**EXPLORING THINK-AHEAD AND WRITE (TAW) STRATEGY
IN EFL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
AT MTS BUSTANUL ULUM PANTI JEMBER**

UNDERGRADUATED THESIS

Presented to
State Islamic University of Kiai Haji Achmad Siddiq Jember
In Partial Fulfillment of the Requirements
for Bachelor Degree (S.Pd.)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

SELAING SEKAR ASIH
SRN. T20176001

**STATE ISLAMIC UNIVERSITY
OF KIAI HAJI ACHMAD SIDDIQ JEMBER
DEPARTMENT OF ISLAMIC STUDIES AND LANGUAGE EDUCATION
FACULTY OF TARBIYAH AND TEACHER TRAINING
ENGLISH EDUCATION PROGRAM
JUNE 2023**

i

**EXPLORING THINK-AHEAD AND WRITE (TAW) STRATEGY
IN EFL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
AT MTS BUSTANUL ULUM PANTI JEMBER**

UNDERGRADUATED THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of
Jember In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

By:

SELAING SEKAR ASIH
NIM. T20176001

Had been approved by Advisor

Ahmad Ridho Rojabi, S.Pd, M. Pd.
NIP. 198105242014111002

ii

EXPLORING TAW (THINK-AHEAD AND WRITE) STRATEGY
IN EFL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT
AT MTS BUSTANUL ULUM PANTI JEMBER

UNDERGRADUATED THESIS

Presented to the State Islamic University of Kiai Haji Achmad Siddiq of
Jember In Partial Fulfillment of the Requirements
A Bachlor's Degree of *Sarjana Pendidikan* (S.Pd)
Faculty of Tarbiyah and Teacher Training
English Education Department

Day: Friday
Date: 23rd of June, 2023

The board of Examiners

Chair   Secretary

Dr. Indah Wahyuni, M.Pd   **Aminulloh S.Pd M.Pd**
NIP.198003062011012009   **NIP.197705272014111001**

Member

1. Hj. Moch. Imam Machfudi, Ph.D.   (   )

2. Ahmad Ridho Rojabi, M.Pd   (   )

Has been approved by
Dean of faculty of Tarbiyah and Teacher Training

Prof. Dr. Hj. Mukni'ah, M.Pd.I
NIP. 196405111999032001

iii

MOTTO

أَمَّنْ هُوَ قَٰنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْأَخِرَةَ وَيَرْجُواْ رَحْمَةَ رَبِّهِۦ ۗ قُلْ

هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُوْلُواْ ٱلْأَلْبَٰبِ ۝

Is one who is obedient to Allah, prostrating himself or standing (in prayer)
during the hours of the night, fearing the Hereafter and hoping for the
Mercy of his Lord (like one who disbelieves)? Say: "Are those who know
equal to those who know not?" It is only men of understanding who will
remember (i.e. get a lesson from Allah's Signs and Verses).[1]
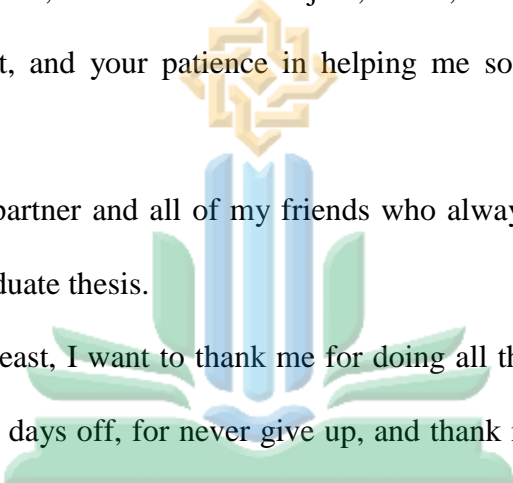(Q.S Az-Zumar verse 9)

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

---

[1] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, *Noble Qur"an: The English Translation of the Meanings and Commentary* (KSA King Komplex, 2007), 619

DEDICATION

This undergraduate thesis is honorably dedicated to:

1. My beloved parents, The Late Lalik Midarwati and Misdri who always love, pray, give support and spirit to me in gaining success.

2. All my big family especially Darusmans' family who always give me support and motivation.

3. My best advisor, Ahmad Ridho Rojabi, S.Pd., M.Pd, thank you for your support, spirit, and your patience in helping me so much in finishing this thesis.

4. My beloved partner and all of my friends who always supports me to finish this undergraduate thesis.

5. Last but not least, I want to thank me for doing all this hard work, thank me for having no days off, for never give up, and thank me for just being me all the times.

Thus, I would be grateful for all people and my relatives who cannot be mentioned one by one. Thank you for giving support during my hard times, so I can finish this undergraduate thesis completely. I would like to say thank you very much for all the affection they gave.

ACKNOWLEDGEMENT

Alhamdulillahi Rabbil 'Alamin. The researcher expresses her sincere gratitude to the almighty God, Allah SWT, who has given guidance, mercy, and good health so that the researcher could finish writing this thesis entitled "**EXPLORING TAW (THINK-AHEAD AND WRITE) STRATEGY IN EFL STUDENTS' READING COMPREHENSION OF NARRATIVE TEXT AT MTS BUSTANUL ULUM PANTI JEMBER.**" compiled to fulfill one of the requirements for achieving this undergraduate degree of English Language Teaching of UIN KH Achmad Siddiq Jember.

The researcher realized that the preparation of this thesis could not be separated from the help and guidance from other people. Therefore, the researcher would like to thank:

1. Prof. Dr. H. Babun Suharto, S.E., MM as a Rector of State Islamic University of KH Ahmad Siddiq of Jember who has given opportunity for me to study in this university.

2. Prof. Dr. Hj. Mukni'ah M.Pd.I as the Dekan of the Faculty of Tarbiyah and Teacher Training who has facilitated me to study in this faculty.

3. Dr. Rif'an Humaidi, M.Pd.I as the Head of Islamic Studies and Language Education Department who had given the permission to do this research.

4. Mr. As'ari, M.Pd.I as the Head of English Education Program who has motivated me to study English.

5. Mr. Ahmad Ridho Rojabi S.Pd, M.Pd as my advisor, who helped, guided and supported me during the writing of the thesis.

6. The Principal of MTs Bustanul Ulum Panti, Fahrul Abdullah S.Pd., and all of teachers and staffs for giving me a permission and helping me during my research in MA Wahid Hasyim Balung.

7. M. Ali Bahrudin, S.Pd, the English teacher who has helped in conducting my research at school and the students VIIID who have gave their time to participate in this research.

I really realize that this thesis is far from being perfect. Therefore, I welcome all the criticism and suggestions. The researcher hopes this thesis will be useful for readers and other researchers who need it.

Jember, June 22nd 2023
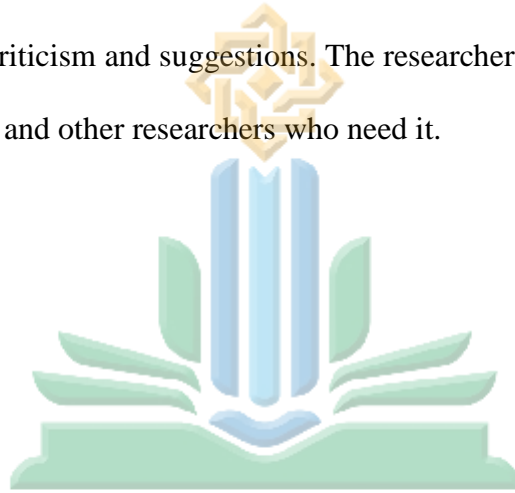
The researcher,

Selaing Sekar Asih

ABSTRACT

Selaing Sekar Asih, *2023: Exploring TAW (Think-Ahead and Write) Strategy in EFL Students' Reading Comprehension of Narrative Text at MTs Bustanul Ulum Panti Jember.*

Keywords: reading comprehension, Think-Ahead and Write (TAW) strategy, narrative text.

Reading is one of the most important skills in teaching and learning English. However in reality, reading is not an easy matter. There are many students who still got low score of their reading mastery. One of the ways to help students understand English passages is finding good strategies in reading. Therefore, the English teacher used Think-Ahead and Write strategy in teaching and learning reading.

The aims of this research are; 1) To describe procedure of learning reading in EFL student by using TAW strategy at MTs Bustanul Ulum Panti Jember, 2) to describe the benefits of learning reading in EFL student by using TAW strategy at MTs Bustanul Ulum Panti Jember, and 3) to describe the challenges of learning reading in EFL student by using TAW strategy at MTs Bustanul Ulum Panti Jember.

This research employed qualitative as the method of the research. It was conducted in EFL student of MTs Bustanul Ulum. The data were gathered by observation, interview, and document review. Source and technique triangulation were used to validate the data.

The results of the research are: 1) The procedure of learning reading by using TAW strategy were; a. Students receive a narrative text. They will read from the title, subtitle, and first sentence of several paragraphs. Then they will ask questions, make guesses, and write them in the book. b. After predicting by reading, they will also predict the content of the text by looking at the pictures in the text and then develop it in their mind and write the prediction. c. Finally, they will make connections between what they already know so that they can construct an approximation of the content in the text. 2) The benefits of TAW strategy run effectively and optimally. It turns out that this can help students more easily read and understand the contents of the narrative text. It can be seen from the results of observations and interviews conducted by researchers; a. Improve visual thinking skill and develop students' idea. b. Improve critical and creative thinking skills. c. Build students' motivation to be more active and enthusiasm. 3) There are challenges faced during implementation of TAW strategy were: lack of vocabulary, and management class (more than 30) which also affect to time management and concentration.

TABLE OF CONTENTS

LIST OF TABLE

LIST OF CHART

CHAPTER I

INTRODUCTION

This chapter presents: background of the research, the focus of the research, the objectives of the research, the significance of the research, and the definition of key terms.

A. Tittle of Research

Exploring Think-Ahead and Write (TAW) Strategy in EFL Students' Reading Comprehension of Narrative Text at MTs Bustanul Ulum Panti Jember.

B. Background of Research

English is one of the essential foreign languages in dealing with other people from different countries worldwide in all aspects of life such as education, technology, society, culture, etc. Language ability is how students use language that allows students to express their thoughts coherently and communicate with others. In learning English, there are four skills that should be mastered by the students. They are listening, speaking, reading and writing. These skills always become the target or final learning objectives. There are two types, such as receptive skills and productive skills. Masduqi explains receptive skills and productive skills as follows. Receptive skills, which are listening, listening, and reading skills, are conditions where students receive information from the teacher.

Meanwhile, productive skills, speaking skills, and writing skills, are conditions in which students produce language.[2]

Reading is one of the most important English skills need to be emphasized in teaching English programs in Indonesia and language teaching program. In general, reading skills are the ability to read, understand and write the message. Reading skills are important because of communication media and tools study. Through reading English texts people can increase knowledge, experience and develop new concepts to adapt to changing times in the world.

Reading is the key to getting information from various readings such as books, newspapers, articles, and others. The progress of scientific development requires people to read more often to get the essence or purpose of reading. A lot of science books written in English and reading skills will help students to meet their needs. Habits reading skills can also enrich vocabulary. According to Tarigan, reading is a process done and used by a reader to get massage sent through written media. It means that through reading, someone will get the information or massage needed. We have to know that reading is an active process. Reading requires cooperation between eyes movement, brainwork, and senses. Also, it sometimes needs oral cavity if we practice reading aloud.[3]

---

[2] H, Masduqi. *Integrating receptive skills and productive skills into a reading lesson*. (Proceeding the 2nd International Conference on Teacher Training and Education, 2016), 507-511.

[3] H.G Tarigan, *Metodologi Pengajaran Bahasa*. (DepDikBud. Jakarta: P2LPTK, 1997), 11

According to Grabe and Stoller, the purpose of reading comprehension is to make students understand the content of the text. So that students can develop and find new ideas from what they have read. Students can also know the purpose of the text they have read in the book. In addition, students are expected to understand what information they have obtained after reading it. Students expected to understand the text by sharing ideas and opinions when discussing in groups during the learning process.[4]

To develop knowledge in the world in order for education to thrive, one of which must be sourced from the teachings of Islam. In this case, the Qur'an is the sign, that knowledge and education must be in accordance with the values contained inside it. Talking about education issues in the Qur'an, one of the things that the basic concept of education in the Qur'an is surah al-'Alaq verses 1-5, which reads:

اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ ٱقْرَأْ وَرَبُّكَ ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

Meaning : "(1) Read! In the Name of your Lord Who has created (all that exists). (2) He has created man from a clot (a piece of thick coagulated blood). (3) Read! And your Lord is the Most Generous. (4) Who has taught (the writing) by the pen. (5) He has taught man that which he know not.[5]

Meaning of the Qur'an as the first reading and revelation that containing the command to read is also evidence of the importance of

---

[4] Grabe, William and Fredericka L. Stoller. *Teaching and Researching Reading*. (New York: Pearson Education Limited, 2011)

[5] Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur"an: The English Translation of the Meanings and Commentary (KSA King Komplex, 2007), 842

literacy for humans in developing science. Cause with reading is a human way to enter the vast treasures of knowledge. While writing as a result of writing activities becomes a form of writing preservation and development of knowledge throughout the ages. Teaching is a way that must be done by humans in practicing science which he has obtained both through reading and the results of his work he wrote. Based on the explanation, we can see that the activities of literacy is very important in the world of education. Use to make educators in helping to make literacy a culture.

According to curriculum of Madrasah Tsanawiyah, the objective of learning reading is to improve the students' ability to understand a text, to help them organize their ideas, to consist and create meaning, to communicate information and ideas of text and to develop their knowledge in reading text over time, and to make progress their learning purpose in reading.[6]

The 1945 Constitution states that the Indonesian people must be intelligent, peaceful, independent, and just. That is the goal education to be realized. Explicitly the purpose is described in Law Number 20 of 2003 which states that students must have competitiveness in the face of global competition. One of the efforts that can be made to carry out the demands Law number 20 of 2003 and Government Regulation number 19 in 2005 is

---

[6] Nurainun, *Improving the Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction at Grade VIIII Private Islamic Junior High School Ali Imron Medan.* (Medan : UINSU, 2017), 9

to grow and increase interest in reading learners. Cultivating interest in reading should be done as early as possible.[7]

Reading is one of important aspects in learning English. The limited number of students in mastering reading comprehension is caused by many factors, internal and external factors. Those factors can be categorized into two major factors; from the students and the other parties surrounding the students.[8] In addition, Wutthisingchai and Stopps said that internal factors that affected the readers in comprehend a text are learning preference, motivation, and attitude. Edward added that the readers who have negative attitude in reading will bored to do reading activity they will be lazy and not enjoyable.[9] The factors from external the students are related to the teaching technique, material, and media while the students' factors are related to vocabulary, interest, and reading strategy.[10] Beside that, outside factors are teaching technique, text, and environment. Ryan and Patrick added that teachers' performance one of social environment that can establish students' interest and enjoyment in teaching learning process.[11] It can be concluded that, there are many things that affect the

---

[7] Act Of The Republic Of Indonesia Number 20, Year 2003 On National Education System

[8] Ruston, *Kontribusi Strategi Membaca dan Penguasaan Kosakata terhadap Kemampuan Memahami Alinea Bahasa Inggris Siswa Kelas II SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat*. Tesis. (Padang: PPs Universitas Negeri Padang, 2006), 3-5

[9] Edward G.Summers. "Instruments for assessing reading attitude:a riview of research and bibiloigraphy," *Journal of literacy research,* Vol.9, 1977

[10] Nasution, Masitoh. *Improving Students' Reading Comprehension of Descriptive Text by Using Rainbow Card in Feedback Strategy.* (Sumatera Utara: UMSU, 2019), 1

[11] Ryan, A. M., & Patrick, H., "The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement during Middle School," *American Educational Research Journal*, 38(2): 437-460, June 2001. doi:10.3102/00028312038002437

readers' reading comprehension from internal factor whether external factor.

The factors which come for the students can be obstacles to reading comprehension. The first factor is related to the students' vocabulary mastery. There were many problems faced by the students in learning especially reading comprehension. The most common problem was they were still lack of vocabulary. They often failed in answering the questions after giving a particular passage because they could not understand the passage itself. The second one is about the students' interests. This factor is closely related to the student's motivation. The teacher should also explore and develop effective ways or techniques. It is important for the teacher to prepare the technique in teaching English, especially in teaching reading. Other factor that affects reading comprehension is learning motivation. Motivation is one of the internal factors that influences in learning. Motivation and learning attitude are important predictors of achievement.[12] Motivation for students is always a main element that affects their reading comprehension. So, reading motivation is vital to the learners' ability to read and comprehend texts purposefully are crucial for the students.[13]

In reality, the students are not able to try to understand the text of the book because of their limited ability in reading comprehension. It can

---

[12] Nunan, D, *Practical English Language Teaching*. (Singapore: McGraw Hill,2003), 22

[13] Syahfutra, W., Niah. "Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy," *Journal of Education Informatic Technology and Science (JeITS),* Vol 1, No 1, 2019: 125-136

be difficult for them to express their ideas and opinion while discussing in the learning process. Most students in Indonesia have difficulties in comprehending English texts although they have studied English since they were in elementary schools. Reading comprehension is not an easy matter. Many learners of English have problem in reading, for instance. The researcher found out that there are many students still low of their reading mastery. One of the ways to help students understand English passages is finding good strategies in reading. Teachers can give students strategies or guidelines to understand different types of texts, such as newspapers, fiction books, or academic books. Strategies can help them comprehend texts.

In the preliminary study, based on the interview with one of English teacher, the teacher reported that he used to teach students trying to think critically. He even practiced the way he taught in the class. By the information given, the researcher recognized that the method is called Think-Ahead and Write Strategy. He mentioned that it happened because he recognized that students' problem was less motivation in reading, Furthermore, by using the strategy students got engaged in reading. In addition, based on preliminary research at Mts Bustanul Ulum Panti Jember before the teacher used the Think-Ahead and Write method, he found that they were not interested in reading English. The students were passive they seldom interacted in classroom; they prefer to be silent and

did not give response to the process of learning. This method aim to encourage to learn think critically and complete the task.

Based on previous studies, Nur Fadilah (2019) employed an experimental research method that applied one-group, pre-test, and post-test design. The participant were student of senior high school. Budiarno Bahrun (2014) used a Classroom Action Research (CAR) and consist two cycles. The participants consisted of 22 students at eight grade. And Bella Septian (2014) used experimental research involved: experimental group and control group which each group consisted of 32 students of Junior high school.

Based on the reason above, the researcher attempted to conduct research under the title "Exploring TAW Strategy in EFL Student Reading Comprehension of Narrative Text at Mts Bustanul Ulum Panti Jember"

C. Research Questions

Based on the background described above, the research question is formulated as follows:

1. What are the procedures of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember?

2. What are the benefits of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember?

3. What are the challenges of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember?

D. Objectives of The Research

Based on the research focus formulated above, the research objectives can formulated as follows :

1. To describe the procedure of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember.

2. To describe the benefits of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember.

3. To describe the challenges of learning reading narrative text in EFL student by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum Panti Jember.

E. Significance of Research

It is expected that the research gives the theoretical and practical benefits. The specifications of the significances of this research as follows:

1. Theoretical Significance

Hopefully, the result of this research is expected to increase knowledge about the progress and development of English learning, especially about Think-Ahead and Write Strategy in reading comprehension.

2. Practical Significance

   a. For the Researcher

   The result of this research is expected to give inspiration to other researchers who are interested in conducting similar research and to assist them in conducting better research.

   b. For the Teacher

   It is also expected to give information to the English teacher, especially in reading comprehension because basically this study is a way of handling the problems faced by the English teacher in the learning process.

F. Definition of Key Terms

To avoid misunderstanding in this research, several terms would be explained by the researcher. The terms were as follows:

1. Think-Ahead and Write Strategy

   Think-Ahead and Write strategy is a strategy to help students expand their thinking skills. It is a way to get students to recognize or be aware of what they are reading. The Think-Ahead and Write strategy involves asking questions and developing the reader's intellectual picture or writing skills. The purpose of this strategy for students is to build them up to more easily realize the content of the text in the reading and consider what they are reading.

2. Reading Comprehension

Reading comprehension is the ability to read a text, process it, and understand its meaning. When someone reads a text, they try to find the main idea. The term student reading comprehension in this study refers to students' ability in the form of a reading test to understand words, sentences paragraphs, and text.

3. Narrative Text

Narrative text is a type of text that tells the story or describes a sequence of events. The story of narrative text has complication and problematic events and it tries to find the resolutions to solve the problems. The purpose of narrative text are to amuse or to entertain, to express the feelings, to inform and to persuade the readers with the story. Narrative text is built to appeal to our emoticons and imaginations that can make us laugh or cry think about our lives or consider our merits.

CHAPTER II

LITERATURE REVIEW

A. Previous Research

In this section, the researcher lists the various results of previous research related to the research to carried out, then makes a summary, both published and unpublished research.

Based on the reviews that carried out, there are several previous studies that are considered relevant to the research to carried out, namely as follows.

1. Budiarno Bahrun D (2014). The researcher used a Classroom Action Research (CAR) and consist of two cycles. The research obtained the data by using essay test (reading test) and observation. The object of this research consisted of 22 students at eight grade of SMP Negeri 3 Alla, Enrekang. The result of the data analysis through the reading test from the researcher shows that the students' reading comprehension in terms of literal comprehension improves significantly it is indicator by the main idea score of result the students' Diagnostic test.

2. Bella Septian Almunda Pratama (2014). The type of this research is experimental research. She takes class of eighth grade at SMPN 1 Purbalingga as the sample to be analyzed. This experimental research involved: experimental group and control group in which each group consisted of 32 students. Based on the results of analysis has been

done, the researcher concluded that the DRTA strategy is effective to improve the students' reading comprehension ability in narrative text.

3. Nur Fadillah (2019). This research employed an experimental research method that applied one-group pre-test- post-test Design. The researcher used random sampling technique that was chosen on of the third classrooms of the population; it was class XI IPA of SMAN 12 Maros and the numbers of samples were 20 students. Based on research result, the researcher explain that the development of students in reading comprehension showed by the comparison between T-test and T-table values of indicator the students t-test is greater than t-table. It means that students' reading comprehension has significant development after the student is treated by using Think-Ahead and Write strategy in teaching reading comprehension.

4. Sulih Okta Prihatini (2020). This research is descriptive qualitative research. The subject of research was the tenth-grade MIPA 5 of SMA Negeri 1 Sukodadi who were detected that they had difficulties in reading comprehension. The techniques for collecting the data were interviews and documents. The result of the research showed that some students had difficulties in reading comprehension and they had difficulty in different levels, namely literal comprehension, inferential comprehension, critical comprehension, and creative comprehension. The most difficulties experienced by students were at the level of creative comprehension. The factor of the students' difficulties in

comprehension at tenth grade, there was an inadequate instruction presented by the teacher, lack of pupils' interest, and the vocabulary difficulties.

5. Evi Safitri Yulandari (2022). This study used descriptive qualitative research. The object of this research consisted of class IX A SMAN 1 Batukliang. The techniques for collecting the data were observations, interviews, and questionnairs. The result of this study be seen that mean of the pre-test is 65,370. For the first they didn't know how to make the best sentence or paragraph of descriptive text. But, after the implementing of TAW strategy they can increase they writing skill.

Table 2.1
The Similarities and Differences between previous research and this research

No	Name	Tittle of research	Similarities	Differences
1	Nur Fadillah	The Effectiveness of Think-Ahead and Write (TAW) Strategy to Increase The Students' Reading Comprehension At The Second Grade Of SMAN 12 Maros	Both research discussed about TAW strategy in reading comprehension.	The difference between the previous and this research is that the previous research used experimental research method and the object of this research is using second grade of senior high school.
2	Budiarno Bahrun D	proving students' reading comprehension by using Think Ahead and Write (TAW strategy)	Both research discussed about TAW strategy in reading comprehension.	The difference between the previous and this research is that the previous research used Class Action Research

				(CAR), and consist of two cycles. The research obtained the data by using essay test (reading test) and observation.
3.	Bella Septian Almunda a Pratama	e Effectiveness of Directed Reading Thinking Activity (DRTA) Strategy for Students' Reading Comprehension in Narrative Text	Both research discussed about the reading strategy to improve the students' reading comprehension in narrative text. The subject of both research used junior high school.	The difference between the previous and this research is that the previous research used experimental research. And this research used Directed Reading Thinking Activity (DRTA) Strategy that this strategy is almost similar to TAW strategy only differs in the name of the strategy.
4.	Evi Safitri Yulanda ri	ing Think-Ahead and Write (Taw) Strategy to Improve Students' Writing Skill in Descriptive Text.	Both research discussed about Think-Ahead and Write Strategy (TAW) strategy.	The difference between the previous and this research is that the previous research discussed the strategy for writing in descriptive text while this research discuss for reading comprehension.
5.	Sulih Okta Prihatini	Analysis of Students'	In the previous research and	The difference between the two

		Difficulties in Reading Comprehension at SMA Negeri 1 Sukodadi Lamongan	this research both discuss about students' weakness in reading comprehension	is that previous studies only discussed students' difficulties in reading comprehension and their strategies in outline. Whereas in this study the focus is more on implementing the TAW strategy in reading comprehension.

Based on the previous studies above, researchers conducted research with different subjects from the previous studies above. The subjects of this study were students at the junior high school level, not at the high school level as in the previous studies. Of course, there is a significant difference because the level of the five subjects is very different and the ability to master English is also different. In addition, the gap in the research methodology used also distinguishes this study from previous studies in that the previous studies used experimental and CAR methods as their research methods. Whereas, in this study using a qualitative approach as a research method. Also, the gap in research theory used is different from previous studies. If the previous study used the theory of Think-Ahead and Write strategies from Grant while in this study, the researcher used the theory of Valery Gold and Pintozzi.

B. **Theoretical Framework**

1. **Reading Comprehension**

In this subchapter, the researcher presents some theories related to reading comprehension. There are three main points to be discussed in this subchapter. They are the definition, levels, types, strategies, and the purpose of reading comprehension:

a. **Definition of Reading**

With respect to the theoretical framework, William Grabe and Fredricka L. Stoller statement in their book, "Reading is the ability to draw meaning from the printed page and interpret information appropriately."[14] Reading seems hard for English as Second Language students because they have to transfer their mother language into target language in order to comprehend the text. It is more than a process read the text. Many language have different definition of reading itself. Flynn defined that reading is not an activity carried out for its own sake.[15] We read because we need to gain information such as news, idea, opinion or else from written.

Reading is one of the major language skills. Reading skills play an important role in facilitating the reader to comprehend the written materials. They can get a lot of information from various resources in order to enrich their knowledge by reading. So, they also should know

---

[14] William Grabe and Fredricka L. Stoller, "Teaching and Researching Reading", (Harlow :Longman, Second edition 2002), 11

[15] Naomy Flynn and Rhonna Stainthorp, *The Learning and Teaching Reading and Writing.* (West Sussex:Whur Published Limited, 2006), 42

that there are three skills in reading; skimming, scanning, and reading for detailed comprehension.[16] Through reading process, students can identifying topic, controlling idea, main idea, generic structure, language feature and grammatical structure beside understanding the meaning all content. Reading is really needed for students to increase their literacy.[17] The reading is an ability to draw the meaning from printed pages, then interpret these information appropriately.[18] That means through the reading passages, the readers should be connected between brains works and eyes movement for understanding text well.

Reading is a multitask process. Some people might think it in passive skill, indeed, reading does not only look and read at the text activity it requires several process before readers could grasp the gist. There are so many activities when read. Moreover, the readers have to decode the text they read, construct meaning, and understand it so their aim of reading is completed.

Reading is making meaning from print and from visual information. But reading is not simple. Reading is an active process that requires a great deal of practice and skill. It is a complex task which as Polacco's autobiographical character noted, seems to go

---

[16] Ruli Setiyadi, Uus Kuswendi, and Muhammad Ghiyats Ristiana, "Learning of Reading Comprehension through Reading Workshop in the Industry 4.0," *Journal of Mimbar Sekolah Dasar*, 6(2), 160-173. doi : 10.17509/mimbar-sd.v6i2.17397

[17] Rengganis Siwi Amumpuni. "Improving students'reading ability by using question-answer relationship," Linguista: *Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya,*1(1),47.2017 https://doi.org/10.25273/linguista.v1i1.1318.

[18] Andi Naniwarsih, Andriani. "The Students' Ability In Literal Reading Comprehension," *Journal of Foreign Language and Educational Research*, Vol.1, Number 2. July 2018. doi**:** https://doi.org/10.31934/jofler.v1i2.598

inside people's head like so much magic in a magician's top hat. In order to be readers, learners must take their ability to pronounce words and to "read" pictures and then make the words and images mean something. Reading comprehension strategies are tools that proficient readers use to solve the comprehension problems they encounter in text.[19]

Based on explanation above, the researcher concludes that reading is a process to convey the message or information. By reading, the reader will know what they read and challenged to response the ideas of the author. In order to make the messages or information that comes from the author can be understood and comprehended easily by the reader.

b. Definition of Reading Comprehension

Comprehension is the product of reading process which is the key of reading success. In reading, there are some process happens concurrently to draw understanding of what readers read. To draw deep understanding, the readers have to read frequently and understand what they read. If the readers do not comprehend the reading material well, the information will not long-last in memory. For instance, when memorizing the definition of word, readers may get difficult to remember because they do not understand what they read, they only memorize the word without understand the meaning. In addition, Lems

---

[19] Mureillon, *Collaborative Strategies for Teaching Reading Comprehension*. Maximizing Your Impact. (Chicago: American Library Association, 2007), 10

et al asserted that "Reading comprehension is not static competency".[20] Thus, when the readers stop reading their skill may degrade gradually because reading is developing skill, the more you read, the more you understand it.

Reading comprehension is complex skill that requires an active interaction between text elements and the reader. The reader is an active participant with a text and the reader makes sense of how ideas based on the text relate to one another by interpretive interactions between what the reader gleans from the text and what the reader already knows.

Reading comprehension is the ability to understand information in a text and interpret it appropriately. Reading without comprehension is nonsense and useless. They are related to each other and cannot be separated. Comprehend has the same meaning with understanding. It means reading comprehension is the essence of the reading process from what is being read and to find out the meaning from the text.[21]

Goodman states reading comprehension is as an interaction between thought and language.[22] It means that an interaction in reading, it can produce a thought and then we are thinking, and we has a question for asked to someone, that called is language. Reading is the

---

[20] Kristin Lems, et al, *Teaching Reading to the English Language Learners.* (New York : The Guilford Press, 2010), 170

[21] Grabe, W. and Stoller, F.L, *Teaching and Researching Reading*. (Pearson Education Limited, 2002)

[22] Otto, Wayne, *How to Teach Reading*. (Philippines: Addison-Wesley Publishing Company, Inc, 1979), 70

basic skill that is closely related to other skills such as writing, speaking and listening. Students are required to read lots and understand the reading material in order to achieve better result in learning process.

Reading comprehension is complex process in which the reader uses mental contents the meaning from written material it means the reader must be able to recognize the meaning of printed words.[23] Reading comprehension can be defined as the process in which the readers construct meaning from a text connected to the background knowledge they have to get the clear understanding of the writer's message.

According to Stafaur in Jensen and Petty (1989:208), reading comprehension is a mental process requiring accurate word recognition, ability to call to main particular meanings, ability to shift the meaning until the construction or concepts presented are closely grasped critically evaluate accepted and applied or reject.[24]

Reading comprehension was defined as the level of understanding of a text/message. This understanding comes from the interaction between the words that are written and how they trigger knowledge outside the text or message. Reading was the one of skill in

---

[23] Ahmad Arkam Ramadhani. "Improving Reading Comprehension of the Second Year Students of SMA NEGERI 16 Bulukumba Through Reciprocal Teaching Technique". *Jurnal Pengembangan Sumber Daya Insani.* Vol 3, Nomor 01: 297 tahun 2018, https://doi.org/10.26618/perspektif.v3i1.1325

[24] A. Suciarti AK. Solong, *Improving the Students' Reading Comprehension Through Predicting Strategy at the Second Year of MTs. Aisyiah Sungguminasa Gowa.* (Makassar : UIN Alauddin, 2010), 15

language that must be mastering by the students because it will enrich students vocabulary and the students will be brave in speaking or express their pronunciation well if they have habit in reading.

Reading comprehension also can improve vocabulary and writing skill. There here are five aspects of reading comprehension which the students should understand in comprehending a text well, such as determining main idea, finding specific information, making inference, identifying reference, and understanding the meaning of words or details information. These aspects are regarded as difficulties that the students encounter in comprehending the text.[25]

Reading comprehension understands what have been read. It is an active process that depends not only on comprehension skill but also the students' experience or prior knowledge.[26] Reading and comprehension cannot be separated. Even though, each of them has their own meaning but relate each other reading is a psycholinguistic guessing game. It involves an interaction between thought and language. While comprehension is the act of understanding the meaning of printed or spoken language. Comprehension is understanding the information that words and sentences are communicating.

---

[25] Nuttal, C, *Teaching Reading Skill in a Foreign Language.* (London: Heinermann Educational Books, 1982)

[26] Kustaryo. *Faktor-faktor yang Mempengaruhi Kemampuan Membaca.* (Jakarta: Bumi Aksara, 1998), 2

From the definitions above, reading comprehension can be concluded as the ability to find the stated or unstated writer's idea in the text. The essence of reading comprehension is that understanding all information delivered by the writer. It also refers to the ability to connect between the words in a text, to understand the ideas and the relationships between ideas conveyed in a text.

c. **Types of Reading Comprehension**

Reading strategies is divided into four types. Those are skimming, scanning, extensive and intensive readings.[27]

1. Skimming

Skimming is a useful skill to be applied in reading. Grellet stated that skimming means glance rapidly over a text to get the gist of it. It means skimming is used to build students confidence and an understanding that it is possible to gain meaning without reading every word in a text.[28] Skimming assists the readers to understand the main idea of the text before reading it carefully. Students can do skimming in several ways such as reading the title or the other heading and look at the picture, reading the first and the last paragraph of the text.[29]

2. Scanning

---

[27] Nuttal, C, *Teaching Reading Skill in a Foreign Language.* (London: Heinermann Educational Books, 1982)

[28] Grellet, F, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise.* (Cambridge: Cambridge Press, 1999)

[29] Islam, C and Steenburgh, C, *A good Read Book: Developing Strategies for Effective Reading 1.* (Singapore: Cengage Learning Asia. Osborne and Armbuster, 2009)

Scanning means glancing rapidly through a text to search for a specific piece of information.[30] It means that scanning is the ability to read a text quickly in order to find specific information that is needed like a date, a figure, or a name and ignore over all unimportant information. For example, a student scan the list of name in a telephone directory to find a phone number. Scanning helps the reader find information quickly without reading the whole text.

3. Extensive Reading

In extensive reading, the readers usually face a longer text. In reading, the readers need a total understanding of writing. According to Brown (2001), extensive reading is carried out to achieve a general understanding of a text.[31] Long and Richards identify extensive reading as occurring when the students read large amounts of high interest material, concentrating of meaning, reading for gist and skips unknown the words. So, the aims of extensive reading are to build the readers' confidence and enjoyment.[32]

4. Intensive Reading

Intensive reading is reading for detail. It usually has a shorter text. A reader usually wants to get some specific information. According to Macleod (2011), intensive reading exercises may include

---

[30] Grellet, F, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise.* (Cambridge: Cambridge Press, 1999)

[31] H. D. Brown, *Teaching by principles: An Interactive approuach to language pedagogy Strategies of Reading.* (A person Education Company: Longman, 2001)

[32] Michael, L and Richards, J, *Methodology in TESOL.* (Heinlen and Heinlen publisher. Boston, 1987)

looking at main ideas versus details, understanding of what the text implies, making inferences, looking at the order of information and how it affects the message, identifying words that connect one idea to another and identifying words that indicate change from one section to another.[33]

d. Level of Reading Comprehension

According to Muhammad (1990), there are three levels of comprehension namely:

The first level, literal comprehension is the most obvious comprehension. It involves surface meaning. At this level, teacher can ask students to find information and ideas that are explicitly stated in the text. In addition, it is also appropriate to test vocabulary. Being able to read for literal meanings of stated ideas in influenced by one's mastery of word meaning.

Interactive or inferential comprehension is the second level of comprehension. At this level, students go beyond what is said and read on deeper meaning. They must be able to read critically and analyze carefully what they have read. Students need to be able to see relationship among ideas.

Then, the third level is critical reading or applied reading where the ideas and information is evaluated. Critical evaluation occurs only

---

[33] Hidayati, Dasrul. 2018. *"Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar".* (Banda Aceh: UIN Ar-Raniry), 11

after our students have understood the ideas and information that the writer has presented.[34]

Based on explanation about level of reading above, the researcher chose literal comprehension as the level of reading that she wanted to study. The researcher chose that level because literal comprehension is a basic level that can apply it to the seventh grade students. As we know, the seventh grade students still study the basic of reading. At this basic level, students can answer basic, fact-related questions, and the students may ask him about a fact from the book, such as who the characters are or the setting of the story. This level of comprehension relies on a student's ability to recall facts and figures from what is read.

e. **The purpose of reading**

Reading is an activity with a purpose. A person may read in order to gain information or verify existing knowledge. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading also plays an important role in civic life. The purpose of the reading in any language is to inform ourselves about something we are interested or to challenge our knowledge on certain matters.

Usually the main purpose behind readers' reading is to make connections between what readers already know and what readers need

---

[34] A. Suciarti AK. Solong. *Improving the Students' Reading Comprehension Through Predicting Strategy at the Second Year of MTs. Aisyiah Sungguminasa Gowa.* 10

to know. Knowing why readers are reading will greatly increase readers' chances of understanding the material. And there are many reasons why readers might be reading some particular text, they are pleasure and enjoyment, practical application, getting overview, and knowing specific information. In conclusion, the purposes of reading comprehension can be various. It depends on situation and circumstances. Academically, reading is used for comprehending either written or spoken text. Even the purposes of reading might be just for filling the spare time or just increasing the knowledge.[35]

Reading is an ability which is extremely important for students for enhance their insight in particularly in English language. The writer appraises that one of the way for increasing students' reading ability is by knowing the purposes of the reading. There are many aims of reading which put forward by many experts. Rivers and Temperely in Nunan address seven main purposes of reading:

1) to obtain information for some purpose or because we are serious about some topic.

2) to obtain instructions on how to perform some tasks for our work or daily life (e.g. knowledge how an appliance works)

3) To act in a play, play a game, do a puzzle

---

[35] Riandry Fadilah Nasution, Eka Sustri Harida, dan Sojuangon Rambe. "Reading Strategies used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan," *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman,* Vol 04, No. 2 (Desember 2018): 263-279

4) To keep in touch with friends by correspondence or to understand business letters

5) To know when or where something will take place or what is available

6) To know what is happening or has happened (as reported in newspaper, magazines, report)

7) To have enjoyment or excitement.[36]

f. Reading Comprehension Strategies

To have a good material in reading is not only by knowing how to read better with corrected pronunciation and intonation but also understand the reading English language and to obtain the information in the texts, but sometimes the students faced problems in reading English language, understanding and translating the written English language. Therefore, in reading activities, a student needs a good strategy to understand a certain reading material.[37]

Reading strategies help students in connecting idea by idea in the text and make inferences about the text according to students understanding. In reading, students will come through three phases of reading strategies, in categorically: pre-reading, while reading and post-reading.

---

[36] Ismail, H., Syahruza, J.K., & Basuki. "Improving the Students' Reading Skill through Translation Method." *Journal of English Education*, 2(2, Dec 2017.), 124-131.

[37] Tengku Emadesti. "Improving Students" Reading Skillls through Punctuations by Using Google Classroom Application at Grade XII MS 1 of SMA Negeri Plus Provinsi Riau." *Jurnal PAJAR (Pendidikan dan Pengajaran),* 4(6).2020: 1189-1197. doi : http://dx.doi.org/10.33578/pjr.v4i6.8172.

Pre-reading is an activity that students do before reading the text in detail. In this phase, the student helps to familiar with the topic of the text.[38] Arianto, Ruslan, and Irawaty also added that previewing such as looking at the title and skim the text can be done in the pre-reading stage. Some of the activities of this phase: grammar and vocabulary work, development of background knowledge, observation of text layout (title, headings, subheadings, pictures, charts, tables, words in boldface or italics, numbers, columns, etc.), guessing, brainstorming, and skimming.[39]

In while-reading activity the students will imagine the storyline of the text and relate it with their own background knowledge. Indeed, this phase supports the student to critically think about the text and ensures involvement with the text. Some examples of while-reading strategies are: guessing word meanings by using context clues, word formation clues or cognates, analyzing references words, scanning, predicting text context such as reading for specific information and learning to use a dictionary effectively.[40]

Post-reading is an activity to verify student comprehension and to encourage students to explore the text in detail. In this phase,

---

[38] Khamraeva Gulchekhra Ibrakhimovna. "Benefits of Implementations of Pre-, While and Post Reading Activities in Language Learning." *International Scientific Journal "Internauka".* Vol.3, No.4. 2016: 45-46.

[39] Arianto, M. A 2017. *"Critical Reading Strategy in Terms of Gender Used by the Four Graduate Students in the ELT Program of Universitas Negeri Malang."* Disertasi dan Tesis Program Pascasarjana UM, 19

[40] Nakia Sultana.2016. *"Assessing Reading Difficulties and Reading Strategies in the Context of Bangladesh: Tertiary Level."* Bangladesh: BRAC University, 22

students will do follow-up activity by transferring reading skills to other text and integrating reading skills with other language skills. Some examples of post-reading strategies include: rereading, evaluating text purpose, confirming predictions, summarizing, reviewing and follow-up strategy.[41]

In improving reading skills, the students have to practice reading a lot, and use certain strategies. The student ability to comprehend the text depends on their ability to use strategy to understand what writer say. It means that strategy helps the students to comprehend the text they read. Each technique has its own purpose in reading. Furthermore, not all of the techniques will be suitable for all students' ability. However, students can master all of those strategies if they often practice them.
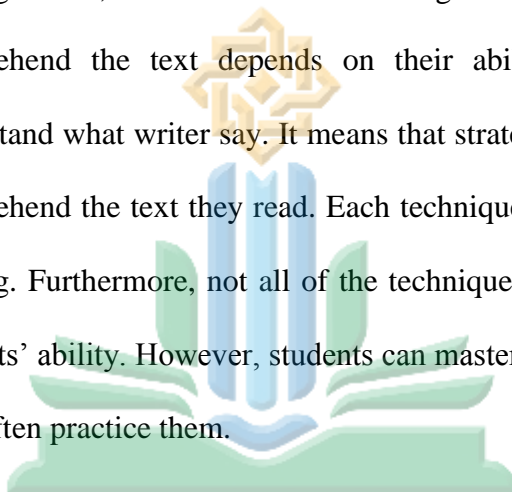
2. **Narrative Text**

   a. **Definition of Narrative Text**

   Narrative text is a kind of text to retell the story that past tense. The purpose and social function of the narrative text is to entertain or to amuse the readers or listeners about the story.[42] It means the narrative text is a text that tells a story to entertain the audience.

---

[41] Elif Leyla Toprak, and Gamze Almacioglu,. "Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners." *Journal of Language and Linguistic Studies,* 5(1), 2009:21-36.

[42] Pardiyono. *Pasti Bisa!Teaching Genre-Based Writing*. (Yogyakarta: Andi, 2007), 20

Narrative text is a text which related a serried of logically and chronologically related events that are caused or experienced by factors. A key of comprehending narrative is a sense of plot, them, characters, events, and how they relate.[43] It means that narrative is concerned with the sequences of happening over a period of time. Narrative text is written in past verbs, and uses everyday vocabularies because the story has already happened in the past time and it talks about the daily activities of the characters in the story. "Narratives typically use everyday vocabularies".[44] Types of narration include short stories, novels and news stories, as well as large part of our everyday social interchange in the form of letter and conversation.

A narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. She, furthermore, states that a key to comprehending a narrative is a sense of plot, of theme, of characters, and of events, and of how they relate.[45]

Based on the statements above, narrative text is a text that tells a story that happened in the past event, which used the correlation between story as happened and tell a story based on structure time, e.g.: short story, novel, legend and something that happened in life. So

---

[43] Herlina. *"Developing Reading Narrative Text Materials for Eight Graders of Junior High School implemented with character building".* EEJ English Education Journal 2, no 2: 149. http://journal.unnes.ac.id/sju/index.php/eej

[44] Schumm, Jeane Shay. *Reading Assessment and Instruction for All Learners*. (New York: The Guildford Press, 2006), 23

[45] Rebecca. *A Critical Handbook of Children's Literature*. (Massachuset: Pearson Education, 2003), 40

narrative text is a text focusing specific participant. Its social function is to tell stories or past events and entertain the readers/listeners.

b. Generic Structure of Narrative Text

The generic structure of narrative text is orientation, complication, and resolution. The generic structure of narrative text, these are:[46]

a. Orientation

Introducing the participants and informing the time and the place.

b. Complication

Describing the rising crises which the participants have to do with.

c. Resolution

Snowing the way of participant to solve the crises better or worse.

---
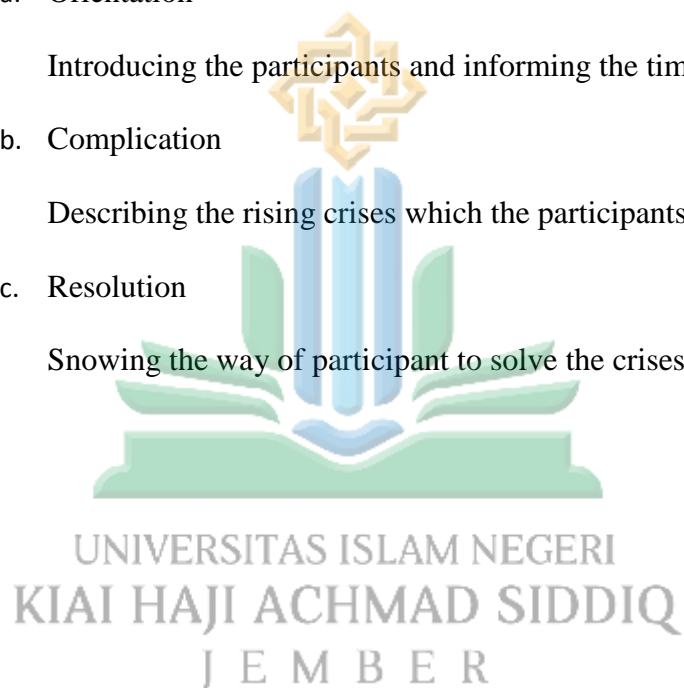
[46] Soneta Welliya, Bahan Ajar Narrative Text, (Jakarta: SMA 78 Jakarta, 2015), 1

c. Types of Narrative Text

There many different types of narrative texts, among others:

a. Humor   f. Mystery

b. Romance   g. Fantasy

c. Crime   h. Science Fiction

d. Real Life Fiction   i. Diary Novels

e. Theoritical fiction   j. Adventure[47]

There can be a combination of narratives within each of this different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category.[48] The notion of genre is to help you generate story ideas.

3. Think-Ahead and Write (TAW) Strategy

a. Definition of Think-Ahead and Write

Think-Ahead and Write (TAW) strategy is a reading comprehension learning strategy introduced by Russel Stauffer in 1969 as Directed Reading Thinking Activity (DRTA) strategy, then developed under the name Think-Ahead and Write strategy by Valery Gold and Pintozzi in 1997. Valery Gold and Pintozzi explains that Think-ahead and Write (TAW) strategy as a predicting. It is a process that requires readers to ask questions, create mental images, and relate

---

[47] Ernest, Neo. Narrative for 'O' Level, (Malaysia: Longman, 2005), 58
[48] Ernest, Neo. Narrative for 'O' Level, (Malaysia: Longman, 2005), 59

what readers already know about the topic to readers own experiences.[49]

This strategy consists of asked question and creating mental images or writing down readers' understanding. Think-Ahead and Write strategy is way to help students develop their thinking ability. They will be taught to ask questions, create mental, and relate what they are reading.[50] Grant explains that Think-Ahead and Write is a strategy to help students comprehend text. This strategy consist of parts that help students develop their thinking ability.[51]

Think-Ahead and Write strategy makes someone think critically in reading passages with combining some parts in this strategy. Like the visual learner, reader develops mental pictures about the topic. Think-Ahead and Write is one of the strategies that can be applied in teaching reading. Activity think (think) can be seen from read something clue containing picture and make small note what has been thinking. In making or write a note after reading a clue the students differentiate and unify the ideas presented. Besides learning a routine to make or write a note after reading stimulates the activity of thinking before, during, and after reading notes to enhance students'

---

[49] Valery, G. and Pintozzi, *The Effects of the Think-Ahead. and Write Learning Strategies on Reading Comprehension.* (New Jersew: Arcoart Brace Jovanich Publisher, 1997.

[50] Nurcholisyah Rizki, D,M., Muhammad S,H., Aswir. "Using Think-Ahead and Write Strategy to Improve Students' Reading Ability in English Learning." *Jurnal Studi Guru dan Pembelajaran*, Vol.4 No.3, 2021:602-606 https://doi.org/10.30605/jsgp.4.3.2021.1217

[51] Grant, *Think Ahead and Write Learning Strategies on Reading*. (Monroe, NY: Trillium Press. Retrieved from http://www.indiana.edu/DRTA.htm, 2001), 213

knowledge even enhance thinking, reading and writing skills. One benefit of this process is to make the record will be an integral part in the learning setting.[52]

Think-Ahead and Write strategy is a way to make readers understand or comprehend what they are reading. The advantage of this strategy is that students can easily understand the content of the reading they are learning. Think-Ahead and Write (TAW) is a strategy to help students understand text. This strategy can help students develop their thinking skills in the learning process. Students will be trained to ask questions, form a mentality to discuss and connect learning material from the reading texts they read. This strategy makes students think more critically in reading the core content of the reading text. Think-Ahead and Write (TAW) is a strategy used so that students can understand the reading text they read, and understand the main ideas of the text.

b. The Application of Think-Ahead and Write (TAW) Strategy

In the application of TAW the students should follow the following steps:

1) Reading the tittle, subheading, and first sentences of paragraphs of the selection. Then Ask questions, guess the answers, and write them down. There is no "right" or "wrong" predictions at this point.

---

[52] Suminar, R., Putri, G. "The Effectiveness of TTW (Think-Talk and Write) Strategy in Teaching Writing Descriptive Text," *Journal of English Language and Learning,* Vol.2 No.2. Mei 2015.

2) Develop pictures in mind about the selection, and write about these images or they may prefer to draw these mental images.

3) Connecting between what already know about the topic and reading election. Write down these connections. [53]

c. The benefits of Think Ahead and Write Strategy

Think-Ahead and Write strategy has some benefits. Its help students to develop their critical thinking ability and reading comprehension. It can also monitor students' comprehension of the text as they read. The student understand the content of the text step by step. From the strategy step, students will practice how to understand the text accurately. Then this strategy encourages students to become active and thoughtful readers and activates their prior knowledge. The process of predicting, reading, and proving makes students not passive in reading class. They use their minds to be more aware of the given topic may already be known by the students. [54]

There are some advantages from this strategy, as follows:

a. Students improve their visual thinking skill.

b. Students construct a meaningful solution in understanding the learning material

c. Students are boosted to enhance their critical and creative thinking skills

---

[53] Valery, G. and Pintozzi, *The Effects of the Think-Ahead. and Write Learning Strategies on Reading Comprehension.* (New Jersew: Arcoart Brace Jovanich Publisher, 1997.

[54] Bella Septian A.P, *The Effectiveness of Directed Reading Thinking Activity (DRTA) Strategy for Students' Reading Comprehension in Narrative Text,* (Purwokerto: UNMUH Purwokerto 2014), 22

      d. Students become actively engaged in the learning process through interaction and discussion in groups[55]

d. The Challenges of Learning Reading by using Think-Ahead and Write Strategy.

Every learning strategy certainly has challenges. The challenges of learning reading by using TAW strategy are:

    a. Time constaints and chopped-up schedule are an obstacles,

    b. Class size and teaching load or two of the bigger constaints,

    c. Teacher preparedness.[56]

The TAW strategy requires the provision of textbooks and is often beyond the ability of schools and students to schools and students, through direct reading comprehension, information cannot be acquired quickly, unlike when acquiring abstractions through oral presentation by the teacher.[57] Challenges in teaching English using TAW strategy are:

    a. Students can only benefit from this method if they have read or heard the text being used.

    b. A management issue could arise in the classroom.

---

[55] Pradita Marlia Aziz, *The Influence of Think-Talk-Write (TTW) Strategy Toward Students' Writing Skill on Recount Text,* (Thesis in Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2016) Page 77 (Unpublished)

[56] Zulkarnain Batu B, Rahmad Husein, Anni Holila P. "The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement," *AISTEEL,* eISSN:2548-4613.

[57] Ianatut Tolibin, *Pengaruh Penggunaan Strategi Directed Reading Thinking Activity (DRTA) Terhadap Kemampuan Membaca Pemahaman Pada Siswa Kelas V Mis Sidorejo.* (Fakultas Ilmu Pendidikan Universitas Negeri Yogyakarta, 2013) Page 41

c. The effectiveness of this method also depends on the classroom environment.[58]

Chart 3.1

Think-Ahead and Write Strategy

TAW STRATEGY

THINK — AHEAD — WRITE

Pre-Reading — While-Reading — Post-Reading

Read the tittle — Looking Picture — Read and guess by read first sentence of several paragraph and make a note individually. — The construction of knowledge as a result of think and ahead individually.

To improve students' visual thinking skill. — To improve students' critical and creative thinking skill and to enourage students' become active. — To construct a meaningful solution in understanding the content.

---

[58] Melisa Safitri, Saiful Marhaban, Nira Erdiana. "A Review of Directed Reading Thinking Activity (DRTA) Strategy in Teaching Reading Comprehension". *English Education Journal,* 13(2), 288-302, April 2022

CHAPTER III

RESEARCH METHODS

A. Research Design

In this research, the researcher use a qualitative method "Qualitative research seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variables". The qualitative data was analyzed from the interview sheet, observation sheet and diary notes to describe the improvement of the students' reading comprehension. The researcher will use qualitative approach because this study focuses on the analysis or interpretation of the reading material in context. Materials can include textbooks, magazines, papers, etc.

Donal Ary stated that "qualitative research is research that seeks to understand a phenomenon by focusing on the total picture rather than breaking it down into variable. The goal of qualitative research is a holistic picture and depth of understanding rather than a numeric analysis of data".[59] This study was also a descriptive qualitative. It is use as an approach to the qualitative study because the result of the analysis was the description of a certain phenomenon. Creswell stated that qualitative research is descriptive in that the researcher is interested in the process, meaning, and understanding gained through words or pictures.[60] The researcher used selected short stories that are being analyzed. Based on

---

[59] Donal Ary, et. al, *Introduction to Research in Education, 8th Edition* (Belmont USA: Wadsworth, 2010), 29

[60] John W. Creswell, *Research Design: Qualitative and Quantitative Approaches* (California:SAGE Publications, Inc, 1994), 162

explanation above, this study is attempted to analyze the types of cohesive devices occurred in selected short stories by using qualitative approach, since the description of the analysis in the form of research words.

In this research, the researcher used design of descriptive method which is a method of research that attempt to describe and interpret the objects in accordance with reality. The researcher describe about the procedure, and the benefits of TAW strategy, also the challenges of learning reading narrative text by using TAW strategy. The descriptive method is implemented because the data analysis is presented descriptively.

B. Research Context

Researchers conducted research at MTs Bustanul Ulum which is located in Panti and is where the problem occurs. This school has problems related to what the researcher will study and has also implemented the TAW strategy. This research was conducted on eighth grade students of MTs Bustanul Ulum. The reason why researchers choose this method is applied there.

C. Participant

The researcher used her experience and knowledge to select a sample of participants that were believe can provide relevant information about the topic.

The researcher used purposive sampling to collecting the data. This technique used to determine the criteria of respondent which can choose as

a sample. The researcher selected participants who were able to provide information related to the research. The participants of the research were:

1. One of the English teacher who taught TAW strategy in reading skill learning and knew well about the technique.

2. Two students of eight grade as the representative of all students using, those select students are recommendation from the teacher.

D. Data Source

Data is material information about the object of study something. The data can be found by observation, interview, document review, etc. Data is raw material that needs to be processed to produce the information, both qualitative and quantitative data that show the facts.

In this study, the researcher used observation, interview, and document as the sources of data, because it is reading material. Thereby the data of this study are words, sentences, or utterances containing with cohesive devices in the short story which is one type of literature absolutely it have words, sentences or utterances, etc.

The source of data in the study is subjects from which the data can be obtained. In conducting the study, the writer use short stories that are popular and interesting short stories.[61]

E. Data Collection

---

[61] Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik*.(Jakarta: Rineka Cipta, 2010), 129

Method of data is the technique are used by researcher to collect data. uses several methods of data collection during the research process, including the following: observation, interview, and document review.

1. Observation

Observation is the activity of giving total concern to the research object of the sense. In observation, the researcher took field notes on and the activities of individuals at the research spot. It can also produce data for verifying or nullifying information provided in face to face meetings.[62]

The observation research was divided into three types. There were nonparticipant observation, participant observation, and ethnography. The first is non-participant observation, the observer does not direct interact with the object of observation. In other word, the observer is not involved in the situation that to be observed. The second is participant observation, the observer follows a participant in the situation that to be observed. The last is ethnography, it involves data collection of data on many variables over an extended period, in a naturalistic setting.[63]

In the observer as participant stance, researcher may interact with subjects enough to establish rapport but do not really involved in the behaviors and activities of the group. It means that the researcher present at the scene of action but do not interact or participate. The

---

[62] Baverly Hancock and friends, *An Introduction to Qualitative Research* (Nottingham: The NIHRRDS, 2009), 18

[63] L.R Gay, *Educational Research,* (New York:Merrill Publishing, 1990), 206

researcher only monitored the class from the back bench without participating in the teaching activities. So, this observation belongs to the first type, namely non-participant observation. The researcher only monitored teaching and learning activities in the classroom without participating in teaching activities. The researcher sat on the back bench and watched the activities of teachers and students during the lesson.

2. Interview

Interview is activity that involves interview and interviewee where the interviewer will give some questions to be answered by interviewee. In qualitative research, interview activity has two functions. First function is as main strategy in collecting data like data in the form of interview transcript, and second function is as additional strategy for other technique like participatory observation, document analysis and photography.[64]

There are three types of interview: (1) the structured interview, where each respondent is asked the same set of questions, and the list of questions is generally more limited in length and most questions cannot be answered with "yes" or "no" or limited word response. (2) unstructured interview, where the questions arise from the situation, it is sometimes described as "a conversation with a purpose", and (3) semi structured interview, in which the area of interest is chosen and

---

[64] Lukman Syamsuddin, *Manajemen Keuangan Perusahaan*, (Jakarta: Rajawali Pers, 2011), 95

questions are formulated, but the interviewer may modify the format or questions during the interview process, and the questions are typically open ended (cannot be answered with a yes or no or simple response) and are designed to reveal what is important to understand about the phenomenon under study.[65]

In this research, the researcher was employed semi structured interview. This research use this method which has more freedom in its implementation, and the purpose of this type of interview is to find problems openly. The informants were asked to answer several questions in the form of data, opinions, or ideas. So in this interview, the researcher must listen carefully and record what the informants say. By using this interview, the researcher could have more chances to improve the questions and confirm the information.

3. Document Review

A valuable source of information in qualitative research can be documentation. Document review is a way of collecting data by reviewing existing documents. The documents may be internal to a program or organization (such as records of what components of an asthma management program were implemented in schools) or may be external (such as records of emergency room visits by students served by an asthma management program). Documents may be hard copy or electronic and may include reports, program logs, performance ratings,

---

[65] Donal, *Introduction to Research,* 438

funding proposals, meeting minutes, newsletters, and marketing materials.

In the final step of collecting research data, the researcher was used document reviews such as recording school profiles and photos and videos taken during the research.

F. Data Analysis

According to Ary (2010) stated that data analysis is the most complex and mysterious phase of qualitative research. Data analysis in qualitative research is a time consuming and difficult process because typically the researcher faces massive amounts of field notes, interview transcripts, audio recordings, video data, reflections, or information from documents, all of which must be examined and interpreted.[66]

Analysis data is a process to set systematically the data of the result in interview, observation, and documentation. The methods are organized the data and choose which one important thing and need to learn also to make a conclusion so it will be understood.[67] In analyzing data, the researcher uses qualitative approach. The result or finding data of conducting research will be described according to the phenomena taken from the field and synthesis the result of research.

According to Miles and Huberman, there are three major phases of data analysis such as data condensation, data display, and conclusion

---

[66] Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A, *Introduction to Research in Education,* (USA: Wadsworth, 2010), 481

[67] Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, (Bandung: Alfabeta, 2007), 333-345

drawing/verification.[68] Those are a clear explanation of the data analysis process of this research:

1. Data Condensation

   Data condensation is an activity that leads the researcher to summarize, choose, and focus on the data that had been taken from participants. It is the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data.

   In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing the data. Before the data were actually collected, the researcher decided (often without full awareness) which conceptual framework, which cases, which research questions, and which data collection techniques to choose. This definition was called "anticipatory" depicted in the figure.

   The researcher used data condensation by sifting through, categorizing, and making abstraction from field notes, interviews, and document review to identify the similar phrases in this research.

2. Display Data

   "Looking at displays help us to understand what is happening and to do something-further analysis or caution on that understanding", this

---

[68] Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis* (USA:SAGE Publications inc, , 2004), 31.

statement is what has been stated by Miles and Huberman (1984).[69] In the qualitative research, the data can be displayed in the form of table, graphic, phi chard, pictogram and other equivalent of them.[70] By displaying the data, the researcher was easy to understand and to analyze what was happening with the data presented. The data that will be displayed is in form of table and followed by narrative explanation thoroughly included the conclusions of interview transcription, field note, and the correlation between the three of data collection methods that have been explained previously. Furthermore, the researcher begins to do the next plan of the research based on what the researcher experiences. In this step, the researcher tried to arrange the relevant data so the information can be concluded and have a certain meaning. The process can be done by displaying the data, making the relationship between phenomenon to interpret what happened and what needed to be followed up to catch the research purpose. The result of the data will be presented in the form of table and narrative text.

3. Conclusion Drawing

    According to Miles and Huberman the last step in analysis of qualitative data is withdrawing conclusion and verification.[71] In this step, the researcher identified the results of the interview that had been obtained and identified. Making conclusion is the process of drawing the content of the data collected in the form of good statements. The

---

[69] Sugiono, *Memahami Penelitian Kualitatif*, (Bandung: CV. ALFABETA, 2012), 95
[70] Sugiono, *Memahami Penelitian Kualitatif,* 96
[71] Sugiono, *Memahami Penelitian Kualitatif,* 99

conclusion will be temporary and it will be change if there is no strong evidence to support the next data collection.

In drawing this conclusion, the researcher makes a decision from the data that present. Therefore, researchers look for the meaning of the data that reduce by comparing, connecting equations, grouping and examining the results that obtain in the study. Conclusions are drawn in stages; the first is by collecting the necessary data from the field. Secondly, selecting the data that is important and discarding the unnecessary. Then the third, the researcher organizes the data according to its type and summarizes it. After that, the data is present with a short description in the form of narrative text. Finally, the researcher concludes the data that conclude and conducts verification during the research.

To obtain the conclusion drawing, the researcher was concluded if each data supports other data. Therefore, the conclusion obtained a credible conclusion.

G. Data Validity

Validating the results of the research is vital in any style of research for influencing the findings and also the analysis. If the information don't seem to be valid, the analysis isn't reliable. There are several methods to confirm a high degree of reliability and validity exists in qualitative research. The researcher use triangulation. Triangulation

may be a technique of verifying the validity of knowledge that combined with others to be used as a comparison toward the information.[72]

In this research, the researcher was used two types of Triangulation that is source triangulation and technique triangulation. Source triangulation means to get data from different sources with the same technique. It is used to check the information which was taken from different times. Technique triangulation means that researchers use different data collection techniques to obtain data from the same source. The emphasis was on the use of different data collecting methods to indicate the same source to test data validity.

H. Research Procedures

In this section, the research implementation plan carried out by researchers, starting from preliminary research, design development, actual research, and report writing. The research stages consisted of pre-field research, fieldwork stages, and data analysis stages.

1. Pre-field stage

There were several stages of activities that the researcher must do. There was research ethics that should be understood. It would be mentioned as follow:

a. Develop a research plan.

The design of this research is the background of the problem and the reasons for conducting the research, choosing the

---

[72] Lexy J Moleong, *Metodologi Penelitian Kualitatif* (Bandung: PT Remaja Rosdakarya, 2008), 178

location, determining the research schedule, designing data collection, designing data analysis procedures, and checking the validity of the data.

b. Exploration Studies.

An exploratory study is a visit to the research location before the research is carried out, with the aim of knowing the research location and all the conditions to be studied.

c. Permissions.

In connection with research that is outside the campus and is a command institution, this research requires permission and procedures, namely by requesting a cover letter from the Jember State Islamic University (UIN) as a research permit application submitted to Mts Bustanul Ulum Panti.

d. Instrument Arrangement.

Assessment Activities in the preparation of research instruments include preparing a list of questions for interviews, making observation sheets, and recording the necessary documents.

2. Field-work stage

a. Data collection.

Data collection was carried out with a predetermined schedule using observation, interview and documentation techniques.

b. Data processing.

Processing of data from the results of data collection in the study is intended to facilitate data analysis.

c. Data analysis

After everything has been collected and arranged, data analysis can be carried out using qualitative analysis techniques, namely presenting an overview of what has been obtained during data collection. The results of the analysis are described in the data exposure and research findings.

3. Data analysis phase

a. Analyze data

b. Take care of licensing complete research

c. Arrange or serve the data which formed in report

d. Conclusion withdrawal

e. Revise the refined report

CHAPTER IV

FINDINGS AND DISCUSSIONS

In this chapter, the researcher presented overview of the object, research findings and discussions. It was intended to answer the research problems that contained in the first chapter.

In findings, the researcher described the process of collecting data and presented result of the data. Whereas, in the discussion section, the researcher would analyze the finding.

A. School Profile

1. School Description

MTs (Madrasah Tsanawiyah) Bustanul Ulum Jember, is one of the junior high schools at Jalan Teropong Bintang No. 01-02 Kemiri Panti Jember, and not far from Al Hasan Islamic Boarding School and right on the left of the road on the road to Boma Agrotourism and Tancak Beach. MTs Bustanul Ulum was founded in 1980, where at first there was only an Islamic Boarding School named Al-Hasan in 1942. In 1985, MTs Bustanul Ulum received a certificate of registered status at the Ministry of Religion (MoRA). Then in 2005 Accredited Value B.

2. Vision, Mission, and Goal

a. Vision

"The Establishment of Quality and Competitive Educational Institutions and the Printing of a Generation of Karimah Behavior."

Vision Indicators:

1) Making Islamic teachings and values a way of life, attitudes and life skills in everyday life.

2) Have the competitiveness in entering the favorite further education (SMA/MA/SMK).

3) Have competitiveness in every academic competition.

4) Have competitiveness and a high work ethic in the world of work.

5) Have a high concern for the environment.

6) Having a Madrasah environment that is comfortable and conducive to learning.

7) Maintain friendly relations with related institutions.

8) Meet adequate facilities and infrastructure.

b. Mission

1) Developing Akhlaqul Karimah.

2) Creating a clean and conducive environment.

3) Improving the quality of education in the field of Imtaq and science and technoloqy.

4) Providing optimal service.

c. School Goals

From the vision and mission that formed, Mts Bustanul Ulum has the following objectives:

1) Create good behavior.

2) Provide adequate facilities and infrastructure.

3) Giving awards to educational people who excel in institutions.

4) Achieve creative and innovative educational targets.

5) MTs graduate. Bustanul Ulum can be accepted in other institutions with adequate competition.

6) Improving the welfare of teachers and employees.

d. The Profile of Teachers at MTs Bustanul Ulum

Human resources are the most important factor in realizing and implementing the education and teaching process, in this case, students, teacher, and administrative staff, where all three systematically carry out school function in realizing the goals and ideals of education in schools.

The total number of teachers who teach at MTs Bustanul Ulum is 34 teachers, consisting 31 permanent teachers and 3 non-permanent teachers. The recruitment of teaching staff adjusted to their potential and capacity.

e. The profile of English Teachers at MTs Bustanul Ulum

In the current conditions, teachers are required to be more enthusiastic in teaching. In formation of student personality, all teachers need to be involved in it, especially the English teacher. Learning a foreign language requires more effort to achieve the desired goal. The following English teacher details as well as their status, and when do they start teaching:

Table 4.1
English Teacher Data Table

.	me	atus	lucation	me
	msul Arifin, S.Pd	rmanent teacher		/07/2006
	Ali Bahrudin, S.Pd	rmanent teacher		/07/2008
	lly Novita Sari, S.Pd	rmanent teacher		/01/2017

f. The Profile of Students of MTs Bustanul Ulum

Students are people who need knowledge and guidance and direction to develop their potential through the process of education and learning. Without students, educational process will not take place well because students are part of educational process. The following is the state of the students in Juny that I got through a document review:

Table 4.2
Students Data Table

No.	Class	Total
1.	8A	32
2.	8B	34
3.	8C	35
4.	8D	24
	Total	**125**

B. Research Findings

In this section, the researcher will present some of the data that has been obtained during the research activities. The data that has been obtained are will included in this chapter in accordance with the research procedures taken by the researcher and will be presented in detail in

accordance with the findings from the research location, both in the form of data observation and interviews. The researcher will describe the actual conditions regarding the implementation of Think-Ahead and Write strategy in reading comprehension at the Mts Bustanul Ulum Panti-Jember.

The data were displayed and analyzed based on research questions, such as; 1) How is procedure of learning reading by using Think Ahead and Write (TAW) strategy at Mts Bustanul Ulum, 2) What are the benefits of Think Ahead and Write (TAW) strategy in EFL students' reading comprehension of narrative text at Mts Bustanul Ulum Panti, and 3) What are the challenges of learning reading by using Think-Ahead and Write (TAW) strategy in EFL students' reading comprehension of narrative text at Mts Bustanul Ulum Panti, were obtained the data as follow:

1. **Procedure of Learning Reading by Using Think Ahead and Write (TAW) Strategy at Mts Bustanul Ulum.**

Based on classroom observations during the learning process, the researcher found the following steps: First, the teacher gives the storybook to the students then the teacher asks the students to read the title, subtitle, and first sentence of the selected paragraph. Then ask a question, guess the answer, and write it down. There are no "right" or "wrong" predictions at this point. Secondly, students develop a picture in mind about the selection, and write about this picture or they may prefer to draw this mental picture. Finally, they make connections

between what they already know about the topic and the reading selection. Then they write down this connection.

In addition, the researcher also interviewed Mr. Udin as the seventh grade English teacher about the procedure of learning to read using Think Ahead and Write, he said:

> "First, before starting learning, I always open with greetings and then continue with praying together. After that I give a warm-up by remembering last week's material and explaining the narrative text material that we will learn that day. After explaining the material, I give a sheet of narrative text in the form of a fictional story on which there is a story title, picture and story content. The students predict what the story is about by reading the title, subtitle and the first sentence of the paragraph. After that, they will have many questions and guess the answers and write them down, they will also write down vocabulary that may be unfamiliar to them and look up the meaning. They can also guess the content of the story by developing the meaning of the pictures in the story. When that's the case, then they will connect or organize what they know, so they can get an answer as to what the story is about." [73]

From the interview above, there are several steps taken by the teacher. First, the teacher greeted the students and prayed together. Secondly, the teacher warms up and continues by asking about last week's material. Then he explains the material that will be learned that day. Third, the teacher gives students a narrative text. Then, students predict what the story is about by reading the title, subtitle and the first sentence of the paragraph. The students will have many questions in their minds about the story, and they will guess the answers. They also write down difficult vocabulary, then look up the meaning to make it

---

[73] Udin, English Teacher at MTs Bustanul Ulum Panti Jember

easier for them to predict the content of the text story. Fourth, students make connections between what they already know about the topic and the reading selection. The students wrote this connection. This is also supported by Cherlyna as one of the eight grade students, he said:

> "Before the lesson starts, the teacher usually opens the lesson with greetings, prays together and then calls our names to check our attendance. Usually the teacher asks about last week's material, then continues with a discussion of the material to be learned that day, namely narrative text." [74]

The next student, Syafa also said:

> "The teacher explained the material about narrative text, gave us a narrative text, then asked us to guess the content of the story by reading the title and the first sentence of the selected paragraph. We would also write down difficult vocabulary to make it easier to connect our questions with the story. We would also guess from the picture of the story and develop the picture in our mind and then write down the relationship between the title, the first sentence of the paragraph, the difficult vocabulary, and guessing from the picture."[75]

Based on the document review, the researcher found that the teacher used the lesson plan as a guideline to implement this strategy. To do a good planning process, teachers need to make plans such as objectives, materials, methods, and used of media related to learning English. Every teacher must make their lesson plans so the strategies or learning goes well. In this learning strategy, the school used lesson plan that is adapted to the schools' need and materials for students. This was also supported by Mr. Udin as an English teacher:

---

[74] Cherlyna, Student of VIII at MTs Bustanul Ulum Panti Jember.

[75] Syafa, Student of VIII at MTs Bustanul Ulum Panti Jember.

"This lesson plan is prepared before delivering the material to students to facilitate us as teachers in the process of learning English, especially in learning to read using the TAW strategy."[76]

Based on interviews, observations, and document review about the Think-Ahead and Write procedure in learning to read for seventh grade students of MTs Bustanul Ulum Panti Jember, the researcher summarized it into several points: Starting from the explanation of narrative text. Here, the materials include the definition of narrative text, the function of narrative text, the generic structure of narrative text, and how to create, understand the content, and finally give examples of narrative text and the teacher gave the post-test. Then, implementation procedure of the Think-Ahead and Write strategy consists of several steps, namely: a. Students receive a narrative text. They will read from the title, subtitle, and first sentence of several paragraphs. Then they will ask questions, make guesses, and write them in the book. b. After predicting by reading, they will also predict the content of the text by looking at the pictures in the text and then develop it in their mind and write the prediction. c. Finally, they will make connections between what they already know so that they can construct an approximation of the content in the text.

2. **The Benefits of Learning Reading by Using Think Ahead and Write (TAW) Strategy at MTs Bustanul Ulum.**

---

[76] Udin, English teacher of VIII at MTs Bustanul Ulum Panti Jember.

Based on observations, the researcher found that the use of this TAW strategy in learning reading comprehension of narrative text has several benefits. This is supported by a statement from Mr. Udin as an English teacher, he said:

"One of the goals of using this strategy is to improve their thinking skills. Alhamdulillah after I applied it, students experienced an increase in their ability to think critically and be able to think creatively."[77]

From Mr. Udin's explanation, TAW strategy can improve students thinking ability critically and creatively. This was also conveyed by Syafa as student:

"Learning to understand the content of a text in this way encourages me to think more critically because I have to guess the content of a text by only looking at the title, pictures, and also the first sentence of each paragraph."[78]

Based on observations and interviews, the use of this strategy not only helps develop their critical thinking skills but can also help improve their visual thinking skills through the images listed in the narrative text. This is supported by an interview with Mr. Udin:

"By looking at the pictures in the text students can develop their creativity in understanding the content of the story. They are able to find solutions to incomprehension by thinking visually."[79]

This statement was also proven by Vicky as a student who said:

---

[77] Udin, English Teacher at MTs Bustanul Ulum Panti Jember.
[78] Syafa, Student of VIII at MTs Bustanul Ulum Panti Jember.
[79] Udin, English Teacher at MTs Bustanul Ulum Panti Jember.

"I am more excited because I can guess the content of the story by looking at the pictures in the story text. I think it is fun. I can develop ideas through the pictures."[80]

The application of strategies in the learning process plays a very important role to create a more effective learning so that students are more interested in reading activities. Teachers also need to apply suitable strategies to support the learning process to be delivered more effectively. The explanation above is reinforced by the results of the researcher's interview with Mr. Udin as an English teacher:

".......... applying TAW strategy on reading narrative text is very suitable, because this strategy makes them more active because they learn to develop predictions through pictures, titles, subtitles. So they don't get bored reading too much." [81]

With the application of this strategy, students showed an improvement in English language learning. The implementation of the strategy runs optimally, students were so enthusiastic in reading narrative text activities after the implementation of the strategy. This was also corroborated by a statement from Syafa as student:

"Now I'm more enthusiastic because I don't have to read all the paragraphs so it is more exciting, especially when I guess by looking at the pictures of the text. That way, it is easier for me to know the content of the story from the text."[82]

Based on the research, TAW strategy can improve comprehension skills in reading narrative text. This strategy is effective in learning to read because it can motivate students to be

---

[80] Vicky, Student of VIII at MTs Bustanul Ulum Panti Jember.

[81] Udin, English Teacher at MTs Bustanul Ulum Panti Jember.
[82] Syafa, Student of VIII at MTs Bustanul Ulum Panti Jember.

more active and enthusiastic. The statement was supported by a statement from another student Vicky, who said:

> "So it is more fun. I look up unfamiliar vocabulary in the dictionary, it is really fun. I also don't have to bother reading many sentences, just read the first sentence of each paragraph so it doesn't take long. From the title or subtitle, I can guess the content of the text, so I can imagine and it is easier for me." [83]

Based on the observation and interviews, the TAW strategy can motivate students think critically and creatively, improve their visual thinking skill. It shows thatstudents are more active than other lessons. It was because the teacher used the TAW strategy in the teaching and learning process. This strategy can make the learning process more fun, so students become more interested in participating in reading learning activities. Students focus and pay attention to the teacher when explaining about the material. It can be proven from the observation that the teacher can activate students in learning. It shows that the application of the TAW strategy can help students in reading and understanding the content of narrative text and improve critical thinking skills.

3. **The Challenges of Learning Reading by Using TAW Strategy in EFL Students' Reading Comprehension at MTs Bustanul Ulum**

Based on observation, the implementation of the TAW strategy faced several challenges. This strategy is less effective because the number of students in the class is too large so that the teacher cannot

---

[83] Vicky, Student of VIII MTs Bustanul Ulum Panti Jember.

control the class personally. This affects concentration in reading and listening. Even though the TAW strategy is only useful if student have read and heard the text used. During the observation, the researcher also found some students who still lack vocabulary.

In addition, the researcher also interviewed Mr. Udin as the English teacher about the challenges of learning reading narrative text by using TAW strategy, he said:

> "Applying this strategy for learning the ability to read narrative texts cannot be done in a short time because of ineffective classroom management. The number of students is so large that I cannot control students personally." [84]

This is strengthened by a statement from Vicky as student, who said

> "When I am in trouble sometimes I have to wait for Mr. Udin who is explaining to other students who need help too. I feel that Mr. Udin is a little overwhelmed when many of my friends need help because the students in this class are quite large so this takes a long time." [85]

The other students, Cherlyna said:

> "When Pak udin asks us to read and predict a narrative text, sometimes our friends talk a lot so it's hard to concentrate." [86]

This was also supported by statement from Mr. Udin:

> "Some children still lack vocabulary so they still often ask questions during the lesson. This affects the time and disrupts the concentration of other students."[87]

---

[84] Mr. Udin, English Teacher at MTs Bustanul Ulum Panti Jember.
[85] Vicky, Student of VIII at MTs Bustanul Ulum Panti Jember.
[86] Cherlyna, Student of VIII at MTs Bustanul Ulum Panti Jember.
[87] Mr. Udin, English Teacher at MTs Bustanul Ulum Panti Jember.

Based on the results of the observations and interviews above, the implementation of the TAW strategy in class VIII has challenges, namely class management which also affects time management, the number of students in the class is so large (more than 30) that it affects the time, and some students still lack of vocabulary.

C. Research Discussion

In the research discussion section, researchers describe and discuss the relationship between the data that researchers have obtained in the field and the theory that has been presented. The data that the researcher has obtained has been analyzed in the previous sub- chapter. The discussion is described in accordance with the previously determined research focus, so as to be able to answer the problems in the field. The discussion of the findings is as follows:

1. **Procedure of Learning Reading by Using Think Ahead and Write (TAW) Strategy at Mts Bustanul Ulum.**

   The findings from observation, the procedure of learning reading using the TAW strategy at MTs Bustanul Ulum consists of several steps: Firstly, the teacher distributes narrative text in the form of fictional stories to the students. Secondly, students will predict the content of the text by reading the title, subtitle, and the first sentence of several paragraphs. Then they will ask questions, make guesses, and write them in their books. Thirdly, after predicting by reading, they will also predict the content of the text by looking at the pictures in the text and develop it in their mind and write the prediction. Last, they will make connections between what

they already know so that they can construct an approximation of the content in the text. It can be concluded that the procedure of TAW strategy is a pre-reading, while-reading, and post-reading. This finding is consistent with the theory of Valery Gold and Pintozzi who mentions several steps, namely: a. Reading the title, subheadings, and first sentences of paragraphs of the selection. Then ask questions, guess the answers, and write them down. There are no "right" or "wrong" predictions at this point. b. Develop pictures in mind about the selection, and write about these images or they may prefer to draw these mental images. c. Connecting between what already knows about the topic and reading selection. d. Write down these connections. Write down these connections. d. Reading the entire selection to check the accuracy of their predictions.[88]

2. **The Benefits of TAW Strategy in EFL Students' Reading Comprehension at MTs Bustanul Ulum**

Based on the data obtained by researchers, students need motivation and innovation from teachers in order to create students who are more active and think critically in learning. Therefore, teachers need to apply an appropriate strategy to the material to be taught. Teachers choose strategies that suit their needs so that learning runs optimally. In the researcher's observation, the teacher chose the TAW strategy to be applied in English learning, especially in reading narrative text. The application of the strategy to the eight grade students of Mts Bustanul Ulum can improve

---

[88] Valery, G. and Pintozzi, *The Effects of the Think-Ahead. and Write Learning Strategies on Reading Comprehension.* (New Jersew: Arcoart Brace Jovanich Publisher, 1997.

their visual thinking skills and develop students' ideas. Students also encouraged to improve their critical and creative thinking skills. The benefit of implementing this strategy is that it can build students' motivation to be more active in the learning process. This finding is consistent with the theory of Russel Stauffers' theory which explains that this strategy is to encourage learners to be independent when reading. It involves learners actively where they have to use their reasoning skills and their own ideas. This finding also similar with previous research by Evi Safitri Yulandari that mentions the benefits of TAW strategy are: Students become more active and enthusiastic, also students can improve their visual and critical thinking skills.[89]

3. **The Challenges of Learning Reading by Using TAW Strategy in EFL Students' Reading Comprehension at MTs Bustanul Ulum**

   The researcher observed that the students faced some challenges in learning English especially in learning to read narrative texts used TAW strategy. The researcher found that the difficulty faced by both the teacher and students is the management classroom. Classroom management may become a problem if it's a big class, more than thirty students. Because the teacher cannot control the students personally its affect to the management time. Also, the challenges faced during implementation of this strategy is some students still lack vocabulary, which also can affects to other students concentration because some of them still often ask questions

---

[89] Pradita Marlia Aziz, *The Influence of Think-Talk-Write (TTW) Strategy Toward Students' Writing Skill on Recount Text,* (Thesis in Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2016) Page 77 (Unpublished)

during the lesson and this is also can affect to the management time. This finding supported by previous research Bella Septian A.P that mentions the challenges of learning reading by using TAW strategy are: classroom management may become a problem if it is a big class (the students more than 30) because the teacher could not control the students personally.[90]

---

[90] Bella Septian A.P, *The Effectiveness of Directed Reading Thinking Activity (DRTA) Strategy for Students' Reading Comprehension in Narrative Text,* (Purwokerto: UNMUH Purwokerto 2014), 22

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two parts, the first part discusses the suggested findings, and the second deals with suggestions that include recommendations on classroom implications of the findings and for further related researchers.

A. Conclusion

Based on the findings and discussion in the previous chapter, the researcher can draw the following conclusions:

The procedure of TAW strategy consist of three steps: pre-reading is students predicting by looking the tittle and the picture, while-reading is students read the first sentence in each paragraph to gather information related to their predictions, and post-reading is complete text to gather information about the content of narrative text.

A closer look at the benefits the application of the TAW strategy on reading comprehension especially on reading narrative text material, is very effective and gets a good response from students. From the observation results, students became more active and enthusiastic in reading narrative text using the TAW strategy and there was an increase in critical and creative thinking skills in reading comprehension. TAW strategy can improve their visual thinking skill.

Furthermore, there are challenges faced by both the teacher and students is management classroom because the number of students in the class

is more than 30 students so the teacher cannot control the students personally. Also, some students still lack vocabulary, which also affects time management and concentration.

B. **Suggestion**

Based on the above conclusions, the researcher provides some suggestions for teachers and other researchers who are interested in conducting related research.

1. For teachers, researchers hope that the results of this thesis can be taken into consideration and provide information about improving students' thinking skills in reading comprehension of narrative text.

2. For future researchers who want to develop all the information and knowledge about TAW strategies for those who have an interest in conduct research related to the topic are able to make research in other areas.

REFERENCES

Act Of The Republic Of Indonesia Number 20, Year 2003 On National Education System

Amumpuni, Siwi Rengganis. "Improving students'reading ability by using question-answer relationship," Linguista: *Jurnal Ilmiah Bahasa, Sastra, Dan Pembelajarannya,* 1(1),47.2017 https://doi.org/10.25273/linguista.v1i1.1318.

Arianto, M. A, 2017. *"Critical Reading Strategy in Terms of Gender Used by the Four Graduate Students in the ELT Program of Universitas Negeri Malang."* Disertasi dan Tesis Program Pascasarjana UM, 19

Arikunto, S, *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: Rineka Cipta, 2010.

Ary Donal, et.al, *Introduction to Research in Education, 8ᵗʰ Edition*. Belmont USA: Wadsworth, 2010

Ary, D., Jacobs, L. C., Sorensen, C., & Razavieh, A, *Introduction to Research in Education*. USA: Wadsworth, 2010.

Aziz, Pradita Marlia, *The Influence of Think-Talk-Write (TTW) Strategy Toward Students' Writing Skill on Recount Text,* Thesis in Education and Teacher Training Faculty Walisongo State Islamic University Semarang, 2016 Page 77 (Unpublished)

B Batu Zulkarnain, Husein Rahmad, Holila P Anni. "The Effect of Teaching Strategies and Students Motivation on Reading Comprehension Achievement," *AISTEEL,* eISSN:2548-4613.

Brown, H. D., *Teaching by principles: An Interactive approuach to language pedagogy Strategies of Reading*. A person Education Company: Longman, 2001.

Budiarno, *Improving Students' Reading Comprehension by Using Think Ahead and Write (TAW) Strategy*. Makasar: UNMUH Makasar, 2014.

Creswell, John W. *Research Design: Qualitative and Quantitative Approaches* California:SAGE Publications, Inc, 1994.

D,M Nurcholisyah Rizki,., S,H Muhammad., Aswir. "Using Think-Ahead and Write Strategy to Improve Students' Reading Ability in English Learning." *Jurnal Studi Guru dan Pembelajaran*, Vol.4 No.3, 2021:602-606 https://doi.org/10.30605/jsgp.4.3.2021.1217

Dasrul, Hidayati. *"Students Difficulties in Reading Comprehension at the First Grade of SMAN 1 Darussalam Aceh Besar".* Banda Aceh: UIN Ar-Raniry, 2018.

Dewi, N., & Jimmi, J. *The correlation between vocabulary mastery and self-esteem on students' speaking skill.* Wanastra, 10(1), 2018, 78-83.

Edward G.Summers. "Instruments for assessing reading attitude:a riview of research and bibiloigraphy," *Journal of literacy research,* Vol.9, 1977

Emadesti, Tengku. "Improving Students" Reading Skillls through Punctuations by Using Google Classroom Application at Grade XII MS 1 of SMA Negeri Plus Provinsi Riau." *Jurnal PAJAR (Pendidikan dan Pengajaran),* 4(6).2020: 1189-1197. doi: http://dx.doi.org/10.33578/pjr.v4i6.8172.

Ernest, Neo. Narrative for 'O' Level. Malaysia: Longman, 2005.

F, Grellet, *Developing Reading Skill: A Practice Guide to Reading Comprehension Exercise.* Cambridge: Cambridge Press, 1999.

Fadilah, Nur, *The Effectiveness of Think-Ahead and Write (TAW) Strategy to Increase the Students' Reading Comprehension at the Second Grade of SMAN 12 Maros.* Makassar:UNMUH, 2019.

Flynn Naomy and Stainthorp Rhonna, *The Learning and Teaching Reading and Writing.* West Sussex:Whur Published Limited, 2006.

G, Valery. and Pintozzi, *The Effects of the Think-Ahead and Write Learning Strategies on Reading Comprehension.* New Jersew: Arcoart Brace Jovanich Publisher, 1997.

Gay, L.R, *Educational Research,* New York:Merrill Publishing, 1990.

Grabe, William and L. Stoller Fredericka, *Teaching and Researching Reading.* Pearson Education Limited: 2002.

Grabe, William and L. Stoller Fredericka. *Teaching and Researching Reading.* New York: Pearson Education Limited, 2011.

Grant, *Think Ahead and Write Learning Strategies on Reading.* Monroe, NY: Trillium Press. Retrieved from http://www.indiana.edu/DRTA.htm, 2001.

Hancock, B and friends, *An Introduction to Qualitative Research.* Nottingham: The NIHRRDS, 2009.

Herlina. "Developing Reading Narrative Text Materials for Eight Graders of Junior High School implemented with character building". *EEJ English Education Journal* 2, no 2: 149. http://journal.unnes.ac.id/sju/index.php/eej

Hosnan, M, Pendekatan Saintifik dan Kontekstual Pembelajaran Abad 21. Bogor: Ghalia Indonesia, 2014.

Ibrakhimovna, Khamraeva Gulchekhra. "Benefits of Implementations of Pre-, While and Post Reading Activities in Language Learning." *International Scientific Journal "Internauka"*. Vol.3, No.4. 2016: 45-46.

Islam, C and Steenburgh, C *A good Read Book: Developing Strategies for Effective Reading 1*. Singapore: Cengage Learning Asia. Osborne and Armbuster, 2009.

Ismail, H., Syahruza, J.K., & Basuki. "Improving the Students' Reading Skill through Translation Method." *Journal of English Education*, 2 2, Dec 2017. 124-131.

Kustaryo. *Faktor-faktor yang Mempengaruhi Kemampuan Membaca.* Jakarta: Bumi Aksara, 1998.

L, Michael and Richards, J, *Methodology in TESOL*. Heinlen and Heinlen publisher. Boston, 1987.

Lems Kristin, et al, *Teaching Reading to the English Language Learners.* New York: The Guilford Press, 2010.

Masduqi, H. *Integrating Receptive Skills and Productive Skills into a Reading Lesson*. (Proceeding the 2nd International Conference on Teacher Training and Education, 2(1) 2016), 507-511.

Matthew B. Miles, A. Michael Huberman, Johnny Saldana, *Qualitative Data Analysis*. USA: SAGE Publications inc, 2004.

Moleong, Lexy J., *Metodologi Penelitian Kualitatif* Bandung: PT Remaja Rosdakarya, 2008)

Muhammad Taqi-Ud-Din Al Hilali and Muhammad Muhsin Khan, Noble Qur'an: The English Translation of the Meanings and Commentary (KSA King Komplex, 2007)

Mureillon, *Collaborative Strategies for Teaching Reading Comprehension*. Maximizing Your Impact. Chicago: American Library Association, 2007.

Naniwarsih Andi, Andriani. "The Students' Ability In Literal Reading Comprehension," *Journal of Foreign Language and Educational Research*, Vol.1, Number 2. July 2018. doi: https://doi.org/10.31934/jofler.v1i2.598

Nasution Riandry Fadilah, Harida Eka Sustri, dan Rambe Sojuangon. "Reading Strategies used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidimpuan," *Jurnal Penelitian Ilmu-ilmu Sosial dan Keislaman,* Vol 04, No. 2 Desember 2018: 263-279

Nasution, Masitoh. *Improving Students' Reading Comprehension of Descriptive Text by Using Rainbow Card in Feedback Strategy.* Sumatera Utara: UMSU, 2019.

Nunan, D, *Practical English Language Teaching*. Singapore: McGraw Hill, 2003.

Nurainun, *Improving the Students' Reading Comprehension in Narrative Text by Using Concept Oriented Reading Instruction at Grade VIII Private Islamic Junior High School Ali Imron Medan.* Medan: UINSU, 2017.

Nuttal, C, *Teaching Reading Skill in a Foreign Language.* London: Heinermann Educational Books, 1982.

Pardiyono. *Pasti Bisa!Teaching Genre-Based Writing*. Yogyakarta: Andi, 2007.

R, Suminar,., G, Putri,. "The Effectiveness of TTW (Think-Talk and Write) Strategy in Teaching Writing Descriptive Text," *Journal of English Language and Learning*, Vol.2 No.2. Mei 2015.

Ramadhani Ahmad Arkam. "Improving Reading Comprehension of the Second Year Students of SMA NEGERI 16 Bulukumba through Reciprocal Teaching Technique". *Jurnal Pengembangan Sumber Daya Insani.* Vol 3, Nomor 01: 297 tahun 2018, https://doi.org/10.26618/perspektif.v3i1.1325

Rebecca. *A Critical Handbook of Children's Literature*. (Massachuset: Pearson Education, 2003)

Ruston, *Kontribusi Strategi Membaca dan Penguasaan Kosakata terhadap Kemampuan Memahami Alinea Bahasa Inggris Siswa Kelas II SMP Negeri 1 Ranah Batahan Kabupaten Pasaman Barat*. Tesis. Padang: PPs Universitas Negeri Padang, 2006.

Ryan, M. Allison., & Patrick, Hellen., "The Classroom Social Environment and Changes in Adolescents' Motivation and Engagement during Middle School," *American Educational Research Journal*, 38(2): 437-460, June 2001. doi:10.3102/00028312038002437

Schumm, Jeane Shay. *Reading Assessment and Instruction for All Learners*. New York: The Guildford Press, 2006.

Setiyadi Ruli, Kuswendi Uus, and Ghiyats Ristiana Muhammad, "Learning of Reading Comprehension through Reading Workshop in the Industry 4.0," *Journal of Mimbar Sekolah Dasar,* 6(2), 160-173. doi : 10.17509/mimbar-sd.v6i2.17397

Siti Dewi Maharani, Betty Anggraini, dan Endah., "Strategi Pembelajaran Think Talk Write dalam Meningkatkan Hasil Belajar IPS Siswa SD," *Jurnal Inovasi Sekolah Dasar,* no 3 (Januari 2023): 1, http://repository.unsri.ac.id/id/eprint/85333

Solong, A.Suciarti AK, *Improving the Students' Reading Comprehension through Predicting Strategy at the Second Year of MTs. Aisyiah Sungguminasa Gowa.* Makassar: UIN Alauddin, 2010.

Sugiono, *Memahami Penelitian Kualitatif*, (Bandung: CV. ALFABETA, 2012)

Sugiyono, *Metode Penelitian Kuantitatif Kualitatif dan R&D*, Bandung: Alfabeta, 2007.

Sultana Nakia. *"Assessing Reading Difficulties and Reading Strategies in the Context of Bangladesh: Tertiary Level."* Bangladesh: BRAC University, 2016.

Syahfutra, W., Niah. "Improving Students' Reading Comprehension by Using Problem-Based Learning Strategy," *Journal of Education Informatic Technology and Science (JeITS),* Vol 1, No I, 2019: 125-136

Syamsuddin, Lukman, *Manajemen Keuangan Perusahaan*, (Jakarta: Rajawali Pers, 2011.

Tarigan H.G, *Metodologi Pengajaran Bahasa*. DepDikBud. Jakarta: P2LPTK, 1997.

Toprak, Elif Leyla, and Almacioglu, Gamze,. "Three Reading Phases and Their Applications in the Teaching of English as a Foreign Language in Reading Classes with Young Learners." *Journal of Language and Linguistic Studies,* (5(1), 2009):21-36.

Wayne, Otto, *How to Teach Reading*. Philippines: Addison-Wesley Publishing Company, Inc, 1979.

Welliya Soneta, Bahan Ajar Narrative Text, (Jakarta: SMA 78 Jakarta, 2015)

Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan.* Jakarta:Kencana, 2011.

Yulandari Evi Safitri, Hendra Suryadi, "Using Think Ahead and Write (TAW) Strategy to Improve Students' Writing Skill in Descriptive Text," *Jurnal Ilmiah Global Education* 3, no. 1 (Juni 2022): 83. https://ejournal.nusantaraglobal.ac.id/index.php/jige/article/view/172/178

Zainal, Aqib.,*Penelitian Tindakan Kelas untuk Guru SD, SLB, dan TK*. Bandung:YramaWidya, 2011.

AUNTHENTICITY STATEMENT OF WRITING

The under signed below :

Name   : Selaing Sekar Asih

NIM   : T20176001

Study Program   : English Education Departement

Faculty   : Tarbiyah and Teacher Training

Institution   : UIN KH Achmad Siddiq Jember

Place and Date of Birth   : Jember, 12nd January 1999

Address   : Dusun Krajan RT/RW 002/008 Desa Tutul Kecamatan Balung Kabupaten Jember

Hereby declares that the analysis of the thesis its about "**Exploring TAW Strategy in EFL Students' Reading Comprehension of Narrative Text at MTs Bustanul Ulum Panti Jember.**" is the result of my research/ work, exepcept in part reffered by the source.

Jember, 23rd June 2023
Stated By

Selaing Sekar Asih
NIM. T20176001

RESEARCH MATRIXS

Tittle	Variable	Indicator	Data Sources	Research Methods	Problem Formulation

Exploring Think-Ahead and Write (TAW) Strategy in EFL Students' Reading Comprehension of Narrative Text at Mts Bustanul Ulum Panti Jember.	1. Reading Comprehension
	
	2. Narrative Text
	
	3. TAW strategy
		a. Definition
		b. Types
		c. Levels
		d. Strategies
		
		a. Definition
		b. Generic Structure
		c. Types
		
		a. Definition TAW
		b. Steps
		c. The effect
			1. Respondents :
			  a. Teacher
			  b. Student
				1. Research approach : Qualitative approach
				
				2. Research design : Descriptive
				
				3. Data Collection :
				  a. Observation
				  b. Interview
				  c. Document Review
					1. What are the procedure of learning reading Narrative Text in EFL Students' by using Think Ahead and Write at Mts Bustanul Ulum Panti?
					2. What are the benefits of learning reading narrative text in EFL students' reading by using Think Ahead and Write strategy at Mts Bustanul Ulum Panti?
					3. What are the challenges of learning reading narrative text in EFL students' reading by using Think Ahead and Write strategy at Mts Bustanul Ulum Panti?

RESEARCH INSTRUMENT

The interview's guide to English teacher

1. What sources or teaching materials do you use in learning English, especially in reading at seventh grade?

2. How do the sources or materials ~~used~~ affect students' reading skill at seventh grade?

3. What are the advantages and disadvantages of the current teaching resources or materials?

4. What are the procedures of TAW strategy? Are there any difficulties at every step in the procedures of the TAW strategy?

5. What are the advantages in implementing TAW strategy at seventh grade?

6. What difficulties are faced in implementing TAW strategy at seventh grade?

7. Do you think TAW strategy is suitable for reading learning? And why?

8. Do you have any notes when you are implementing TAW strategy? What are they?

The interview's guide to students

1. What sources do the English teacher use to learn reading English in class?

2. What learning resources do you want to learn in reading English?

3. Do you understand the material with the way of learning that has been done so far?

4. In your opinion, what are the advantages and disadvantages of teaching methods used by teacher in current learning English?

5. What is your response about the learning English reading activity?

6. What are your difficulties in learning reading during the classroom activity?

7. How do you face the difficulties in learning reading?

8. Is there any suggestion in teaching reading process?

Jember, March 27 2022

Validator
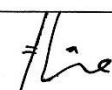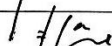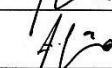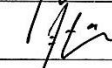
Ninuk Indrayani, M.Pd.
NIP. 197802102009122002

Jurnal Penelitian

Exploring TAW (Think-Ahead and Write) Strategy in EFL Students'

Reading Comprehension of Narrative Text at MTs Bustanul Ulum Panti Jember.

No.	Hari/tanggal	Jenis Kegiatan	Tanda Tangan
1.	Selasa, 24 Mei 2022	Menyerahkan Surat Penelitian ke MTs Bustanul Ulum	
2.	Rabu, 8-24 Juni 2022	Melakukan observasi dikelas	
3.	Sabtu, 25 Juni 2022	Melakukan wawancara dengan guru	
4.	Senin, 27 Juni 2022	Melakukan wawancara dengan siswa	
5.	Senin, 4 Juli 2022	Mengambil data tentang Sejarah MTs Bustanul Ulum: Profil, visi dan misi, dll.	
6.	Selasa, 5 Juli 2022	Pengambilan surat selesai penelitian	
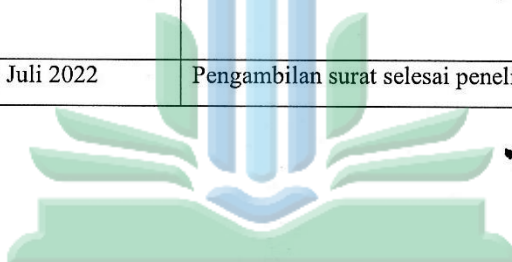
SILABUS

Sekolah   : MTs Bustanul Ulum Panti
Kelas   : VIII (Delapan)
Mata Pelajaran : BAHASA INGGRIS
Semester   : 1 (Satu)

Standar Kompetensi : Berbicara

1. Mengungkapkan makna dalam teks lisan fungsional dan monolog pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.1 Mengungkapkan makna dalam teks lisan fungsional pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar	Teks fungsional pendek : - Undangan - Pengumuman - Pesan singkat	1. Review kosakata dan ungkapan yang digunakan dalam teks fungsional pendek terkait materi 2. Membuat kalimat sederhana untuk: - mengundang - mengumumkan - memberi pesan 3. Membahas gambit-gambit yang sering muncul dalam teks	• Mengungkapkan secara lisan teks fungsional : - Pengumuman - Undangan - Pesan singkat • Bertanya dan menjawab secara lisan berbagai info dalam teks pengumuman, undangan, pesan singkat	Tes lisan	*Performance*	1. *Invite your friend orally to join a discussion on the danger of drugs.* 2. *Give announcement orally about the plan of the trip to Borobudur Temple.*	2 x 40 menit	1. Buku teks yang relevan 2. Gambar terkait materi dan topik 3. Benda sekitar 4. Teks bentuk khusus: - undangan - pengumuman - pesan singkat

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
10.2 Mengungkap kan makna dalam monolog pendek sederhana dengan menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount* dan *narrative*	• Teks monolog berbentuk *narrative*	fungsional terkait 4. Membuat secara lisan: - undangan - pengumuman - pesan singkat 1. Review kosakata dan tata bahasa terkait jenis teks narrative dan tema yang dipilih 2. Membuat kalimat sederhana secara lisan terkait ciri-ciri kebahasaan teks narrative - *simple past* - *past continuous* - *temporal conjunctions* - *connective words* - *adverbs* - *adjectives* 3. Melakukan percakapan terkait cerita populer di kotanya menggunakan gambit-gambit yang sesuai. Contoh: *Really? That's terrible!, How*	• Melakukan monolog pendek sederhana dalam bentuk *narrative* dan *recount*	Tes lisan	*Performance*	3. *Tell your friend to wait for you after school.* 1. *Retell a story that you know very well.* 2. *Tell a story based on the series of a pictures given.*	4 x 40 menit	1. Buku teks yang relevan 2. Gambar yang relevan 3. Benda sekitar 4. Buku cerita dalam bahasa Inggris

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
		then?, First, …, then…., finally… 4. Menceritakan kembali teks narative yang pernah						
		didengar 5. Menceritakan berdasarkan Gambar cerita populer.						

Standar Kompetensi : Membaca

2. Memahami makna dalam esei pendek sederhana berbentuk *recount,* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.1 Membaca nyaring bermakna teks fungsional dan essai pendek sederhana berbentuk *recount* dan *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar	• Teks Essai berbentuk *narrative* / *recount* • Ciri kebahasaan Teks Essai berbentuk *narrative* / *recount* • Tujuan komunikatif teks essai *narratif* / *recount* • Langkah retorika *narrative* / *recount*	1. Tanya jawab mengembangkan kosakata berdasarkan gambar cerita popular 2. Tanya jawab menggali informasi dalam cerita berdasarkan gambar 3. Mendengarkan teks *narrative* / *recount* yang dibaca guru 4. Membaca nyaring teks *narrative* / *recount* dengan ucapan dan intonasi yang benar 5. Menjawab berbagai pertanyaan	• Membaca nyaring dan bermakna teks essai berbentuk *narrative* / *recount* • Mengidentifikasi berbagai makna teks *narrative* / *recount* • Mengidentifikasi tujuan komunikatif teks *narrative* / *recount* • Mengidentifikasi langkah retorika dan ciri kebahasaan teks *narrative* / *recount*	Tes lisan Tes tulisan	Membaca nyaring Pilihan ganda Isian singkat Pertanyaan tertulis	*Read the story aloud.* *Choose the right answer based on the text.* *Complete the following sentences using the information from the text.* *Answer the following questions based on the text.*	4 x 40 menit	1. Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar terkait cerita 4. Rekaman cerita 5. Tape recorder 6. CD 7. VCD player

		tentang informasi dalam teks yang di baca 6. Menentukan tujuan komunikatif teks *narrative* / *recount* yang di baca 7. Menentukan langkah retorika dari teks *narrative* / *recount* yang di baca						

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
11.2 Merespon makna dalam teks tulis fungsional pendek sederhana secara akurat, lancar dan berterima yang berkaitan dengan lingkungan sekitar	• Teks fungsional : - undangan • - pengumuman - pesan • Tujuan komunikatif • Ciri kebahasaan	8. Menentukan ciri kebahasaan teks *narrative / recount* yang di baca 9. Membaca teks *narrative / recount* lainnya 1. Mencermati teks fungsional pendek terkait materi 2. Menyebutkan jenis teks fungsional yang dicermati 3. Membaca nyaring teks fungsional terkait materi 4. Menjawab pertanyaan tentang informasi yang terdapat dalam teks 5. Menyebutkan ciri-ciri teks fungsional yang dibaca 6. Membaca teks fungsional pendek lainnya dari berbagai sumber	• Mengidentifikasi berbagai informasi dalam teks fungsional • Mengidentifikasi tujuan komunikatif teks fungsional • Mengindentifikasi ciri kebahasaan teks fungsional	Tes tulis	PG	*Choose the best option, a,b,c or d*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materi dan topik 4. Benda sekitar

Standar Kompetensi : Menulis

3. Mengungkapkan makna dalam teks tulis fungsional dan esei pendek sederhana berbentuk *recount* dan *narrative* untuk berinteraksi dengan lingkungan sekitar

Kompetensi Dasar	Materi Pokok/Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian			Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen	Contoh Instrumen		
12.1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi denganlingkungan sekitar	Teks fungsional : - undangan - pengumuman - pesan singkat	1. Review tujuan komunikatif dan ciri-ciri kebahasaan teks fungsional pendek terkait materi 2. Menulis kalimat sederhana untuk mengundang, mengumumkan, pesan singkat 3. Melengkapi taeks fungsional pendek 4. Menulis teks fungsional pendek	Menulis teks fungsional pendek berbentuk : - Undangan - pesan singkat	Tes tulis	*Essay*	1. *Write sentences based on the situation given.* 2. *Complete thetext using suitable word/words.* 3. *Write a text of invitation on your farewell party.*	2 x 40 menit	1. Buku teks yang relevan 2. Contoh teks fungsional 3. Gambar terkait materidan topik 4. Benda sekitar
12.2. Mengungkap kan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk	• Teks Essai *narrative / recount* • Ciri kebahasaan teks *narrative / recount* • Langkah retorika teks *narrative / recount*	1. Review ciri kebahasaan teks *narrative* 2. Membuat kalimat sederhana terkait teks *narrative* 3. Mengembangkan langkah retorika teks *recount* dan *narrative* 4. Membuat draft teks *recount* dan	Menulis teks pendek dan sederhana dalambentuk narra tive dengan langkah retorika yang benar	Tes tertulis	Uraian	*Write a short narrative textbased on:* a. *The story you have ever read.* b. *Series of pictures*	4 x 40 menit	1.Buku teks yang relevan 2. Buku cerita bahasa Inggris 3. Gambar - gambar

berinteraksi denganlingkungan sekitar berbentuk *recount* dan *narrative*		*narrative* 5. Menulis teks *recount* dan *narrative* berdasarkan draft yang dibuat 6. Memajang hasil tulisan di dinding				*given.*		terkait cerita

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : **MTs Bustanul Ulum Panti**

Mata Pelajaran   : **Bahasa Inggris**

Kelas/Semester   : **VIII/2**

Alokasi Waktu   : **2 x 40 menit**

A. Standar Kompetensi

11. Memahami makna dalam esai pendek sederhana berbentuk *narrative* untuk berinteraksi dengan lingkungan sekitar.

B. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk *narrative* dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

C. Tujuan Pembelajaran

- Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan text bacaan.

- Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat dalam text bacaan.

- Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

- Afektif

    - Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanyadan menyampaikan pendapat.

    - Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.

    - Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

D. Materi Pembelajaran

- Narrative text

- Characteristic of narrative text

E. Metode Pembelajaran

- Think-Ahead and Write Strategy

F. Kegiatan Pembelajaran

Langkah	Kegiatan guru/siswa	Waktu
• Kegiatan awal	a. Apersepsi (salam dan perkenalan) b. Absensi c. Menjelaskan tujuan pembelajaran serta memotivasi	10 menit

		siswa.	
• Kegiatan inti	a. Siswa diberikan teks cerita berupa narrative text b. Siswa membaca nyaring teks cerita berupa narrative text c. Guru membacakan cerita d. Guru menjelaskan tentang karakteristik narrative text	60 menit	
• Kegiatan akhir	a. Guru bersama siswa menyimpulkan dan mereview kembali pembelajaran hari ini. b. Penutup dan doa	10 menit	

G. Media Pembelajaran

- Buku Pendamping kelas VIII

- Lembaran cerita teks narasi

- Papan tulis

-

H. Penilaian

- Sikap : Tepat waktu, tanggung jawab, disiplin dalam mengikuti

pembelajaran

- Pengetahuan : Siswa mengidentifikasi karakteristik teks narasi

- Keterampilan : Siswa membaca teks narasi dengan nyaring dan lancar

UNIVERSITAS ISLAM NEGERI
KIAI HAJI ACHMAD SIDDIQ
J E M B E R

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah **: MTs Bustanul Ulum Panti**

Mata Pelajaran **: Bahasa Inggris**

Kelas/Semester **: VIII/2**

Alokasi Waktu **: 2 x 40 menit**

I. Standar Kompetensi

11. Memahami makna dalam esai pendek sederhana berbentuk *narrative* untuk berinteraksi

dengan lingkungan sekitar.

J. Kompetensi Dasar

11.1 Membaca nyaring bermakna teks fungsional dan esei pendek sederhana berbentuk

narrative dengan ucapan, tekanan dan intonasi yang berterima yang berkaitan dengan

lingkungan sekitar.

K. Tujuan Pembelajaran

- Pengetahuan : produk

Setelah kegiatan pembelajaran siswa dapat menjawab pertanyaan sesuai dengan

text bacaan.

- Pengetahuan : proses

Setelah kegiatan pembelajaran siswa dapat memperoleh informasi yang terdapat

dalam text bacaan.

- Psikomotor

Setelah kegiatan pembelajaran siswa dapat memahami makna bacaan.

- Afektif

    - Setelah kegiatan pembelajaran siswa lebih proaktif dalam bertanyadan menyampaikan pendapat.

    - Setelah kegiatan pembelajaran siswa dapat mengerjakan tugas yang diberikan.

    - Setelah kegiatan pembelajaran siswa menghargai guru dalam proses pembelajaran maupun diluar sekolah.

L. Materi Pembelajaran

- Narrative text

- Characteristic of narrative text

- Understanding the content of the narrative text story.

M. Metode Pembelajaran

- Think-Ahead and Write Strategy

N. Kegiatan Pembelajaran

Langkah	Kegiatan guru/siswa	Waktu
• Kegiatan awal	d. Apersepsi (salam danperkenalan) e. Absensi f. Menjelaskan tujuan pembelajaran serta memotivasi siswa.	10 menit

|		
• Kegiatan inti	e. Guru mengulas kembali materi sebelumnya f. Guru memberikan sebuah teks cerita berupa teks narasi pada siswa g. Siswa memahami isi cerita menggunakan strategi TAW h. Latihan soal	60 menit
• Kegiatan akhir	c. Guru bersama siswa menyimpulkan pembelajaran hari ini. d. Penutup dan doa	10 menit

O. Media Pembelajaran

- Buku Pendamping kelas VIII
- Lembaran cerita teks narasi
- Papan tulis

P. Penilaian

- Sikap : Tepat waktu, tanggung jawab, disiplin dalam mengikuti pembelajaran

- Pengetahuan : Siswa mengidentifikasi karakteristik teks narasi

- Keterampilan : Siswa mampu memahami isi cerita

*

	Criteria	Score
1	The detail and main idea are correct	4
2	The detail is correct and main idea of errors	3
3	Some errors of detail and main idea	2
4	The detail and main idea incorrect	1
5	No answer	0

Scoring $= \dfrac{Total\ correct\ answr}{Total\ number\ of\ item} \times 10$
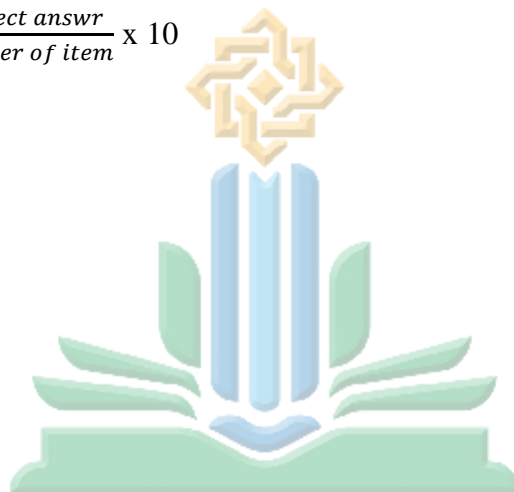
An Ugly Chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. Then did

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick.

The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks.

All chicken at that farm laughed at that ugly chick and every day they mocked him.

That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm.

He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely.

He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks.

When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall.

He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall.

The chick grew bigger and he did not know how long he had been in the stall so far.

He did not know yet how he looked like after he grew bigger.

What he knew was that all chickens on that farm were afraid of him. That made him became more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size.

He can feel a little bit happier because finally he could walk around.

He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before.

Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird.

Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

DOCUMENTATION

Friday, June 10th 2022. Observation in the class of VIIID MTs Bustanul Ulum.

Saturday, June 25th 2022. Interview with Mr. Udin as English teacher at MTs Bustanul Ulum Panti.

Monday, June 27th 2022. Interview with some students of VIIID MTs Bustanul Ulum Panti.

RESEARCHER BIBLIOGRAPHY

Name	: Selaing Sekar Asih
Date of birth	: 12th January 1999
Gender	: Female
Age	: 24
Addres	: Dusun Krajan RT/RW 002/008 Desa Tutul Kecamatan Balung Kabupaten Jember
Religion	: Islam
Nationality	: Indonesian
Phone	: 081252757742
Email	: selladarusfam@gmail.com

EDUCATION DETAILS

2005-2011	: SD Negeri Yosowilangun Kidul 01
2011-2014	: SMPN 01 Yosowilangun
2014-2017	: SMA Negeri Yosowilangun
2017-Nowaday	: English Education Department, UIN KHAS Jember