

IMPROVING STUDENTS' WRITING SKILLS THROUGH THE "HERE AND NOW" STRATEGY

**(An Experimental Research on The Second Year of Students at SMAN 1
Bireuen in Academic Year 2022/2023)**

THESIS

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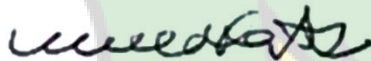
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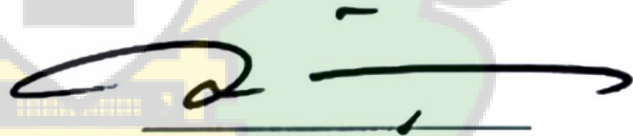


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ABSTRACT

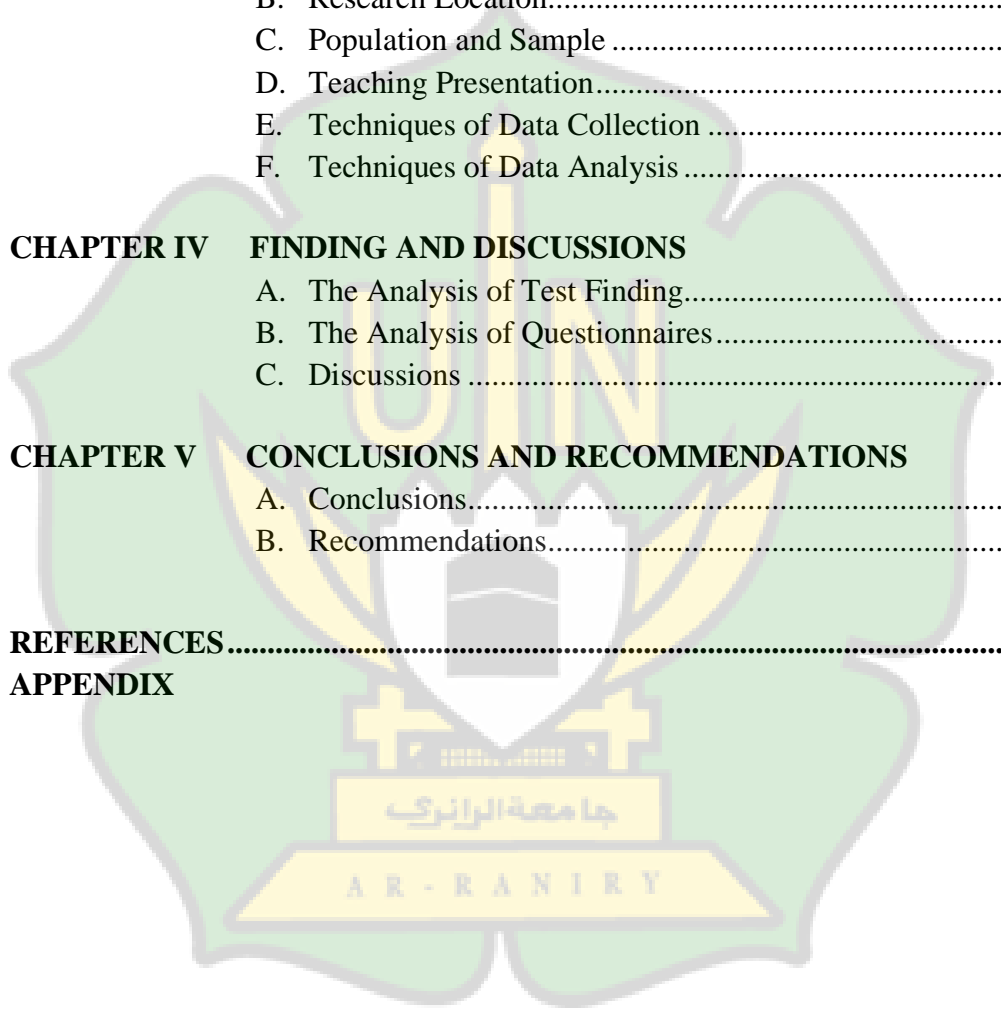
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Writing is one of the English skills that students must master. In fact, the students writing abilities and motivation in learning writing is still remain low. This research uses the "here and now" writing strategy to improve students writing abilities and motivation in learning writing. It used a pre-experimental research method and the questionnaire to collect data. 33 tenth-grade students of SMAN 1 Bireuen participated in this research. The results showed that the "here and now" writing strategy improve students' writing abilities. As the mean score of the post-test is higher than the pre-test ($77,27 > 62,06$). Moreover, the students were highly motivated in learning writing after the implementation of the "here and now" strategy. It can concluded that the "here and now" writing strategy bring about positive impacts in students' language learning experiences, offering insights that could inform future educational practices aimed at improving writing skills and learner motivation.

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CHAPTER I

INTRODUCTION

A. Background of Study

Writing is an important skill that students need to master in English. It involves the process of transforming ideas and thoughts into coherent sentences and paragraphs. Through writing, individuals can effectively convey their opinions, ideas, and knowledge to others. Despite its importance, many students face difficulties in acquiring and developing competent writing skills.

The challenges encountered by students in writing skills can be attributed to several factors, including limited exposure to diverse forms of writing, inadequate practice opportunities, insufficient on writing instructions in school, crowded curricula, and time constraints often result in limited writing practice and less focus on building foundational writing skills. Other problems students may struggle with aspects of writing mechanics such as grammar, punctuation, spelling, and sentence structure. These technical elements form the foundation of strong writing, and deficiencies in these areas can undermine the clarity and coherence of students' written work.

Writing is a skill in building ideas, arguments, or knowledge expressed in writing language. There are many benefits if the student can master the writing skills in English. Syarofi, Kuswahono, and Rizky (2018) have stated that students have to master writing skills since this skill has consistently been regarded as an important ability in English language learning. Basically, writing does not only

require knowledge of grammar and vocabulary, several components must be considered in writing; content, grammar, vocabulary, and punctuation. In addition, Different types of writing skills can be acquired, such as academic writing, creative writing, persuasive writing, content writing, copywriting, proofreading, editing, and more. Students have the opportunity to select and focus on the specific writing skill that aligns with their interests and goals.

Furthermore, another significant factor contributing to students' difficulties in writing skills is the lack of motivation. Writing tasks are often perceived as demanding and time-consuming, leading to a sense of disinterest or apathy among students. When students lack motivation, they may exhibit procrastination, lack of effort, or even avoidance of writing assignments. Consequently, their writing skills remain underdeveloped, hindering their academic progress and overall growth as effective communicators.

Based on the observation, many high school teachers and students still have trouble teaching and learning writing. First, the students do not know how to express their ideas in writing and their writing skills is low, even though they have many vocabularies. Second, students' still lack of motivation in learning writing skills. While the teacher, still used the old teaching method that was monotone. The teacher also does not have any strategies to manage the class, so the teacher is required to find new strategies to teach the students. Richards and Schmidt (2010) states that by using appropriate strategies, the teacher can deliver and teach the learning material more easily and flexibly, and students can understand and enjoy

the material more easily. It means that appropriate strategies can help the teacher, especially in increasing students' writing abilities and motivation.

Numerous strategies can be employed to enhance students' writing skills. One such strategy is the "Here and now" writing strategy. According to Silberman (2009), "Writing in the Here and now" involves crafting a writing lesson that revolves around reflecting on personal experiences as if they were unfolding in the present moment (p. 124).

The main emphasis of this research will be on enhancing students' writing abilities and boosting their motivation to learn writing. To achieve this objective, the study will implement Silberman's (2009) "the here and now" writing strategy. The researchers will investigate the effectiveness of this strategy in improving students' writing skills and fostering their motivation to engage actively in the writing process.

The selection of the "Here and now" writing strategy is based on its numerous benefits and advantages in teaching writing to students. Silberman (2009) asserts that the "Here and now" strategy is a learning approach that encourages learners to reflect on their direct experiences. By employing this strategy, students are motivated to write about their experiences and draw from their prior knowledge, which ultimately enhances their writing abilities

In the study conducted by Adriansyah (2016) found that the implementation of the "Here and Now" techniques led to improvement in students' writing skills. The results indicated that students' writing ability showed improvement, as

evidenced by a higher percentage in the post-test compared to the pre-test. Fitriani et al (2019) also reported positive outcomes. The study found that students were able to practice language skills optimally, particularly in writing, and express their ideas directly through writing after applying the "Here and Now" strategy. On the other hand, Northey et al (2018) stated that the "here and now" writing strategy not only limited to improving students' writing skills, but also have positive influence on student learning behaviors, student engagement and academic outcomes. In other hand, Misnawati et al (2015) reported that the implementation the "here and now" strategy not only enhances students' writing skills but also makes them more engaged, particularly during writing class. Hermansyah (2018) also stated that the "here and now" strategy is effective for applying to several types of text, be it descriptive or argumentative.

The study revealed that implementing the "Here and Now" strategy not only contributed to enhancing various aspects of students' writing abilities, including exploring and organizing ideas, using appropriate vocabulary, employing correct grammar, and applying writing mechanics. But also contributed to other external aspects such as learning behaviors, engagement, and academic performance.

Although several studies have shown positive results in improving students' writing abilities through the implementation of the "Here and Now" strategy. In fact, these previous studies only focused on the effectiveness of implementing the "Here and now" writing strategy. However, none of studies explored the effectiveness of the "Here and Now" writing strategy influenced students' motivation in the process of learning writing. it is crucial to investigate whether the

initial motivation and enthusiasm for writing, fostered by the strategy, can be sustained in the long run. Moreover, these studies not explain the long-term impact of the “Here and Now” writing strategy to improve students’ writing abilities. It can conclude the existing studies have shown promising results in improving students' writing abilities through the implementation of the "Here and Now" strategy, there is a lack of comprehensive research examining the long-term effectiveness and motivational impact and the aspects mentioned above will be the subject of discussion in this study.

The strategy not only facilitates idea development and organization but also enhances language skills, including vocabulary usage, grammar proficiency, writing mechanics and also enhance students’ interest and motivation in learning writing. By incorporating the "Here and Now" approach, educators can foster students' writing proficiency and provide them with a platform to express their thoughts effectively in written form.

B. Research Questions

Based on the background of the study, the problem that will be addressed in this study can be formulated as follows:

1. Does the “Here and Now’ writing strategy improve students’ writing abilities?
2. Does the “Here and Now” writing strategy increase students’ motivation in learning writing?

C. The Aim of The Study

Based on the problems of the study, the purpose of the study can be formulated as follows:

1. To find out whether the "Here and Now" writing strategy can improve students' English writing abilities.
2. To describe how the "Here and Now" writing strategy can increase students' motivation in learning writing.

D. Significance of The Study

It is hoped this study can help teachers find suitable strategies in their teaching process, especially by using the "Here and Now" strategies that can be applied in teaching. Through this study, students are expected to overcome their writing problems and improve their writing abilities using the "Here and Now" strategies. By reading this thesis, the readers also expect this study can give new knowledge to the researcher himself, other researchers, and the students of the English Department. Next, the researcher hopes that the strategy can be applied as a guide to educational institutions, also for all English teachers to guide and help teach writing to students.

E. Terminology

Some of the terms used in this study:

1. Improve

According to the Merriam-Webster Dictionary (2022), "improve" means to make something better or enhance its value or quality. It signifies the act of putting in efforts to enhance or refine a particular aspect. In the context of this research, "improve" refers to the students' endeavors to enhance their English writing skills by implementing the "Here and Now" strategy. The objective is to elevate the overall quality and effectiveness of their written communication.

2. Writing

Writing is indeed a crucial skill that students need to master. According to the Cambridge Dictionary (2022), writing is defined as the skill or activity of creating words and sentences on a surface. Troia (2014) further explains that writing enables students to think critically, manipulate and transform ideas, and reflect on their existing knowledge, beliefs, and uncertainties through written expression (p. 30). Through writing, students have the opportunity to effectively communicate their thoughts, concepts, and knowledge. In the context of this research, writing specifically refers to the written work produced by students during their writing lessons in the classroom. It encompasses the various forms and genres of writing assignments and exercises that students engage in as part of their learning process.

3. Motivation

Motivation is the desire to do something. Santrock (2004) stated motivation is a dynamic process that invigorates, guides, and maintains behavior (p. 417). It

means a condition that makes someone act, or encourages someone to do something that aims to achieve a goal and also makes someone interested in doing something. In this study, motivation refers to the level of enthusiasm of students in learning writing after implementing the "Here and Now" writing strategy in class.

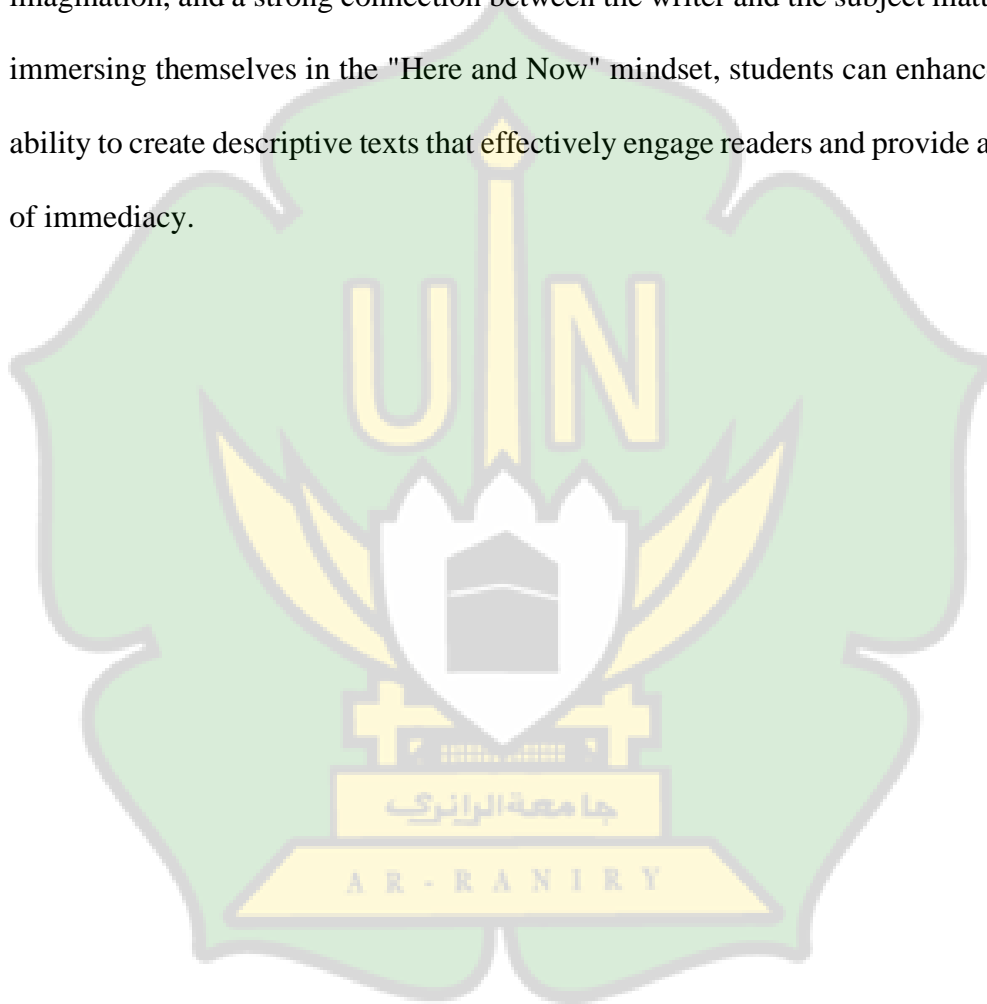
4. Descriptive Text

According to Anderson and Anderson (2003), descriptive text is a form of writing that provides a detailed depiction of a specific person, place, or thing (p. 26). It aims to provide a clear understanding of the actual object being described. Descriptive writing allows readers to form vivid mental images and gain a deeper comprehension of the subject matter. In this research, the primary focus is on analyzing students' descriptive writing. The researcher utilizes students' written compositions that employ descriptive text as the main object of investigation. By examining and evaluating students' descriptive writing, the study aims to gain insights into their abilities to effectively portray and convey descriptions of real objects.

5. The Here-And-Now Strategy

The "Here and Now" writing strategy is a dynamic approach that aims to enhance self-reflection among students. It involves prompting students to write in the present tense, as if the action or experience is happening right in front of them. This strategy encourages students to reflect on and write about a topic as if it is unfolding in the present moment. As Silberman (1996) states, "Writing in the 'Here and Now' is a writing lesson that involves reflecting on past experiences as if they were happening in the present moment" (p. 124).

In this research, the "Here and Now" strategy will serve as the primary guiding principle for improving students' descriptive writing skills. By employing this strategy, students will be encouraged to vividly describe and depict their chosen topic as if it is currently happening. This technique fosters engagement, imagination, and a strong connection between the writer and the subject matter. By immersing themselves in the "Here and Now" mindset, students can enhance their ability to create descriptive texts that effectively engage readers and provide a sense of immediacy.



CHAPTER II

LITERATURE REVIEW

A. Review on Writing

1. Definition of Writing

As mentioned in the study's background, writing holds significant importance as one of the primary skills in the English language that students need to acquire. Various experts have provided definitions of writing that shed light on its nature and purpose. According to White (1986), writing is described as the process of expressing ideas, information, knowledge, or experiences in order to acquire knowledge or share and learn from others (p. 10). In this sense, writing serves as a means of conveying thoughts and insights, facilitating the acquisition and exchange of information. Jonah (2006) views writing as an indirect form of communication that allows individuals to share information with others (p. 29). It emphasizes the role of writing as a medium for transmitting messages, ideas, and details to a wider audience. Nation (2009) presents a definition of writing that highlights its connection to other language skills. According to Nation, writing can be effectively prepared for through the development of listening, speaking, and reading abilities.

In summary, writing serves as a powerful tool for communication, enabling individuals to convey ideas, knowledge, and information to others through the written word. It is an essential skill that is fundamental to various aspects of human interaction and plays a vital role in our personal, academic, and professional lives.

2. Importance of Teaching Writing

Throughout the year, writing holds a prominent position among the essential skills that need to be taught in high school English subjects. Based on the National Curriculum (2013), students are required to be able to master writing in English. There are many benefits if a student can master writing skills. Ngabidatun (2013) says that by mastering English writing skills, people will be able to communicate with people all over the world more easily, share ideas, share information with interlocutors, and master technological equipment, making it easier for us to stay up to date on world events. By learning writing, the students will learn how to write effectively, express ideas, and share their thoughts with anyone else through writing (Komariyah, 2015).

Another definition comes from Chappell (2011), who argued that writing is essential because it brings about a lot of advantages since it helps to:

- a. Expressing one's personality.
- b) Fostering communication.
- c) Developing thinking skills.
- d) Making logical and persuasive arguments.
- e) Preparing for school and employment.

Sharples (1999) emphasizes that writing offers students an opportunity to express themselves and delve into their ideas, allowing for exploration and explanation (p. 8). Writing serves as a medium through which students can convey their thoughts, perspectives, and insights effectively. When students engage in the

process of writing, they have the chance to articulate their ideas in a well-structured manner, enabling them to communicate their thoughts more coherently.

3. Aspect of Writing

Basically, students should focus on several aspects of writing because by following these aspects, students may be able to master writing skills more easily and efficiently. According to Brown (2010), writing consists of several elements: contents, organization, vocabulary, language use, and mechanics (p.261). Each element will be explained below.

a. Content

The content is the substance of the writing, the idea expressed in the writing form. Content is the composition, explanation, discussion, and core of the main topic discussed. To gain a good writing result, this kind should be considered well.

b. Organization

The organization is about creating ideas, concepts, or details written to flow smoothly. It is essential because organized writing will make it easier for readers to understand the writing result. The organization makes sure that what is written is logically arranged and connected.

c. Vocabulary

Vocabulary refers to the selection of words that are suitable for the written content. Strong and appropriate vocabulary will help the

reader be more interested and envision what you describe in your writing text.

d. Grammar (language use)

Grammar is about the rules and conventions that govern how a word can be put together to make meaning. A written text without grammar would be incomprehensible.

e. Mechanics

Mechanics refers to the rules of the written text, such as capitalization, punctuation, part of speech, and spelling. Mechanics is a set of rules and principles that must be followed to make your writing clear and understandable.

In writing, several aspects must be incorporated. They are content, organization of ideas, mechanics, and grammar. Those components must be integrated to produce a good, quality, and meaningful piece of writing.

4. Process of Writing

In the realm of writing, there are several essential processes that writers must adhere to in order to produce high-quality compositions. Teachers are tasked with employing various techniques to effectively teach these writing processes to students. The writing process plays a crucial role in determining the overall quality and coherence of written work.

Hedge (2005) argues that process writing is a particularly effective approach to teaching writing. This approach guides students to focus on the process of creating a text, which involves several stages such as generating ideas, revising, drafting, and editing (p.51).

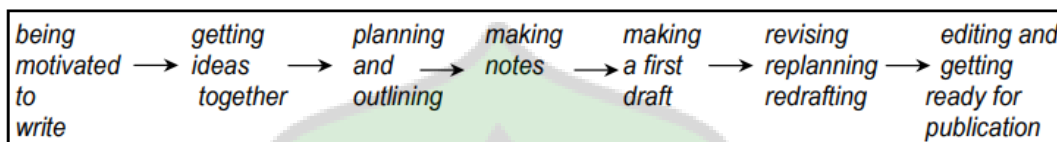


Figure 2.1 Stages involved in process writing (Hedge, 2005, p. 51)

Richards and Renandya (2002) propose that the process of writing in a classroom setting involves four main stages: planning, drafting, revising, and editing. In addition to these stages, teachers can incorporate three other stages to assess students' writing outcomes, which include responding, evaluating, and post-writing activities (p. 316). This comprehensive approach ensures that students receive feedback and guidance throughout the writing process. Similarly, Ozagac (2004) outlines several steps in the writing process. These steps include: brainstorming, planning, drafting, editing, and final product.

Caulfield (2020) has argued that the writing process has five main stages: pre-writing, planning and outlining, writing the first draft, redrafting and revising, editing and proofreading. The steps of the writing process stated by Claufield (2020) are as follows:

a. Pre-Writing

Before starting writing, you need to decide what you will write about in your paper and research it.

1) Coming Up with The Topic

Consider the following factors when deciding on a writing topic: Consider what type of text you are writing first because the scope of your topic is determined by the type of text you are writing, such as a school assignment, an essay, a research paper, or a dissertation. Then, pick a topic that interests you; this will make the writing process more enjoyable and engaging for you. After selecting a topic, try to narrow it down to a specific focus.

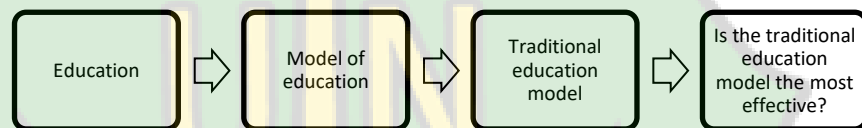


Figure 2.2 The example is narrowing down a topic. (According to the University of Arizona)

2) Doing the Research

Once you know your topic, it is time for you to search for relevant data and information you need. All the gathered data and information is according to the writing topic, or your field study. Several activities, including reading relevant text, content analysis, or data collection, are part of the research.

b. Planning and Outlining

In order to convey all the information in your paper effectively, planning is necessary. Besides that, creating an outline is the best way to make your written ideas more structured and logical. The outline also helps you work out the main ideas you want to focus on; it depends on how you

will organize and develop the outline. Use bullet points or brainstorming to clarify your writing idea structure at a glance.

c. Writing the First Draft

Once you have a clear and structured idea, it is time to write the first draft. Drafting is the process of putting all of your ideas, topics, and thoughts on paper. Many mistakes, such as grammatical and spelling errors, or inappropriate vocabulary selection, will be made at this stage. As a result, the writer must edit and proofread.

d. Redrafting and Revising

Redrafting means substantially adding or removing content and information in your writing, while revising involves making a change to structure the sentence and reformulate the arguments. During redrafting and revising, several steps might involve:

- 1) Making changes to the arguments
- 2) Adding new information
- 3) Remove some part of the text

Before editing, students need to redraft and revise their written text several times until they get a good draft.

e. Editing and Proofreading

At this final stage, students must only focus on editing and proofreading. Editing is more focused on the linguistic elements of your draft. Some things to check in editing include grammatical errors,

ambiguous phrasings, redundancy, and repetition. While proofreading is part of the editing process, which focuses more on the content or substance of your draft. In other words, proofreading also ensures the draft is logical and consistent. Some problems, including spelling errors, missing words, punctuation errors, or missing spaces, are some things to look at when proofreading.

Based on the previous explanation, it can be concluded that there are several stages that should be followed in the process of writing: pre-writing (topic selection), planning and outlining, writing a draft, redrafting, and editing. These stages are essential for writing in English in a logical and systematic manner. By adhering to these stages, students can develop their writing skills more effectively and efficiently.

B. Review on Motivation

1. Definition of Motivation

Motivation is the desire to do something. Motivation become a crucial factor for students in learning activities as it serves as a powerful driving force that impacts their eagerness to participate, persevere, and excel in their studies. By fostering motivation, students are more likely to achieve their learning objectives successfully in the classroom. Various experts have put several arguments about the definition of motivation. Eggen and Don (as cited in Long et.al, 2013:137) stated in the context, motivation serves as a driving force that energizes, sustains, and

guides behavior towards the achievement of a goal." Santrock (2011) also defined that "motivation involves the processes that energize, direct, and sustain behavior."

Meanwhile, Robbins (as cited in Irviani et.al, 2018) explains motivation is a process that causes (intensity), direction (direction), and continuous effort (persistence) of individuals towards achieving goals. Based on definitions above, it can be concluded that motivation is the external or internal drive that compels humans to act, persist, and achieve certain objectives. In learning activities, motivation plays a pivotal role in the learning process by inspiring students to actively participate, persevere, and excel in their studies. It creates a positive learning environment and fosters a sense learning journey, leading to meaningful and lasting educational outcomes for the students.

2. Types of Motivation

According to Dornyei (as cited in Alizadeh, 2016) defined they are two types of motivations, there were intrinsic motivation (the type of motivation that arises from within an individual, without any external influence) and extrinsic motivation (the type of motivation that is prompted by external factors). Both have an important role in teaching and learning activities in the classroom.

a. Intrinsic Motivation

Intrinsic motivation was the motivation to be involved in an activity for its own sake (Eggen and Don (as cited in Long et.al, 2013:138). Then, Legault (2016) stated that "Intrinsic motivation can be described as participating in activities that are inherently satisfying or enjoyable". These arguments concluded that intrinsic motivation is an internal drive that

compels an individual to pursue an activity not for external rewards, but purely because the action itself is enjoyable. In other words, a person is motivated by the fun, challenge, or satisfaction of an activity, not by an outside outcome, pressure, or reward. During learning activities, students will generally experience intrinsic motivation when facing good things such as a pleasant learning atmosphere or when studying material of interest.

b. **Extrinsic Motivation**

Johnson (2023) stated “Extrinsic motivation is a situation where someone’s desire to act occurs due to external factors, such as potential reward or punishment. Extrinsic motivation refers to the type of motivation that arises from external factor and rewards rather than from an individual’s internal desires or inherent interest in the activity. In other words, when someone is extrinsically motivated, they are driven to engage in a task or activity to attain external rewards or avoid punishment, rather than finding inherent satisfaction or enjoyment in the activity itself. In learning activities, students may encounter extrinsic motivation when facing challenges, such as poor grades or frequent tardiness. These external factors compel them to seek ways to overcome these difficulties and improve their performance.

3. Importance of Motivation in Learning

Motivation plays a crucial role in the learning process and has a significant impact on students' academic performance and overall learning experience. Borah (2021) highlights numerous significances of motivation, particularly in learning activities.

- a. Learning the motivation of students in education is important. The students learn best when they recognize the need and develops the desire to learn. This is through motivation. Motivation stimulates learners to think, concentrate, and learn effectively.
- b. Motivation increases the speed of work that a learner is putting to achieve a goal. In education, motivation is a factor of high or low points of the goal (Brown,). When not well-motivated, students learn very little with difficulty as they see no need to learn. Therefore, motivation provides the effort and energy that students need to achieve the task. It brings the students to the proper frame of mind for learning.
- c. Motivation in learning activities enables the students to focus on their tasks and experience a sense of fulfillment. Sustained motivation is essential for maintaining students' concentration during lessons. When students are motivated, they exhibit a sense of satisfaction, contributing to their self-development.
- d. Motivation boosts the initiation and continuity of learning activities, leading to increased time spent on tasks. It serves as a crucial determinant of students' learning and achievement. Moreover, motivation enhances cognitive processing, influencing the depth of information processing as motivated students actively pay attention and strive to comprehend the material, rather than superficially engaging with it.

C. Review on Descriptive Text

1. Definition of Descriptive Text

Various experts have put forth arguments regarding the definition of descriptive paragraphs. According to Knapp and Watkins (2005), a descriptive paragraph serves to describe specific things, people, animals, places, or events to readers or listeners. Fiderer (2002) explains that a descriptive paragraph provides a vivid depiction of a person, place, object, event, or idea. The details and information included in the descriptive paragraph are derived from the writer's senses, encompassing smell, taste, touch, hearing, and sight.

In simpler terms, a descriptive paragraph aims to convey an object in such a way that the reader can visualize or sense it as if experiencing it directly. Abisamara (2001) describes a descriptive paragraph as discourse that enables readers to mentally visualize the object being discussed (p.1). Similarly, Savage and Shafiei (2007) note that in descriptive paragraphs, the writer employs language that creates images and facilitates the reader's ability to see, touch, feel, smell, or taste the subject being described.

Based on these definitions, it can be concluded that a descriptive paragraph is a paragraph that provides a detailed and precise description and explanation of an object, event, or idea. It allows the reader to experience the same sensory perception as the writer through the six senses. Descriptive paragraphs also aid in conveying the writer's experiences and knowledge to others, facilitating understanding and connection.

2. Generic structure of Descriptive Text

According to Bamanti and Oktaviani (2011) assert that the structure of a descriptive text consists of both definition and description (p.50). The two components are explained as follows:

a. Identification:

The identification section serves as the introduction and provides an overview of the topics to be discussed. It may include general information about the place, person, or thing being described. Masruri (2010) adds that identification introduces or identifies the characters. A clear and well-developed identification section in a descriptive paragraph facilitates the development of ideas in the subsequent description part.

b. Description:

This section contains detailed information about the place, person, or object being described. Masruri (2010) adds that description is the part of a paragraph that describes the character. Therefore, the writer presents comprehensive and organized information related to the topic, ensuring clarity and coherence. Well-structured and clear information enables the reader to comprehend and form a vivid mental image.

In summary, a descriptive paragraph is a form of writing that presents detailed information about a person, thing, or object to provide a clear understanding to the reader. The structure of a descriptive paragraph encompasses both identification (introduction) and description (detailed explanation).

3. Criteria of Writing Descriptive Paragraph

According to the Ministry of Education and Culture (2014), there are several criteria in writing descriptive paragraphs. They are content, organization, vocabulary, linguistic use, and mechanics. The content is related to the written topic, topic development of the text, and relevant to the topic discussed. The organization means the topic or idea is expressed clearly, logically, ordered, and cohesively. Vocabulary means word choice, word usage, and word mastery. The linguistic is related to the part of speech, including pronominal, articles, and prepositions. Mechanics are more focused on the rules of spelling, punctuation, writing, use of capital letters, and paragraph structuring.

4. Characteristic of Descriptive Paragraph

Generally, there are several characteristics of the descriptive paragraph from several experts. Paujiyanti (2014) stated the characteristics of descriptive paragraphs: 1) The five senses are used to depict the scene. 2) Give a picture of an object, place, or atmosphere. 3) Explain the object being described. 4) The purpose is that the reader can hear, see, and feel what the writer describes.

According to the Nebraska Department of Education (2018), a descriptive paragraph possesses several key characteristics:

- a. Portrays people, places, or things with vivid details: A descriptive paragraph employs vivid and specific details to enable the reader to create a clear mental image of what is being described. The use of sensory language enhances the descriptive quality of the paragraph.

- b. Involves the reader: A well-written descriptive paragraph actively engages the reader, allowing them to visualize and immerse themselves in the description. The reader is invited to actively participate in the sensory experience being conveyed.
- c. Creates a dominant impression through sensory details: A descriptive paragraph aims to evoke a dominant impression or overall feeling about the subject being described. This is achieved by incorporating sensory details such as sights, sounds, smells, tastes, and textures. These sensory elements contribute to the reader's understanding and emotional response.
- d. Can be objective or subjective: A descriptive paragraph can take an objective or subjective stance. In an objective description, the writer presents factual information without personal bias or emotions. In a subjective description, the writer may include personal opinions, emotions, or perspectives, influencing the reader's perception of the subject.

In summary, a descriptive paragraph paints a vivid picture by utilizing detailed descriptions, engaging the reader's senses, conveying a dominant impression, and potentially incorporating subjective elements.

D. Review on Writing in The “Here and Now” Strategy

1. Definition of Writing in The “Here and Now” Strategy

According to Silberman (2009), the "Writing in the here and now" strategy is a learning approach that encourages students to reflect on their direct experiences. By writing in the present tense about their own experiences, students engage in self-reflection and develop their ability to explore and generate ideas for writing. This strategy is a component of active learning, which involves students actively participating in their learning process.

Active learning, as defined by Bonwell and Eison (1991), emphasizes student engagement in meaningful activities that require them to think and reflect on their actions. In active learning, students take charge of their learning by being independent and fully involved in activities such as thinking, discussing, investigating, and creating. The role of the teacher in active learning is that of a facilitator or guide.

Active learning is beneficial as it encourages students to be active participants in the learning process, leading to more effective and enjoyable learning experiences. It also stimulates the development of students' cognitive abilities, making it easier for them to comprehend main ideas in readings, solve problems, and apply their knowledge to real-life situations. By actively engaging in physical and mental learning activities, students experience a positive and engaging learning environment, resulting in optimal learning outcomes (Hisyam et al., 2002).

In conclusion, the "Writing in the here and now" strategy is a valuable approach within the framework of active learning. It can enhance students' interest,

quality, and creativity in writing by promoting self-reflection and active engagement in the learning process.

2. The Procedure of Writing in The “Here and Now” Strategy

According to Silberman (2006), the "Writing in The Here and Now" strategy involves several writing procedures. These procedures are outlined as follows:

- a. Teacher prompts students to choose the type of experience they would like to write about, such as past or future events, funny experiences, recent problems, etc.
- b. The teacher informs students that the most valuable way to reflect on the chosen experience is to relive it or experience it as if it were happening in the present moment. This approach adds drama and memorability to the story.
- c. The teacher provides a quiet and private environment for students to write, offering them a white paper or suitable writing materials.
- d. Students are instructed to write about the selected experience, recalling memories and sensory details of what they have seen and felt. They are encouraged to write freely and extensively.
- e. Adequate time is given for students to complete their writing. It is important to avoid rushing or causing stress. Once finished, students are asked to read aloud the reflection they have written in the here and now.

- f. The teacher facilitates a discussion with the students about their reflections, exploring the insights gained and identifying new actions or perspectives for the future.

Silberman also suggests variations of the "Writing in The Here and Now" strategy:

- a. To foster students' enthusiasm for imaginative writing, create group discussions that are relevant to the assigned topic.
- b. After completing their writing, students can share and discuss their work in different ways. One option is to have students read their completed work in front of the class. Alternatively, students can pair up and share their writing with each other.

These variations aim to enhance engagement and collaboration among students while promoting creativity and self-expression in their writing process.

3. The Advantages of Writing in The "Here and Now" Strategy

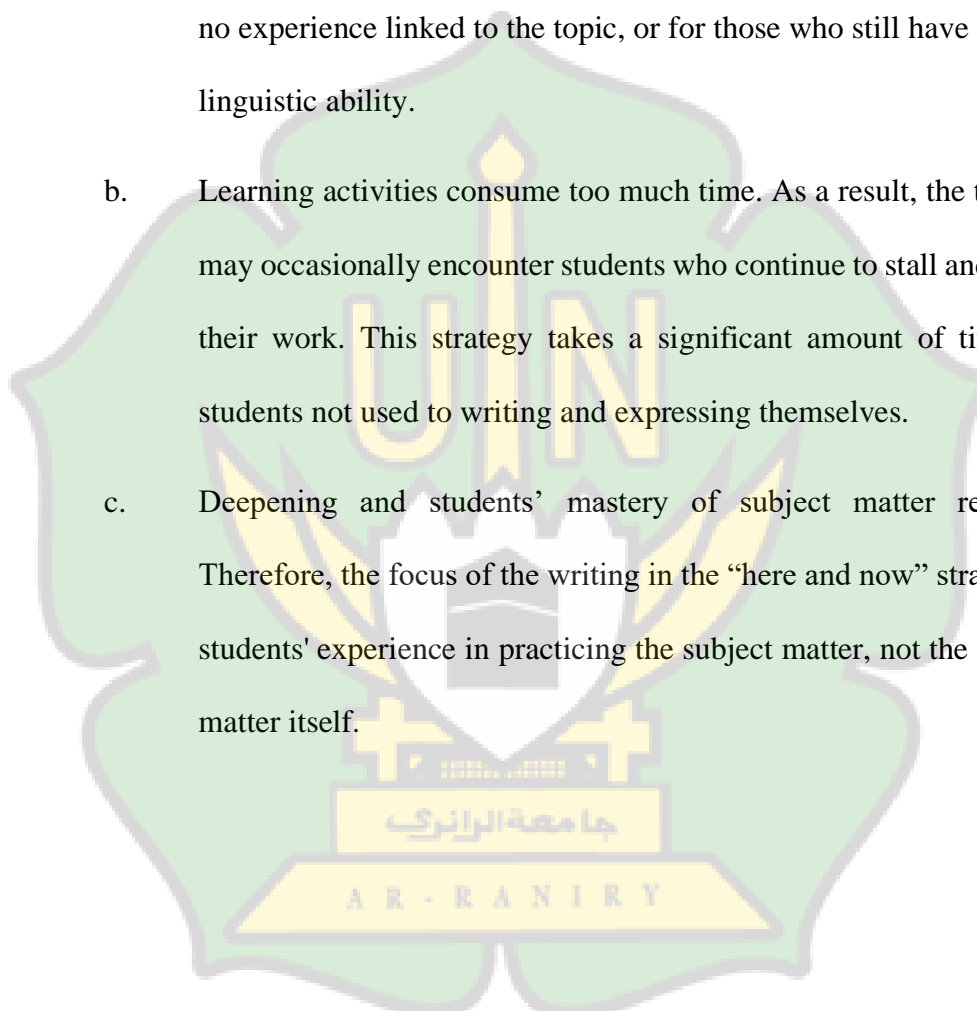
According to Ulya (2010), the "Writing in The Here and Now" strategy offers several advantages, which include:

- a. Students' imaginations can be trained and sharpened.
- b. Improve students' creativity.
- c. Improve students' morale and writing ability.
- d. Increasing students' understanding of the subject's main theme.
- e. Connect the learning topic to the reality of life.

4. The Disadvantages of Writing in the here and now strategy

Ulya (2010) also stated several disadvantages of the writing in the “here-and-now” strategy as follows:

- a. It is challenging to apply for certain students who believe they have no experience linked to the topic, or for those who still have limited linguistic ability.
- b. Learning activities consume too much time. As a result, the teacher may occasionally encounter students who continue to stall and delay their work. This strategy takes a significant amount of time for students not used to writing and expressing themselves.
- c. Deepening and students’ mastery of subject matter reduced. Therefore, the focus of the writing in the “here and now” strategy is students' experience in practicing the subject matter, not the subject matter itself.



CHAPTER III

RESEARCH METHOD

A. Research Design

In this research, the researcher adopted a pre-experimental research design, specifically using a one-group pre-posttest design. This design involved selecting only one group of students to participate in the study. The students in this group took the pre-test, received a teaching presentation, and later took the post-test, all related to the research objectives.

The decision to use a pre-experimental design was primarily driven by considerations of efficiency and limited research time. By choosing this design, the researcher aimed to focus solely on assessing the impact of changes in the observed subjects, which in this case were the students' writing skills. Unlike experimental designs that require a control group for comparison, the pre-experimental design allows for a simpler and more direct evaluation of the intervention's effects on the target group.

The research process began with the pre-test phase, where the researcher administered a test that involved writing a short descriptive paragraph. This pre-test served as a baseline measurement of the students' initial writing abilities before any intervention.

Next, the teaching presentation was delivered to the students, utilizing "the here and now" writing strategy. This presentation included introducing the strategy, explaining its components, and providing examples of its implementation.

Additionally, the students were given descriptive writing material to work with during the implementation of the strategy.

The number of teaching presentations given to the students was adjusted based on their performance in the pre-test. This tailoring aimed to ensure that the intervention was appropriate and suitable for the students' needs and skill levels. Following the completion of the teaching presentations, the researcher conducted a post-test and administered a questionnaire to the students. The post-test assessed the students' writing skills after the intervention, allowing the researcher to evaluate the impact of the "here and now" writing strategy on their writing abilities.

By using a pre-experimental research design and employing a one-group pre-posttest approach, the researcher focused on directly observing the changes in the students' writing skills as a result of the intervention, without the need for a separate control group. The inclusion of the pre-test and post-test, along with the questionnaire, allowed for a comprehensive assessment of the strategy's effectiveness in improving students' writing abilities.

B. Research Location

This action research was conducted at SMAN 1 Bireuen, which is located at Cot Gapu, Kota Juang, Bireuen. Basically, SMAN 1 Bireuen is one of the favorite high schools in Bireuen district, this school approximately reaches hundreds of students spread from all over the Bireuen area. All learning activities at this school are based on the national curriculum (2013). This school offers two majors: science

and social studies. Besides that, English is one of the compulsory subjects that all students must learn.

However, based on the researcher's observations on 2 English teacher and 3 students conducted a few weeks before the research, which was conducted through brief interviews. Even though the school is the best and has adequate language learning facilities, many students still require assistance in English subjects, particularly in fundamental writing skills. Furthermore, none of the English teachers at the school employ the "here and now strategy" or other similar strategies in their writing instruction. These issues have sparked the researcher interest in collaborating with the teachers to enhance students' English writing proficiency using the "here and now" writing strategy.

C. Population and Sample

1. Population

The population of this study consists of all tenth-grade students studying at SMAN 1 Bireuen. The population includes a total of 200 students, divided into ten classes. Among these, eight classes belong to the science major, while the remaining two classes belong to the social major.

2. Sample

The sample for this research was selected using purposive sampling, which involves choosing participants based on specific criteria. In this case, the researcher selected X IPA B consisting 33 students as the sample for the study. X IPA B was chosen based on observations of the English teachers at SMAN 1 Bireuen. Despite

the students in this class having good academic performance, they faced difficulties in learning English, particularly in writing skills. Therefore, X IPA B was considered a suitable sample for the research.

D. Teaching Presentation

Following the pre-test, the researcher gave a teaching presentation to the students. The teaching presentation was held for two meetings, on January 9 and January 12, 2023. In the first meeting, the teaching presentation involved teaching descriptive writing topics. The second meeting focused on introducing and explaining the "here and now" writing strategy and how to use it in writing. It accompanied a descriptive writing exercise using the "here and now" strategy.

E. Techniques of Data Collection

In this research, the researcher used three techniques for data collection:

1) Test, 2) Teaching presentation, and 3) Questionnaire. The following provides an overview of each technique:

1. Test

In this research, the test was designed to assess the students' proficiency in writing using the "here and now" strategies. The test was administered both as a pre-test and a post-test to measure the students' progress before and after the teaching presentation.

a. Pre-test

The pre-test was given to measure students' ability before the teaching presentation. In the pre-test, the researcher gave one sheet of paper to each student, which they used to write a short descriptive text. The paper included all the instructions and a short descriptive text example. The researcher also gave verbal instructions to the students.

b. Post-test

Meanwhile, a post-test was applied after the teaching presentation. It aims to see students' writing skills develop after being taught to write using the "here and now" strategy. All instructions and test forms were similar to the pre-test. Then, the researchers compared the pre-test and post-test results.

An analytic scale based on Brown and Bailey (1984, p.244) is used to assess students' descriptive writing test results. The researcher also prepared the scale of scores of the student's tests, as follows:

Category	Excellent (80-100)	Good (69-79)	Fair (50-68)	Poor (49-0)
Content	Well focused on the topic, the ideas are well supported and structured with interesting story and vivid details. "make a picture" for the reader.	Focused on the topic, the ideas are supported and structured. "only make some clear image" for the reader	Sometimes strays from the topic, the ideas are now well supported and developed. more details on the story are needed	the topic and idea are unclear, poorly focused, and only a few detail are given
Organization	its logical organization, excellent transitions, well focused on the topic, and easy to follow and understand	some lapses in organization, only use some transitions, generally it still focused on the topic, and usually easy to follow and understand	poor organization, only few transitions, somewhat focused on the topic, and difficult to follow and understand.	no organization, no transition, not focused on the topic, and impossible to understand.

vocabulary	using precise, vivid, and interesting vocabulary. wide variety and specific of vocabulary	fairly using precise, interesting vocabulary and somewhat varied vocabulary choice. vocabulary could be more specific	vague and mundane vocabulary, vocabulary is sometimes repetitive. more descriptive vocabulary is needed.	limited vocabulary, vocabulary is bland, not connected with the topic.
Grammar and Mechanics	did not make any spelling, punctuation, grammatical mistakes.	have some spelling, punctuation, and grammatical mistakes.	have several spelling, punctuation and grammatical mistakes.	a lot of spelling, punctuation, and grammatical mistakes so it is very difficult to understand.

Figure 3.1 Analytic Scale for Descriptive Writing (Brown & Bailey, 1984, p.244)

In this research, the researcher established a criterion for success, which is a post-test score of 70 or above. If a student's average score on the post-test reaches 70, it indicates that the student has achieved a successful performance according to the criteria set by the researcher.

2. Questionnaire

In this research, the researcher employed a questionnaire to assess the students' motivation in learning writing using the "here and now" strategy. The Likert scale was utilized as a measurement tool for the questionnaire.

The Likert scale makes it easier to determine students' motivation toward learning writing using the "here and now" strategy. The aspects observed were divided into five forms of answers. Students tick one in each category: 1) Strongly Agree, 2) Agree, 3) Disagree, and 5) Strongly Disagree. All questions in the questionnaire are written in Indonesian, intended to make it easier for students to answer the questions in the questionnaire.

F. Techniques of Data Analysis

Data Analysis was the continuation of the data collection stage. Data analysis becomes the most crucial part of doing research. The researcher must understand the data analysis technique to get reliable and specific research results. The researcher analyzed two data sources from this research's test results and questionnaires.

1. Test

The formula used for the analysis of the test result is as follows:

a. Mean

The mean is used to find the average score of the post and pre-test.

Fathor (2015) gives the formula as follows:

$$\bar{X} = \frac{\sum X}{N}$$

Which:

\bar{X} : mean

$\sum x$: the sum of scores

N : total students

b. Standard Deviation

Standard deviation is a measure of the dispersion or spread of data points around the mean. It indicates how similar or diverse the data is from the average. The formula for calculating the standard deviation is as follows:

$$SD^2 = \frac{\sum f (X - \bar{X})^2}{N - 1}$$

Which:

SD : standard deviation

$\sum f$: the sum of frequencies

\bar{X} : mean

$\sum X^2$: the sum of the squared scores

N : number of samples

2. Questionnaire

The researcher would analyze the questionnaire statistically to get the percentage of each student's answers in the questionnaire. Sudjana (2002) gives the formula as follows:

$$P = F \times \frac{100\%}{N}$$

Which:

P : percentage

F : frequency

N : number of samplings

100% : constant value

CHAPTER IV

FINDING AND DISCUSSIONS

A. The Analysis of Test Finding

The researcher conducted both pre-test and post-test assessments to evaluate the effectiveness of the "Here and Now" writing strategy on students' writing skills. The pre-test was administered before any interventions, while the post-test took place after implementing the treatments. Following data collection, the researcher performed statistical analysis to calculate the mean values of the test scores. By comparing the mean values of the pre-test and post-test results, the study aimed to identify significant differences in the students' writing abilities after the intervention. The results were presented, focusing on four assessed aspects: content, organization, vocabulary, grammar, and mechanics. This procedural analysis allowed for a systematic examination of how the "Here and Now" writing strategy influenced students' writing abilities, providing valuable insights into its effectiveness in improving specific areas of writing proficiency

1. Result of Pre-test

After conducting the pre-test for the students, the researcher proceeded with the statistical analysis of the test results. The purpose was to determine the mean values and identify any significant differences between the students' pre-test and post-test results after the treatments.

Before analyzing the data, the researcher presented the students' pre-test, focusing on four assessed aspects: content, organization, vocabulary, grammar, and mechanics. The following are the results of the student pre-test (1)

a. Result of student (ss) descriptive writing (pre-test)

PRE-TEST

Name SYIFA SYAKILA Score 78

Class X IPAS B

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

a. My Mother
b. My Best Friend

This may help you: General information, attitude, age, name, appearance

I have a mother, Her name is Wurti. She love their children. her age is 42. My mom have a job. her job is PWS. My Mother is beautiful. My mother wear glasses when she work. If I do a mistake she advise me. I like see my mom when she watching tv. because her face like she excited to the program. when I talk with she, my felling good, wh And when I near she, like is so comfortable. My mom have a good attitude. she always remember me to pray and eating because I forget it.

C : 80
O : 75
V : 80
G & M : 75

1) Content

During the pre-test, students were instructed to compose a descriptive paragraph focusing on either "my mother" or "my best friend," with the requirement to choose one topic. From the writing sample provided above, it is evident that the student (ss) followed the given theme and wrote a well-structured descriptive text about

"my mother." The student elaborated on the topic in a detailed and coherent manner, maintaining a logical flow throughout the paragraph and remaining focused on a single subject. However, some shortcomings were identified, including overly general explanations, lack of specificity, and instances of unfinished thoughts (hanging).

2) Organization

In terms of organization, students (ss) have demonstrated a good ability to structure their writing. However, one notable issue that surfaced in their writing is the lack of proper conjunctions or connectors. Conjunctions play a crucial role in linking sentences and ideas together, creating smooth transitions between different parts of the text. Their absence can lead to fragmented sentences or disconnected thoughts, making it challenging for the reader to fully comprehend the intended message.

3) Vocabulary

Regarding vocabulary usage, students (ss) demonstrate an ability to employ appropriate words relevant to the topic they are explaining. However, there are some areas that require attention. One issue is the repetition of certain words, where students tend to use specific terms excessively throughout their writing, leading to redundancy. Additionally, errors are noticeable when it comes to correctly pluralizing certain vocabulary items, which can impact the

overall accuracy and clarity of their composition. Lastly, some inaccuracies arise in the spelling of certain vocabulary words, which further need to be addressed to enhance the overall quality of their written work.

4) Grammar and Mechanics

In terms of grammar, there are some notable mistakes observed, including inconsistencies in the use of grammar rules and pronouns. These errors can affect the overall coherence and clarity of the writing. For mechanics, one aspect that requires attention is the differentiation between dots and commas. Understanding when to appropriately use periods and commas is crucial to ensure proper punctuation and readability in the text. It's essential to address these issues to improve the overall writing quality.

After analyzing student writing, the researcher presented students writing results, the results table can be seen as follows (see **Appendix IV**). Following the calculation of the students writing score, the researcher proceeded to calculate the mean value of the pre-test.

Before calculating the mean value of the pre-test, the researcher sorted the student's pre-test scores in ascending order, from the lowest to the highest. The arrangement of scores can be found (see **Appendix V**).

Then, the researcher determined the range of the pre-test by using the formula as follows:

$$\begin{aligned}
 R &= H_s - L_s \\
 &= 80 - 40 \\
 &= 40
 \end{aligned}$$

After knowing the range value, the researcher finds the number of class intervals (K), the results are as follows:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 33) \\
 &= 1 + 3.3 (1.51) \\
 &= 1 + 4.98 \\
 &= 5.98 = 6 \text{ (taken)}
 \end{aligned}$$

The result of class interval (K) was 6. Then, the researcher finds the class of interval (P) using the formula below:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{40}{6} \\
 &= 6,6 = 7 \text{ (taken)}
 \end{aligned}$$

Based on the calculations mentioned above, the frequency distribution table for the pre-test can be presented as follows:

Table 4. 1
The Frequency Distribution table of Student's Pre-test Score

No	Student's Score	f ₁	X ₁	X ₁ - X
1	40-47	4	43,5	-18,56
2	48-55	3	51,5	-10,56
3	56-63	4	59,5	-2,56
4	64-71	9	67,5	-5,44
5	72-79	12	75,5	13,44
6	80-87	1	83.05	21,44
Total		33	381	-

To find the mean value of the pre-test, the researcher used the following formula:

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} \\ &= \frac{(40 \times 4) + (48 \times 3) + (56 \times 4) + (64 \times 9) + (72 \times 12) + (80 \times 1)}{33} \\ &= \frac{2048}{33} \\ &= 62,06 \end{aligned}$$

After calculating the mean of the student's pre-test scores, the researcher used standard deviation to measure the variability or spread of the data around the mean. The formula for standard deviation is as follows:

$$SD^2 = \frac{\sum f (x - \bar{x})^2}{N-1}$$

$$SD^2 = \frac{4632,15}{33-1}$$

$$SD^2 = \frac{4632,15}{32}$$

$$SD^2 = 144,75$$

$$SD^2 = \sqrt{144,75}$$

$$= 12,03$$

2. Result of Post-test

Before analyzing the data, the researcher presented the students' pre-test, focusing on four aspects that were assessed the same as the pre-test. The following are the results of the student pre-test (1).

a. Result of student (ss) descriptive writing (post-test)

POST-TEST

Name : SHEA SYAVILA

Class : X IPS B

Score :

92

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences using "The Here and Now Strategy"!

a. My Mother

b. My Best Friend

This may help you : General information, attitude, age, name, appearance.

I have a beautiful Mother, her name is Hurlu, her age is 42. She loves her children like any mother in the world. She wear glasses when she work. we live in Gedung-edulung. like I tell in 1 Paragraph. My mom is beautiful, she has a long hair, she wear hijab, she has sparkling eyes, and I like it. She tall. She is good mom.

~~She~~ when my mom watch tv her face excited of the program I like see it. She always keep her flowers. she like sharing food for neighbor. Sometime my mom make a cake, her cake is so delicious.

My mom have a good friends, sometime she goes out to shopping with her friends. her friend ever give me a ~~the~~ shirt, 'for is my mom. And I love her.

C : 90

O : 90

V : 92

G & M : 92

1) Content

Regarding content, the analysis revealed a significant improvement in the students' writing abilities after using the "Here and Now" strategy. Post-test responses demonstrated a higher level of coherence and clarity in presenting main ideas, supporting evidence, and central themes. The strategy seemed to positively impact the students' ability to convey their messages effectively and concisely.

2) Organization

In terms of organization, the results indicated noticeable progress from pre-test to post-test. Post-test compositions showed improved paragraph structures and a logical flow of ideas, reflecting a more structured and well-organized writing approach. The "Here and Now" writing strategy appeared to assist students in structuring their essays and presenting their arguments cohesively. Nevertheless, certain errors were identified, including instances of missing conjunctions or connectors.

3) Vocabulary

Regarding vocabulary, the analysis showed enhancement in students' vocabulary usage after the intervention. Post-test writings displayed a broader range of vocabulary and more precise word choices, contributing to increased clarity and expressiveness in their texts. The "Here and Now" strategy seemed to encourage students to

explore and utilize diverse vocabulary in their writing. meanwhile, errors were detected in the vocabulary usage, such as "glasseng" and "beatiful," which were corrected to "glasses" and "beautiful."

4) Grammar and Mechanics

In the area of grammar, the pre-test analyzed the students' grammatical accuracy, including the proper use of grammar rules and conventions. However, there are some errors in grammar such as the use of "s" in the third singular verb. as well as a few errors in distinguishing singular and plural verbs. In the mechanics aspect, students continue to experience some difficulty in distinguishing the appropriate usage of dots stop and comma within a sentence.

Before calculating the mean value of the post-test, the researcher sorted the student's post-test scores in ascending order, from the lowest to the highest. The arrangement of scores can be found (see **Appendix VI**).

Then, the researcher determined the range of the post-test by using the formula as follows:

$$\begin{aligned} R &= Hs - Ls \\ &= 90 - 60 \\ &= 30 \end{aligned}$$

After knowing the range value, the researcher finds the number of class intervals (K), and the results are as follows:

$$\begin{aligned}
 K &= 1 + 3.3 (\log n) \\
 &= 1 + 3.3 (\log 33) \\
 &= 1 + 3.3 (1.51) \\
 &= 1 + 4.98 \\
 &= 5.98 = 6 \text{ (taken)}
 \end{aligned}$$

The result of class interval (K) was 6. Then, the researcher finds the class of interval (P) using the formula below:

$$\begin{aligned}
 P &= \frac{R}{K} \\
 &= \frac{30}{6} \\
 &= 5
 \end{aligned}$$

Based on the calculations mentioned above, the frequency distribution table for the post-test can be presented as follows:

Table 4. 2
The Frequency Distribution table of Student's Post-test Score

No	Student's Score	f ₁	X ₁	X ₁ - X
1	60-65	4	62,5	-14,77
2	66-71	5	68,5	-8,77
3	72-77	2	74,5	-2,77
4	78-83	7	80,5	3,23
5	84-89	10	86,5	9,23
6	90-95	5	92,5	15,23
Total		33	465	-

To find the mean value of the post-test, the researcher used the following formula:

$$\begin{aligned}\bar{X} &= \frac{\sum X}{N} \\ &= \frac{(60 \times 4) + (66 \times 5) + (72 \times 2) + (78 \times 7) + (84 \times 10) + (90 \times 5)}{33} \\ &= \frac{2550}{33} \\ &= \mathbf{77,27}\end{aligned}$$

After calculating the mean of the student's post-test scores, the researcher used standard deviation to measure the variability or spread of the data around the mean. The formula for standard deviation is as follows:

$$\begin{aligned}SD^2 &= \frac{\sum f (X - \bar{X})^2}{N - 1} \\ SD^2 &= \frac{118172,4}{33 - 1} \\ SD^2 &= \frac{118172,4}{32} \\ SD^2 &= 369,288 \\ SD &= \sqrt{369,288} \\ &= \mathbf{19,21}\end{aligned}$$

B. The Analysis of Questionnaires

Questionnaires were given to find out whether students' motivation in learning writing increased after implementing the "here and now" writing strategy. This questionnaire consists of eight questions in the form of closed-ended questions.

Table 4. 3
The percentage of Questionnaires

Statement	Percentage			
	SA (4)	A (3)	D (2)	SDS (1)
1	39.3	60.6		
2	33.3	66.6		
3	24.2	75.7		
4	30.3	66.6	3.0	
5	27.2	57.5	15.15	
6	27.2	72.7		
7	30.3	66.6	3.0	
8	30.3	66.6	3.0	
Total	242	533	24.1	
Equation Degree	30.25	66.62	3.0	
Percentage		96.87%	3.0%	

Notes:

SA : Strongly Agree

A : Agree

D : Disagree

SDS : Strongly Disagree

In the questionnaire, the researcher categorized the responses into two groups: positive responses (strongly agree and agree) and negative responses (disagree and strongly disagree). The analysis of the results revealed that the percentage of positive responses was 96.87%, while the percentage of negative responses was only 3.0%. This indicates that the majority of the students had a positive attitude towards the "here and now" writing strategy, as they either strongly agreed or agreed with its effectiveness and the long-term impact. The high percentage of positive responses suggests that the "here and now" writing strategy can significantly enhance students' motivation to learn writing.

C. Discussions

This research aimed to investigate the impact of the "here and now" writing strategy on students' writing abilities and their response to the strategy. By collecting data through tests and questionnaires, the researcher sought to address the research questions.

The first research question focused on the improvement of students' writing abilities through the "here and now" writing strategy. The data analysis revealed that the mean score on the pre-test was 62.06, while the mean score on the post-test was 77.27. This indicates that the average score in the post-test was higher than the pre-test, suggesting that the "here and now" writing strategy indeed improves

students' writing abilities. This finding is consistent with previous studies conducted by Fitriani et al. (2019) and Adriansyah (2019), which also demonstrated the positive impact of the "here and now" writing strategy on students' writing skills.

The second research question explored whether the "here and now" writing strategy enhances students' motivation in learning writing. The questionnaire results showed that the percentage of positive responses was 96.87%, while the percentage of negative responses was 3.0%. This indicates that the majority of students had a positive attitude towards the strategy, suggesting that the "here and now" writing strategy increases students' motivation to learn writing. Moreover, based on the findings from the questionnaire, students reported that the "Here and Now" writing strategy not only increased their motivation and enthusiasm for learning writing but also motivated them to study other subjects in writing. These results lead to the conclusion that the "Here and Now" writing strategy has the potential for long-term effect on students' writing skills and overall learning experience. This finding aligns with the findings of Setyawati (2016), who also observed an improvement in students' motivation and enthusiasm through the implementation of the "here and now" writing strategy.

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

A. Conclusions

After researching improving students' writing skills using the "here and now" strategy at SMAN 1 Bireuen. The researcher concluded the following points:

1. The implementation of writing activities using the "here and now" strategy has shown significant improvements in students' writing skills, as evidenced by the difference in mean scores between the pre-test and post-test. The pre-test mean score was 62.06, while the post-test mean score increased to 77.27. These findings indicate that the "here and now" writing strategy effectively enhances students' writing abilities, particularly in composing descriptive texts. The results suggest that adopting this strategy is an effective approach for teaching writing to students.
2. The findings of the questionnaire analysis indicate a significant increase in students' motivation to learn writing after implementing the "here and now" writing strategy. The analysis revealed that 96.87% of the students provided positive responses, indicating strong agreement or agreement with the effectiveness of the strategy. Conversely, only 3.0% of the students expressed negative responses, indicating disagreement or strong disagreement. These results suggest that the "here and now" writing strategy has a positive impact on students' motivation and give long-term effect in learning writing, as students perceive it as an effective approach that

enhances their writing skills and fosters a greater interest in the writing process.

B. Recommendations

The findings of this study highlight the effectiveness of the "here and now" writing strategy in enhancing students' writing skills, particularly in the context of descriptive texts. It is crucial for students to have a comprehensive understanding of this strategy to fully experience its benefits and witness improvements in their writing abilities. By mastering the "here and now" writing strategy, students can effectively apply it in their writing process.

Moreover, the "here and now" writing strategy proves to be an engaging and easily teachable approach for teachers to implement in writing classes. Its interactive and enjoyable nature helps to prevent monotony and boredom in the classroom, making the learning experience more dynamic and stimulating for students. As a result, teachers should strive to further develop their instructional methods and incorporate innovative techniques that align with the principles of the "here and now" writing strategy.

Furthermore, researchers encounter various challenges and limitations while putting the "here and now" writing strategy into practice with students. These encompass issues with learners possessing inadequate language and writing proficiencies, as well as those lacking enthusiasm for the subject being explored. Nevertheless, the involvement of educators and researchers is crucial to address these hurdles and ensure the ongoing progress of research endeavors.

It is important to note that this study primarily focused on short descriptive texts when testing the effectiveness of the "here and now" writing strategy. To expand the scope of future research, it is recommended to explore the applicability of this strategy to other text types, such as narrative or procedural texts. This would provide a more comprehensive understanding of the strategy's effectiveness across different writing contexts and genres.



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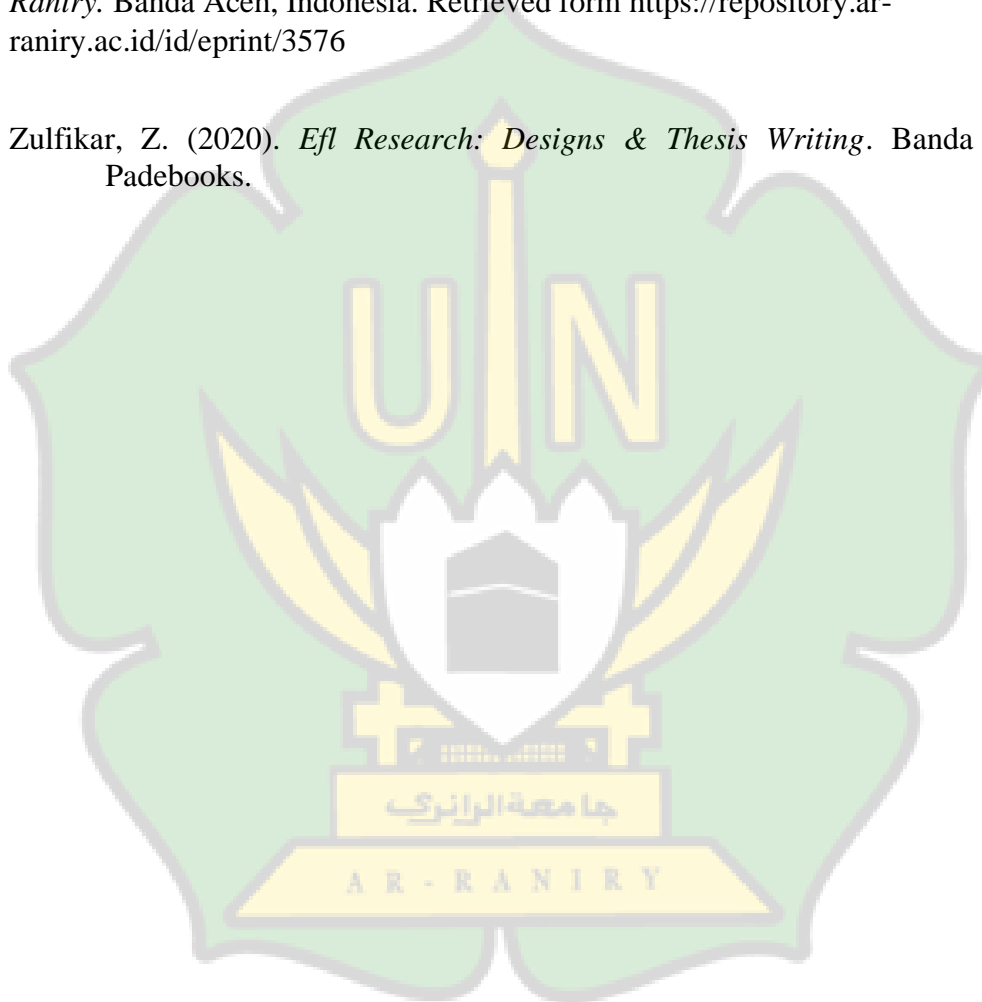
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SURAT KEPUTUSAN DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY
 Nomor : B - 4626/Un.08/FTK/KP.07.6/03/2023

TENTANG
PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR Un.08/DT/TL.00/5970/2015 TENTANG
PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

DEKAN FAKULTAS TARBİYAH DAN KEGURUAN UIN AR-RANIRY

- Menimbang** : a. bahwa untuk kelancaran bimbingan skripsi dan ujian munaqasyah mahasiswa pada Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Banda Aceh, maka dipandang perlu meninjau kembali dan menyempurnakan keputusan Dekan Nomor: **B-15373/Un.08/FTK/KP.07.6/12/2022** tentang pengangkatan pembimbing skripsi mahasiswa Fakultas Tarbiyah dan Keguruan Ar-Raniry Banda Aceh.
 b. bahwa saudara yang tersebut namanya dalam surat keputusan ini dipandang cakap dan memenuhi syarat untuk diangkat sebagai pembimbing skripsi.
- Mengingat** : 1. Undang Undang Nomor 20 tahun 2003, Tentang Sistem Pendidikan Nasional;
 2. Undang Undang Nomor 14 Tahun 2005, Tentang Guru dan Dosen;
 3. Undang Undang Nomor 12 Tahun 2012, Tentang Pendidikan Tinggi;
 4. Peraturan Presiden RI Nomor 64 Tahun 2013, tentang Perubahan Institut Agama Islam Negeri Ar-Raniry Banda Aceh menjadi Universitas Islam Negeri Ar-Raniry Banda Aceh;
 5. Peraturan Menteri Keuangan RI Nomor: 190/PMK.05/2012, tentang Tata Cara Pembayaran dalam rangka Pelaksanaan APBN;
 6. Peraturan Menteri Agama RI Nomor 12 Tahun 2014, tentang Organisasi & Tata Kerja UIN Ar-Raniry Banda Aceh;
 7. Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Wewenang Pengangkatan, Pemindahan, dan Pemberhentian PNS di Lingkungan Depag RI
 8. Peraturan Menteri Agama RI Nomor 21 Tahun 2015, tentang Statuta UIN Ar-Raniry Banda Aceh;
 9. Keputusan Rektor UIN Ar-Raniry Nomor 02 tahun 2016, tentang Pendelegasian Wewenang kepada Dekan dan Direktur Pascasarjana di Lingkungan UIN Ar-Raniry Banda Aceh;
 10. Keputusan Rektor UIN Ar-Raniry Nomor 28 tahun 2019, tentang Satuan Biaya Khusus Tahun Anggaran 2020 di Lingkungan UIN Ar-Raniry Banda Aceh;
 11. Peraturan Kementerian Keuangan (PMK) Republik Indonesia Nomor: 72/PMK.02/2020, tentang Perubahan atas Peraturan Menteri Keuangan Nomor: 78/PMK.02/2020 tentang Standar Biaya Masukan Tahun Anggaran 2020.
- Memperhatikan** : Keputusan Seminar Proposal Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Tanggal 18 Mei 2022
- MEMUTUSKAN**
- Menetapkan** :
PERTAMA : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry Nomor: **Nomor: B-15373/Un.08/FTK/KP.07.6/12/2022** tanggal **1 Desember 2022**
- KEDUA** : Menunjuk Saudara:
 1. Dr. Mustafa AR, M.A. sebagai Pembimbing Pertama
 2. Rita Hermida, S.Pd.I., M.Pd. sebagai Pembimbing Kedua
 Untuk membimbing Skripsi :
 Nama : **Jauharsyah**
 NIM : **180203200**
 Program Studi : **Pendidikan Bahasa Inggris**
 Judul Skripsi : **Improving Students Writing Skills Through "The Here and Now Strategy"**
- KETIGA** : Pembiayaan honorarium pembimbing pertama dan kedua tersebut diatas dibebankan pada DIPA UIN Ar-Raniry Banda Aceh tahun 2021 dengan Nomor: 025.04.2.423925/2022 tanggal 17 November 2021;
- KEEMPAT** : Surat keputusan ini berlaku sampai akhir semester Genap Tahun Akademik 2022/2023
- KELIMA** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagaimana mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

Ditetapkan di: Banda Aceh
 Pada Tanggal: 10 Maret 2023

Dekan,

 Saiful Huluk

Tembusan

1. Rektor UIN Ar-Raniry (sebagai laporan);
2. Ketua Prodi PBI Fak. Tarbiyah dan Keguruan;
3. Pembimbing dan mahasiswa yang ditunjuk dan ditugaskan;



**KEMENTERIAN AGAMA
UNIVERSITAS ISLAM NEGERI AR-RANIRY
FAKULTAS TARBIYAH DAN KEGURUAN**

Jl. Syeikh Abdur Rauf Kopelma Darussalam Banda Aceh
Telepon : 0651- 7557321, Email : uin@ar-raniry.ac.id

Nomor : B-17167/Un.08/FTK.1/TL.00/12/2022
Lamp : -
Hal : **Penelitian Ilmiah Mahasiswa**

Kepada Yth,
Kepala Sekolah SMA Negeri 1 Bireuen
Assalamu'alaikum Wr.Wb.
Pimpinan Fakultas Tarbiyah dan Keguruan UIN Ar-Raniry dengan ini menerangkan bahwa:

Nama/NIM : **JAUHARSYAH / 180203200**
Semester/Jurusan : IX / Pendidikan Bahasa Inggris
Alamat sekarang : Jln. T. Hasan Dek,Gampoeng Ateuk Pahlawan,Kec Baiturahman, Kota Banda Aceh

Saudara yang tersebut namanya diatas benar mahasiswa Fakultas Tarbiyah dan Keguruan bermaksud melakukan penelitian ilmiah di lembaga yang Bapak/Ibu pimpin dalam rangka penulisan Skripsi dengan judul **Improving Students' Writing Skills Through "The Here and Now Strategy"**

Demikian surat ini kami sampaikan atas perhatian dan kerjasama yang baik, kami mengucapkan terimakasih.

Banda Aceh, 27 Desember 2022
an. Dekan
Wakil Dekan Bidang Akademik dan Kelembagaan,



Berlaku sampai : 27 Januari 2023

Habiburrahim, M.Com., M.S., Ph.D.

AR-RANIRY



PEMERINTAH ACEH
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS NEGERI 1 BIREUEN

Jalan Banda Aceh - Medan Geulanggang Baroe Kabupaten Bireuen Kode Pos 24251
Telp./Fax (0644) 21155 Email : Smansabireuen64@gmail.com website : sman1bireuen.sch.id



SURAT KETERANGAN

Nomor : 070/017/2023

Kepala Sekolah Menengah Atas (SMA) Negeri 1 Bireuen Kabupaten Bireuen Propinsi Aceh

menerangkan bahwa :

Nama : **JAUHARSYAH**
NIM : 180203200
Program Studi : S1 Pendidikan Bahasa Inggris
Tingkat/Semester : IX (Sembilan)
Fakultas : Tarbiyah Dan Keguruan
Darussalam Kota Banda Aceh

Benar namanya yang tersebut diatas telah melaksanakan penelitian pada SMA Negeri 1 Bireuen.
Pada tanggal 10 dan 17 Januari 2023 dalam rangka pengumpulan data untuk penyusunan Skripsi
dengan judul : *" Improving Students' Writing Skills Through " The Here and Now Strategy"*

Demikian Surat Keterangan ini kami buat untuk dapat dipergunakan seperlunya.

Bireuen, 10 Januari 2023

Kepala Sekolah,



FKRI, S.Ag,MM

Pembina Tk.I

19760427 200312 1 003

Students Pre and Post-test score

No	Name of Students	Pre-Test (1)	Post-Test (2)
1	AM	78	90
2	IA	75	90
3	CM	70	88
4	EK	75	85
5	KM	60	83
6	MF	40	70
7	MH	60	68
8	MZ	40	68
9	MAH	73	88
10	MA	40	60
11	FAT	73	85
12	HAI	40	60
13	MG	70	85
14	FIR	50	80
15	NA	60	65
16	NZ	65	80
17	PB	65	80
18	RA	65	75
19	AZ	68	75
20	SAI	68	68
21	LUK	75	90
22	SS	70	88
23	ZAH	78	90
24	SHE	78	88
25	NI	60	85
26	SYI	78	90
27	SU	78	88
28	TH	55	83
29	ZF	73	80
30	DF	75	80
31	AN	65	70
32	LU	55	65
33	UA	80	85
	Total Score	2153	2625

Appendix V

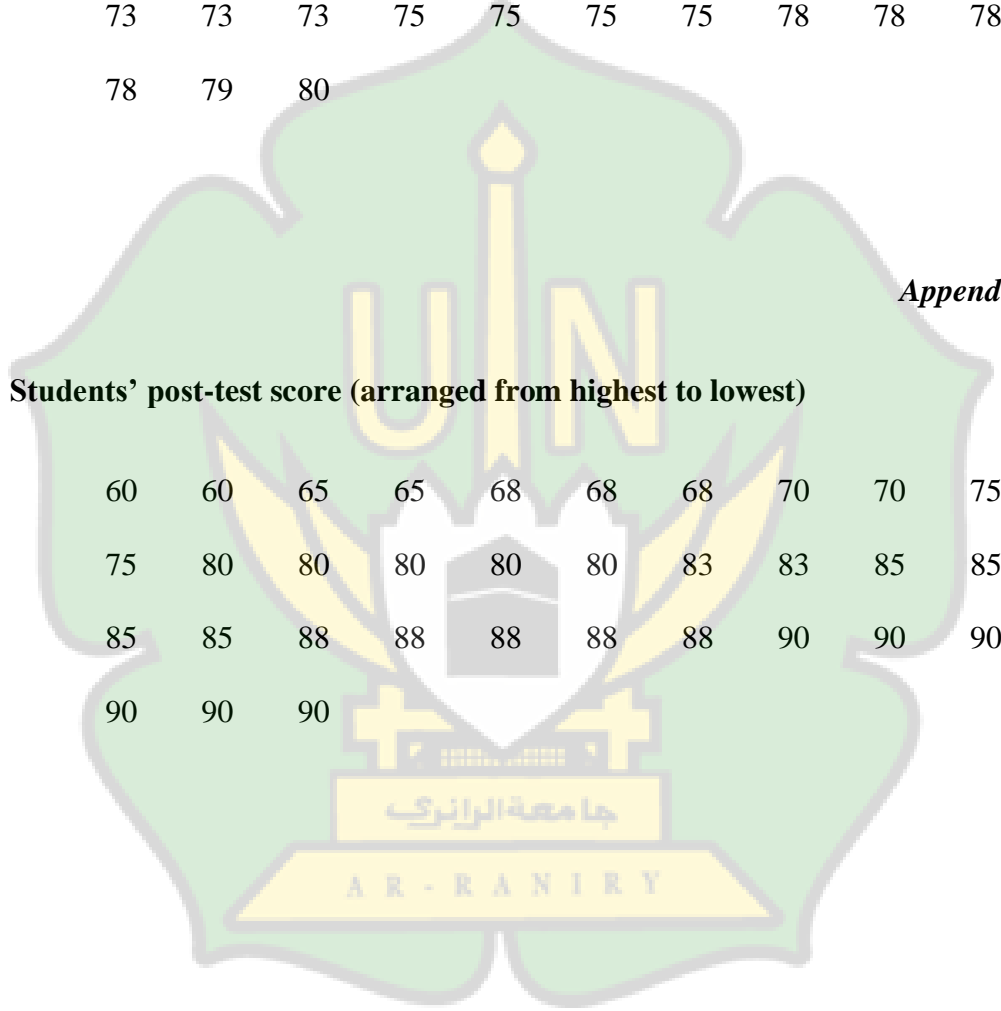
Students' pre-test score (arranged from highest to lowest)

40	40	40	40	50	55	55	60	60	60
60	65	65	65	65	68	68	70	70	70
73	73	73	75	75	75	75	78	78	78
78	79	80							

Appendix VI

Students' post-test score (arranged from highest to lowest)

60	60	65	65	68	68	68	70	70	75
75	80	80	80	80	80	83	83	85	85
85	85	88	88	88	88	88	90	90	90
90	90	90							



Lesson Plan

Name of School : SMAN 1 Bireuen
Lesson/ Meeting : Writing/1st and 2nd meeting
Class : X
Time Allocation : 3 x 45 minutes

1. Topic of Material
 - Descriptive writing test (pre-test and post-test)
 - Descriptive text writing
2. The aim of teaching
 - To see students' ability in writing descriptive paragraph
 - To find out students' understanding in descriptive text material and to know how to write descriptive paragraph
 - To give understanding about the "here and now" writing strategy how to apply it in descriptive writing
3. Method of teaching
 - Lecture method (teacher - centre)
4. Procedure of teaching
 - Introduction
 - Greeting
 - Check the attendance list
 - Introducing and explaining the purpose of researchers' attendance to the classroom
 - Main activity
 - Giving pre-test and post-test
 - Giving the students the pre-test in the paper sheet (1st meeting)
 - Explaining students how to answer the test
 - Giving the students the post-test in the paper sheet (2nd meeting)
 - Treatment

- Explaining the definition, generic structure, characteristic, and language feature descriptive text. (1st meeting)
- Give brief explanation about definition, and procedure the “here and now” writing strategy and how to apply it in descriptive writing. (2nd meeting)
- Conclusion
 - Summarizing the definition, generic structure, and language feature of descriptive text
 - Asking students to learn more about descriptive text material at home
- Media
 - Buku cetak Bahasa Inggris kelas X (kemendikbud, 2018)
 - Paper sheet (pre-test)
 - Marker
- Learning material

DESCRIPTIVE TEXT

A. Definition

Descriptive text is a text used to give a detailed information (description) about a particular object. It describes particular object like things, animals, persons or places, for instance: pets or persons we know well.

B. Social Functions

- Giving information about a particular object by describing its features dan special characteristics;
- Giving information about a particular object by describing its physical attributes, behavior, functions, etc.

C. Generic Structures

The generic structure of a descriptive text consists of two main parts:

a) Identification/Introduction/Classification

- Identification introduces and identifies specific objects (a person, thing, place, animal, or event) intended to be described. It is used to gives a general idea about the object we want to describe.

- What specific topic, person, idea, or thing is being described or explained?

- How is the topic being described or explained?

b) Descriptions/Characteristic Features

- Description describes the intended objects using descriptive details or information about the objects' characteristics, appearances, personality, habits, or qualities.

- What features or characteristics (physical appearance, qualities, habitual behavior, significant attributes) are important to remember or understand about the topic being described?

c) Conclusion/Concluding statement (optional)

- What are the main ideas and important details that are necessary to include?

- How will you state them in your own words following the structure of the text?

D. Language features

Language features commonly used in descriptive text:

- Specific characteristics or features are described or explained (size, shape, location, coloured, etc.).
- Descriptive adjective are used throughout the text.
- Details are provided to help the reader visualize the topic.
- Examples are often provided (for instance, such as, an example, to illustrate, to demonstrate

E. Example of Descriptive text

People : Raditya Dika



Raditya Dika was born on Desember 28 1984. He is a writer, Comedian, and an actor. He is one of success people in indonesia, He has 6 million people as his followers in social media (twitter). He also write some books that all of it are best seller, He is an actor in Kambing Jantan Movie, Cinta Brontosaurus, Manusia Setengah Salmon, and Serial Malam Minggu Miko.

He is an easy going man. He has short black hair, His eyebrows are thick, he not so tall, he has white skin and pointed nose. Everyone mentioned that he has two big nostril.

He has three sister and one little brother named Edgar. He always bullying Edgar and get a funny story from that. He also play in Stand Up Comedy that's a serial comedy in TV.



Appendix VIII

Instrument Pre-test and Post-test

Name :

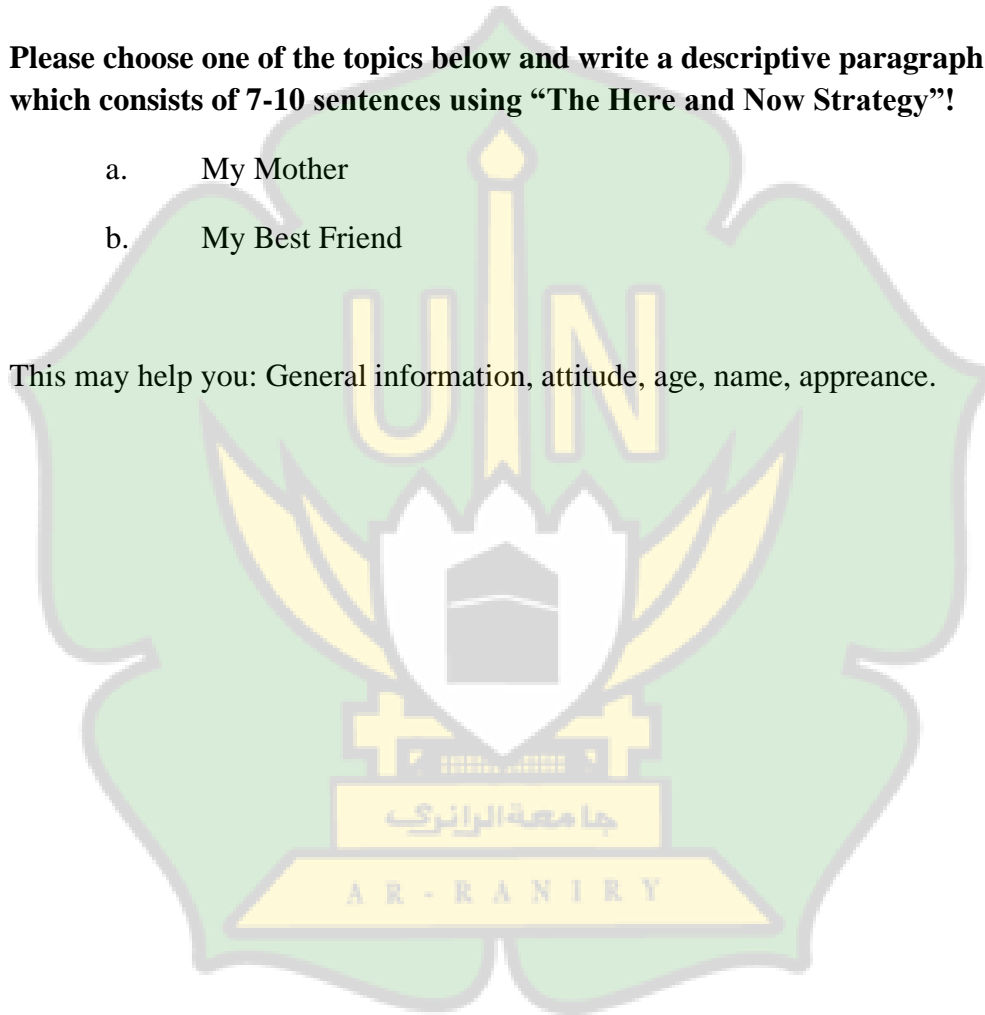
Score :

Class :

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences using “The Here and Now Strategy”!

- a. My Mother
- b. My Best Friend

This may help you: General information, attitude, age, name, appearance.



Questionnaire Form

**QUESTIONNAIRE
IMPROVING STUDENTS' WRITING SKILLS THROUGH "THE HERE
AND NOW STRATEGY"**

Nama :

Kelas :

Petunjuk :

- Pengisian angket ini tidak akan mempengaruhi hasil tes atau nilai anda.
- Angket ini tidak mengandung pengertian benar atau salah.
- Berilah tanda silang (X) pada setiap pernyataan yang dianggap sesuai dengan yang anda alami di kelas.
- Diminta untuk tidak menyontek karena kejujuran anda sangat membantu dalam proses pengumpulan data.

Pernyataan

1. Strategi "*the here and now*" membuat saya merasa lebih termotivasi untuk belajar writing

a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

2. Saya merasa strategi "*the here and now*" dapat meningkatkan kemampuan saya dalam mempelajari writing

a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

3. Saya menyukai strategi “*the here and now*” yang digunakan oleh guru dalam pembelajaran writing.

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

4. Pembelajaran writing dengan strategi “*the here and now*” membuat suasana belajar lebih aktif dan menyenangkan

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

5. Saya merasa strategi “*the here and now*” dapat membantu saya untuk mengatasi berbagai masalah ketika writing

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

6. Saya bersemangat untuk belajar writing dengan menggunakan strategi “*the here and now*”

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

7. Saya senang belajar writing setelah saya mempelajari strategi “*the here and now*”

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

8. Penggunaan strategi “*the here and now*” mempermudah saya ketika mempelajari writing

- a. Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

PRE-TEST

Name SYIFA SYAKILA

Class X IPAS B

Score

78

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences!

- a. My Mother
- b. My Best Friend

This may help you - General information, attitude, age, name, appearance

I have a mother, Her name is Nurlia. She love their children. her age is 42. My mom have a job. her job is PNS. My mother is beautiful. My mother wear glasses when she work. If I do a mistake she advice me. I like see my mom when she watching tv, because her face like she excited to the program. when I talk with she, my felling good, and when I near she, like is so comfortable. My mom have a good attitude. she always remember me to pray and eating because I forget it.

C : 80

D : 75

V : 80

6 & m : 75

POST-TEST

Name : SYIFA SYAFILA

Class : X IPS B

Score :

92

Please choose one of the topics below and write a descriptive paragraph which consists of 7-10 sentences using "The Here and Now Strategy"!

- a. My Mother
- b. My Best Friend

This may help you : General information, attitude, age, name, appearance.

I have a beautiful mother, her name is Hurlia, her age is 42. She loves her children like any mother in the world. She wears glasses when she works. We live in Gondong-Gudong. Like I tell in 1 paragraph. My mom is beautiful, she has a long hair, she wears hijab, she has sparkling eyes, and I like it. She is tall. She is a good mom.

When my mom watches TV, her face is excited of the program I like to see it. She always keeps her flowers. She likes sharing food for neighbors. Sometime my mom makes a cake, her cake is so delicious.

My mom has good friends, sometime she goes out to shopping with her friends. Her friend ever gives me a shirt, so is my mom. And I love her.

C : 90

O : 90

92

V : 92

G & M : 92

AR-RANIRY

QUESTIONNAIRE

IMPROVING STUDENTS' WRITING SKILLS THROUGH "THE HERE AND NOW STRATEGY"

Nama : Syifa Syakila

Kelas : X IPA 5 B

Petunjuk :

- Pengisian angket ini tidak akan mempengaruhi hasil tes atau nilai anda.
- Angket ini tidak mengandung pengertian benar atau salah.
- Berilah tanda silang (X) pada setiap pernyataan yang dianggap sesuai dengan yang anda alami di kelas.
- Diminta untuk tidak menyontek karena kejujuran anda sangat membantu dalam proses pengumpulan data.

1. Strategi "the here and now" membuat saya merasa lebih termotivasi untuk belajar writing

a. Sangat setuju Setuju c. Tidak setuju d. Sangat tidak setuju

2. Saya merasa strategi "the here and now" dapat meningkatkan kemampuan saya dalam mempelajari writing

a. Sangat setuju Setuju c. Tidak setuju d. Sangat tidak setuju

3. Saya menyukai strategi "the here and now" yang digunakan oleh guru dalam pembelajaran writing.

a. Sangat setuju Setuju c. Tidak setuju d. Sangat tidak setuju

4. Pembelajaran writing dengan strategi "the here and now" membuat suasana belajar lebih aktif dan menyenangkan

a. Sangat setuju Setuju c. Tidak setuju d. Sangat tidak setuju

5. Saya merasa strategi "the here and now" dapat membantu saya untuk mengatasi berbagai masalah ketika writing

Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

6. Saya bersemangat untuk belajar writing dengan menggunakan strategi "the here and now"

a. Sangat setuju Setuju c. Tidak setuju d. Sangat tidak setuju

7. Saya senang belajar writing setelah saya mempelajari strategi "the here and now"

Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

8. Penggunaan strategi "the here and now" mempermudah saya ketika mempelajari writing

Sangat setuju b. Setuju c. Tidak setuju d. Sangat tidak setuju

