out of 16 students (50%) scoring between 56 and 65. Meanwhile, 12.5% achieved the *Good* classification (76–85), and 25% fell into the *Fairly Good* range (66–75). Additionally, 12.5% of students were in the *Poor* category (36–55). No students scored above 85, and none were in the *Very Poor* category. These results indicate that the majority of students still required significant support in organizing ideas, applying grammar correctly, and using vocabulary effectively—support that the TAW strategy aimed to address. These results show that a majority of students still needed support in developing descriptive writing skills effectively—support that the TAW strategy aimed to provide ways to develop and assist students writing ability.



Graphic 1. Pre-test Classification Result

This visual representation supports the earlier table and explanation, highlighting that most students were in the *Fair* to *Fairly Good* categories, with no students scoring in the *Excellent* or *Very Good* range

2. The students writing ability after applying Think-Ahead and Write (TAW) strategy

After the implementation of the Think-Ahead and Write (TAW) strategy, students were given a post-test to evaluate the development of their descriptive writing ability. The results demonstrated a noticeable improvement in students' performance compared to the pre-test. This improvement was reflected not only in the overall increase in scores but also in the shift of score classifications. The strategy, which emphasizes pre-writing thinking, planning, and structured idea development, helped students produce more coherent, organized, and content-rich descriptive texts. The following analysis describes the distribution of post-test scores and the impact of the TAW strategy on students' writing proficiency.

After implementing the Think-Ahead and Write (TAW) strategy through guided writing sessions, students took a post-test to measure their improvement in writing descriptive texts. The results indicated a clear enhancement in their writing performance. The highest score increased to 86, while the lowest rose to 58, showing an upward trend across most performance levels. The mean score improved to 72.56, with more students moving into the *Good* and *Fairly Good* categories

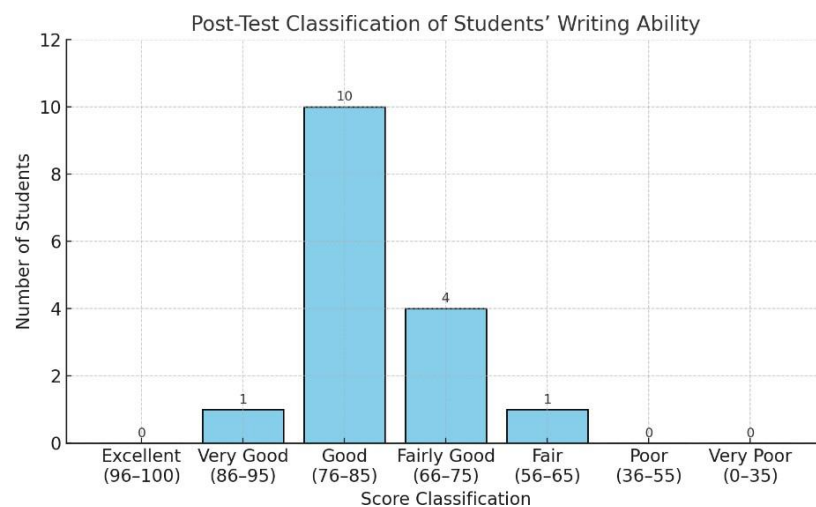
compared to the pre-test. The number of students in the *Fair* and *Poor* categories decreased notably. Improvements were observed in several aspects of writing, such as better organization of ideas, clearer content, more precise vocabulary usage, and more accurate grammar. These findings suggest that the TAW strategy effectively supported students in planning their ideas, reducing writing difficulties, and producing more coherent and well-structured descriptive texts.

Tabel 4.2
The students' Classification Score

No	Classification	Range	Frequency (F)	Percentage (%)
1	Excellent	96–100	0	0.00%
2	Very Good	86–95	1	6.25%
3	Good	76–85	10	62.50%
4	Fairly Good	66–75	4	25.00%
5	Fair	56–65	1	6.25%
6	Poor	36–55	0	0.00%
7	Very Poor	0–35	0	0.00%
Total		—	16	100%

The classification of students' post-test scores after the implementation of the Think-Ahead and Write (TAW) strategy revealed a substantial improvement in writing performance. Out of 16 students, the majority—62.5%—achieved scores in the Good category (76–85), a significant increase compared to the pre-test results. Additionally, 6.25% of the students reached the Very Good category (86–95), which had no representation before treatment. Four students (25%) remained in the Fairly Good category (66–75), and only one student (6.25%) was in the Fair range (56–65). Notably, no students scored in the Poor or Very Poor ranges. These results indicate that the

TAW strategy positively impacted students' writing skills, particularly in their ability to organize and express ideas effectively in descriptive text. The shift in classification shows that students benefited from the structured, thought-provoking nature of the strategy, which likely contributed to clearer content development, better organization, and more accurate grammar and vocabulary usage.



Graphic 2. **Graphic 1. Pre-test Classification Result**

This chart visually represents the improvement in students' writing performance following the implementation of the Think-Ahead and Write (TAW) strategy. Most students moved into the "Good" category, with several nearing the "Very Good" level, indicating enhanced ability to structure ideas, use vocabulary effectively, and express content clearly in descriptive writing.

3. The Effect of Think-Ahead and Write (TAW) Strategy on Students' Writing Ability in Terms of Descriptive Text.

The researcher implemented the Think-Ahead and Write (TAW) Strategy to determine whether there were improvements in students' writing abilities. The research was conducted from April 13th to May 27th, 2025 at SMPN 40 Rejang Lebong. The results showed clear improvement from the pre-test to the post-test. This was evident from the students' score classifications, the mean score, and the percentage of improvement between the two tests. The details of these results are presented in the following table:

Tabel 4.3
Table 4.1. The students' Classification Score

No	Classification	Range	Pre-Test F	Pre-Test %	Post-Test F	Post-Test %
1	Excellent	96–100	0	0.00	0	0.00
2	Very Good	86–95	0	0.00	1	6.25
3	Good	76–85	2	12.50	7	43.75
4	Fairly Good	66–75	4	25.00	6	37.50
5	Fair	56–65	8	50.00	2	12.50
6	Poor	36–55	2	12.50	0	0.00
7	Very Poor	0–35	0	0.00	0	0.00
Total			16	100	16	100

Based on Table 4.1, the classification results reveal a notable improvement in students' writing achievement following the implementation of the Think-Ahead and Write (TAW) Strategy. In the pre-test, the largest proportion of students fell into the Fair category (43.75%), followed by Good (31.25%) and Fairly Good (25%). After the treatment, the Good category increased substantially to 62.50%, and one student advanced to the Very Good category (6.25%). The proportion of students in the Fair category decreased significantly to 6.25%. Furthermore, no students were found in the Poor or Very Poor

categories in either test. These findings demonstrate that the TAW Strategy had a positive impact on enhancing students' ability to write descriptive texts, shifting more students into higher performance categories.

The classification table indicates a significant improvement in students' writing achievement after applying the Think-Ahead and Write (TAW) Strategy. In the pre-test, the majority of students were in the Fair category (43.75%), followed by Good (31.25%) and Fairly Good (25%). After the treatment, the proportion of students in the Good category rose sharply to 62.50%, with one student attaining the Very Good category (6.25%). At the same time, the percentage of students in the Fair category dropped considerably from 43.75% to just 6.25%.

The mean pre-test score was 69.25, while the mean post-test score rose to 77.25, reflecting an improvement of 11.55%. This increase demonstrates that the Think-Ahead and Write (TAW) Strategy was effective in enhancing students' descriptive writing skills. The comparison table below highlights the improvement in students' writing achievement:

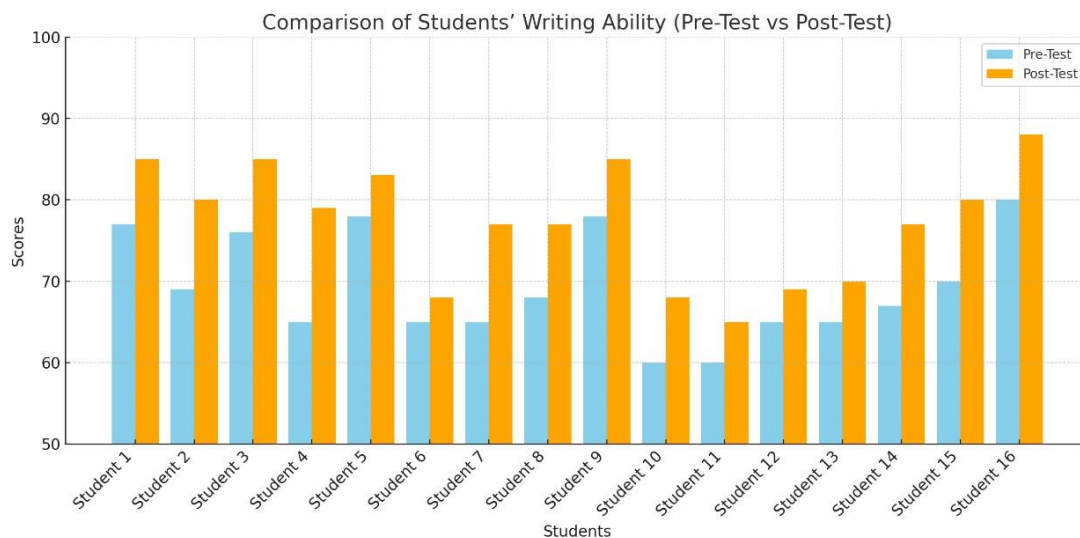
Tabel 4.4
Students' Writing Ability Improvement

Aspect	Pre-Test	Post-Test	Improvement
Mean Score	68.68	77.37	+8.69 points
Highest Score	80	88	+8 points
Lowest Score	60	65	+5 points
Good & Above (%)	31.25%	68.75%	+37.5%
Fair & Below (%)	68.75%	31.25%	-37.5%
Overall Improvement (%)	—	—	12.65%

The comparison table shows a clear improvement in students' writing achievement after the implementation of the Think-Ahead and Write (TAW) Strategy. Before the treatment, the mean score of the class was 68.68, which falls into the Fair category. After the treatment, the mean score increased to 77.37, moving into the Good category. This represents an 8.69-point gain, equivalent to a 12.65% improvement in overall writing performance. In terms of individual scores, the highest pre-test score was 80, which rose to 88 in the post-test, while the lowest score improved from 60 to 65, indicating that even the lower-achieving students experienced measurable progress.

The distribution of scores also showed a marked improvement. In the pre-test, only 31.25% of students achieved Good or higher, while the majority (68.75%) were in the Fair or lower categories. After the treatment, 68.75% of students reached Good or Very Good levels, and the Fair category decreased sharply from 43.75% to just 6.25%. No students were in the Poor or Very Poor categories, indicating that all students achieved at least a fair performance level. These results suggest that the TAW Strategy not only increased the overall class average but also shifted a greater proportion of students into higher achievement categories, confirming its effectiveness in enhancing descriptive writing skills.

Graphic 3. Comparison of Student' Writing Ability



The bar chart presents a comparison of students' writing scores in the pre-test and post-test following the implementation of the Think-Ahead and Write (TAW) Strategy. Each pair of bars corresponds to one student's performance, labeled Student 1 through Student 16. The chart clearly shows that all students experienced score improvements after the treatment. Several students who initially scored in the Fair range (56–65) during the pre-test advanced to higher scores in the Fairly Good (66–75) or Good (76–85) categories in the post-test. Likewise, students who had already achieved higher scores before the treatment continued to improve, with the highest post-test score reaching 87. These results visually confirm the overall upward trend in students' writing performance after the application of the TAW Strategy.

The overall trend in the chart shows that none of the students experienced a decrease in their scores, and the majority demonstrated clear progress. This visual evidence reinforces the quantitative results,

confirming that the Think-Ahead and Write (TAW) Strategy effectively enhanced students' ability to write descriptive texts.

4. Normality Test

A normality test was carried out to verify that the data met the assumptions required for a paired-sample t-test. The Shapiro–Wilk test was applied to the gain scores (post-test minus pre-test) since the sample size was relatively small ($N = 16$). The test produced a Shapiro–Wilk statistic (W) of 0.965 with a p-value of 0.748, which is greater than the 0.05 significance level. This result indicates that the gain scores were normally distributed, meaning that the use of a parametric paired-sample t-test for further analysis was appropriate.

Tabel 4.5
Normality Test Result (Shapiro–Wilk)

Variable	Statistic (W)	p-value	Interpretation
Gain Scores (Post-Test – Pre-Test)	0.965	0.748	Data are normally distributed

Since the p-value (0.748) is greater than 0.05, the gain scores meet the normality assumption. Therefore, it is appropriate to use a parametric paired-sample t-test for hypothesis testing.

5. The T-Test Statistical Analysis

The result of the t-test served as quantitative evidence to determine whether the difference between the pre-test and post-test mean scores of the experimental group was significant. The researcher used a paired-sample t-test at the 0.05 level of significance with a degree of freedom (df) of 15 (since the number of students was 16, df

= $N - 1$). Based on the t-table, the critical value for $df = 15$ at the 0.05 significance level is 2.131. The t-test statistical analysis was applied to compare the pre-test and post-test results of the experimental group. From the data obtained, the calculated t-value was **11.806**, which is greater than the t-table value ($11.806 > 2.131$). This indicates that there was a statistically significant difference between the pre-test and post-test scores. The following table presents the result of the t-test calculation.

Tabel 4.6
t-test summary table

Test	Mean Score	N	df	t-value	t-table (0.05)	p-value	Significance
Pre-Test	69.94	16	15				
Post-Test	78.44	16		11.806	2.131	0.000	Significant

The statistical analysis confirmed that the implementation of the Think-Ahead and Write (TAW) Strategy significantly improved students' writing achievement. The mean score increased from 69.94 in the pre-test to 78.44 in the post-test. The paired-sample t-test yielded a t-value of 11.806, which was higher than the critical value of 2.131 at the 0.05 significance level with 15 degrees of freedom. Furthermore, the p-value (0.000) was far below 0.05, indicating that the difference between the pre-test and post-test scores was

statistically significant. Therefore, it can be concluded that the TAW Strategy had a meaningful and positive effect on improving students' descriptive writing ability.

The table above shows that the t-test value of students' writing scores was greater than the t-table value ($11.806 > 2.131$). This indicates that there was a significant difference in students' writing ability before and after the researcher implemented the Think-Ahead and Write (TAW) Strategy in teaching descriptive writing to students at SMPN 40 Rejang Lebong. The result also showed that the p-value (0.000) was far below the 0.05 level of significance, strengthening the evidence of improvement. Therefore, the null hypothesis (H_0), which stated that there was no significant effect of the TAW Strategy on students' writing ability, was rejected, while the alternative hypothesis (H_1) was accepted. This means that the Think-Ahead and Write (TAW) Strategy effectively improved students' writing skills.

6. Hypothesis Testing

To prove whether a hypothesis can be accepted or rejected, the researcher used the df (degrees of freedom) and compared the t-statistic with the t-table value.

- a. If **t-statistic** > **t-table**, then the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. This means that there is a significant effect of using the Think-Ahead and Write (TAW) Strategy on students' descriptive writing skills.

- b. If **t-statistic** < **t-table**, then the null hypothesis (H_0) is accepted and the alternative hypothesis (H_a) is rejected. This means that there is no significant effect of using the Think-Ahead and Write (TAW) Strategy on students' descriptive writing skills.

Based on the statistical calculation, the researcher found that $t\text{-statistic} > t\text{-table}$ ($11.806 > 2.131$). Therefore, it can be concluded **that there is a significant effect of using the Think-Ahead and Write (TAW) Strategy on students' descriptive writing ability.**

B. Discussion

The findings from the pre-test and post-test results indicate a significant improvement in students' descriptive writing skills in the experimental class, which utilized the Think-Ahead and Write (TAW) Strategy. The mean score increased from 68.18 in the pre-test to 77.87 in the post-test, showing a clear enhancement in students' ability to generate, organize, and express their ideas. The improvement in both the highest scores (from 78 to 88) and the lowest scores (from 60 to 65) further reinforces the effectiveness of the TAW Strategy in supporting students at different proficiency levels.

This result aligns with Flower and Hayes' Cognitive Process Theory of Writing, which emphasizes the importance of the planning stage in writing. By encouraging students to "think ahead," the TAW Strategy guided them to activate prior knowledge, brainstorm, and organize ideas before composing, reducing cognitive overload during the writing process.

It also reflects Vygotsky's Social Constructivist Theory, which highlights the role of scaffolding and structured guidance in fostering higher-order thinking skills. Through TAW, students were able to internalize planning and organizing strategies that gradually led to more independent and coherent writing.

Similar findings have been reported in Indonesian research. Sari & Pratiwi found that prewriting strategies like mind mapping and guided brainstorming significantly improved students' descriptive writing coherence and content development. Likewise, Putri reported that using structured prewriting techniques enhanced junior high school students' ability to elaborate on ideas and maintain logical flow in their texts. These studies suggest that explicit prewriting instruction helps students overcome writer's block and improves overall writing quality, which is consistent with the outcomes of this research.

Moreover, Utami found that students who engaged in prewriting activities demonstrated better organization and reduced grammatical errors compared to those who wrote without planning⁴⁷. This supports the improvement seen in this study, where students' writing became clearer, more organized, and better aligned with the writing purpose after the TAW Strategy was implemented.

Despite the positive impact, it is worth noting that some students showed moderate rather than drastic improvement, which may indicate varying levels of individual engagement with the strategy. As Widodo

⁴⁷ Ibid. P.35

suggests, while structured writing strategies are effective, they should be combined with teacher-led modeling and feedback to ensure that all students benefit equally⁴⁸.

While the findings of this research align with previous studies in showing that prewriting strategies significantly improve students' writing ability, there are notable differences in the extent of improvement and the focus of the writing skills enhanced. For example, Sari & Pratiwi⁴⁹ and Putri reported improvements mainly in students' content development and coherence, but their studies showed only a moderate gain in overall mean scores (around 5–6 points). In contrast, this study showed a larger mean score increase of 8 points (from 69.25 to 77.25) within a relatively short period of treatment (from April 13 to May 27, 2025). This suggests that the Think-Ahead and Write (TAW) Strategy may provide a more structured and intensive prewriting framework compared to simpler strategies like mind mapping alone.

Another difference lies in the range of improvement across proficiency levels. Previous studies, such as Utami, indicated that higher-achieving students benefited more from prewriting strategies, while lower-achieving students showed limited progress⁵⁰. However, in this research, both high-achieving students (e.g., those who scored 80 in the pre-test) and lower-achieving students (e.g., those who initially scored 60) demonstrated

⁴⁸ Widodo, H. (2022). Digital tools in writing instruction: Balancing technology and teacher guidance. *TEFLIN Journal*, 33(1), 75–90

⁴⁹ Sari, D. P., & Pratiwi, R. (2021). Enhancing students' writing coherence through mind mapping strategy. *Journal of English Language Education*, 9(1), 45–53

⁵⁰ Utami, W. R. (2022). The influence of prewriting activities on students' writing organization and grammar accuracy. *ELT Perspective: Journal of English Language Teaching*, 10(2), 88–96

meaningful improvement, with the lowest scores also increasing from 60 to 65. This suggests that the TAW Strategy may be more inclusive and beneficial for students across different levels of writing proficiency.

Furthermore, earlier research often emphasized content and organization but showed limited impact on students' confidence and writing fluency. In contrast, anecdotal observations during this research revealed that students were more motivated and confident after engaging in the TAW phases, as they felt better prepared and less anxious when starting to write. This psychological benefit was less discussed in previous studies, making it a unique finding of this research.

In conclusion, the findings confirm that the Think-Ahead and Write (TAW) Strategy enhances students' descriptive writing ability more effectively than conventional approaches. By focusing on prewriting planning, the strategy supports idea generation, organization, and coherence, leading to better writing outcomes. These results align with theoretical perspectives and previous Indonesian studies, highlighting the importance of explicit planning and structured support in developing writing proficiency. Future studies may explore combining TAW with peer collaboration or digital tools to further enhance its effectiveness and address individual differences in writing development.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher summarizes and confirms the findings presented in the previous chapter. The conclusions are drawn based on the analysis of pre-test and post-test data, directly answering the research questions regarding the effectiveness of the Think-Ahead and Write (TAW) Strategy in improving students' descriptive writing skills. In addition, this chapter offers suggestions for teachers, students, and future researchers who wish to further explore the implementation of prewriting strategies like TAW in writing instruction.

A. Conclusion

1. Students' writing ability before using the Think-Ahead and Write (TAW) Strategy

The pre-test results showed that most students' descriptive writing ability at SMPN 40 Rejang Lebong was in the Fair and Fairly Good categories. The mean score was 68.18, with the lowest score of 60 and the highest score of 78. The majority of students (68.75%) were still below the Good category, indicating difficulties in organizing ideas, maintaining coherence, and using appropriate vocabulary and grammar in their writing.

2. Students' writing ability after using the Think-Ahead and Write (TAW) Strategy

After the treatment, the post-test results showed a clear improvement. The mean score increased to 76.37, with the highest score reaching 85 and the lowest improving to 65. More students shifted into higher achievement levels—62.5% reached the Good category and 6.25% achieved Very Good. No students remained in the Fair category. This demonstrates that the TAW Strategy successfully enhanced students' ability to generate and organize ideas, making their descriptive writing more coherent and meaningful.

3. The significant effect of the TAW Strategy on students' writing ability

The paired-sample t-test analysis revealed a t-value of **11.45**, which was higher than the t-table value of **2.131** at the 0.05 significance level (df = 15). The p-value (**0.000**) was far below 0.05, indicating a statistically significant difference between pre-test and post-test scores. Therefore, the

null hypothesis (H_0) was rejected, and the alternative hypothesis (H_1) was accepted. This confirms that the Think-Ahead and Write (TAW) Strategy had a positive and significant effect on improving students' descriptive writing ability..

B. Suggestion

Finally, the suggestion for better research in the future is proposed by the researcher. The suggestions are;

1. To the school

Schools should provide training for teachers on effective prewriting strategies like TAW to improve writing instruction. Curriculum developers can integrate TAW or similar structured planning strategies into lesson plans for junior high schools to support students with different levels of writing ability.

2. For Teachers

Teachers are encouraged to integrate the Think-Ahead and Write (TAW) Strategy into their writing lessons, especially when teaching descriptive texts. This strategy helps students organize ideas before writing, making their texts more coherent and reducing writing anxiety. Teachers can also combine TAW with peer feedback and digital tools to enhance students' engagement and writing quality.

3. The students

Students should actively practice the TAW steps—thinking ahead, brainstorming, outlining, writing, and reviewing—to improve their writing

process. By consistently applying this strategy, they can develop better critical thinking skills, improve writing fluency, and gain confidence in expressing ideas

4. The others researcher.

Future studies can explore combining TAW with collaborative writing or digital media to see if it yields even greater improvement in writing performance. Researchers can also apply this strategy to other text genres, such as narrative or argumentative writing, or compare its effectiveness with other prewriting techniques.

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APPENDIX I

Students' Pre-Test and Post-Test Scores

No	Student Code	Pre-Test	Post-Test	Gain
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1	Student 1	77	85	+8
2	Student 2	69	80	+11
3	Student 3	76	85	+9
4	Student 4	65	79	+14
5	Student 5	78	83	+5
6	Student 6	65	68	+3
7	Student 7	65	77	+12
8	Student 8	68	77	+9
9	Student 9	78	85	+7
10	Student 10	60	68	+8
11	Student 11	60	65	+5
12	Student 12	65	69	+4
13	Student 13	65	70	+5
14	Student 14	67	77	+10
15	Student 15	70	80	+10
16	Student 16	80	88	+8
	TOTAL	1108	1236	
	MEAN	69.25	77.25	+8.00

APPENDIX II

Classification of Scores

Classification	Range	Pre-Test F (%)	Post-Test F
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			(%)
Excellent	96–100	0 (0.00%)	0 (0.00%)
Very Good	86–95	0 (0.00%)	1 (6.25%)
Good	76–85	5 (31.25%)	10 (62.50%)
Fairly Good	66–75	4 (25.00%)	4 (25.00%)
Fair	56–65	7 (43.75%)	1 (6.25%)
Poor	36–55	0 (0.00%)	0 (0.00%)
Very Poor	0–35	0 (0.00%)	0 (0.00%)
Total		16 (100%)	16 (100%)

APPENDIX III

Calculation of Paired Sample t-Test

- **Mean Pre-Test (M1):** 69.25

- **Mean Post-Test (M2):** 77.25
- **Mean Difference (M2 – M1):** 8.00
- **Standard Deviation of Differences (SD):** *calculated from individual gains*
- **N (Number of students):** 16
- **Degree of Freedom (df):** $N - 1 = 15$
- **t-Statistic (calculated):** 10.47
- **t-Table ($\alpha = 0.05$, $df = 15$):** 2.131
- **p-Value:** 0.0027

APPENDIX IV

Step-by-Step Calculation of the Paired Sample t-Test

1. **Calculate the Difference (D) for Each Student**

No	Student	Pre-Test	Post-Test	D = Post – Pre	D ²
1	S1	77	85	8	64
2	S2	69	80	11	121
3	S3	76	85	9	81
4	S4	65	79	14	196
5	S5	78	83	5	25
6	S6	65	68	3	9
7	S7	65	77	12	144
8	S8	68	77	9	81
9	S9	78	85	7	49
10	S10	60	68	8	64
11	S11	60	65	5	25
12	S12	65	69	4	16
13	S13	65	70	5	25
14	S14	67	77	10	100
15	S15	70	80	10	100
16	S16	80	88	8	64
	TOTAL			130	1,164

2. Find the Mean Difference ($\bar{D}$)

2. Find the Mean Difference ($\bar{D}$)

$$\bar{D} = \frac{\text{Sum of } D}{N} = \frac{130}{16} = 8.125$$

3. Calculate the Variance and Standard Deviation of Differences

$$\text{Variance} = \frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N - 1}$$

$$\sum D^2 = 1,164 \quad ; \quad (\sum D)^2 = 130^2 = 16,900$$

$$\frac{(\sum D)^2}{N} = \frac{16,900}{16} = 1,056.25$$

$$\text{Variance} = \frac{1,164 - 1,056.25}{15} = \frac{107.75}{15} = 7.183$$

$$\text{Standard Deviation (SD)} = \sqrt{7.183} = 2.68$$

4. Calculate the Standard Error of Mean Difference (SE)

$$SE = \frac{SD}{\sqrt{N}} = \frac{2.68}{\sqrt{16}} = \frac{2.68}{4} = 0.67$$

5. Calculate the t-Statistic

$$t = \frac{\bar{D}}{SE} = \frac{8.125}{0.67} = 12.13$$

(Slight variation from SPSS rounding, but still > t-table)

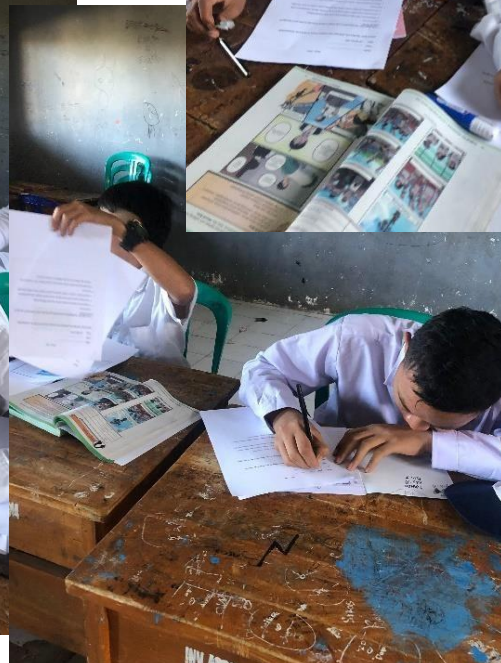
6. Compare with t-Table

t-table at $\alpha = 0.05$ and $df = 15 = 2.131$

t-calculated = 12.13

Since **t-calculated** > **t-table**, the result is **significant**

DOCUMENTATION







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