THE IMPLEMENTATION OF THINK, TALK, WRITE (TTW) STRATEGY IN TEACHING WRITING
(A Classroom Action Research for the Eighth Grade Students of SMPN 2 Kalinyamatan Jepara in Academic Year 2013/2014)

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UNIVERSITY OF MURIA KUDUS
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Presented to the University of Muria Kudus
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2014
MOTTO AND DEDICATION

MOTTO

Do the best if you can do it.

All the plan of God is beautiful. I don’t need to regret everything which has happened to me.

Don’t see backward in anger and see toward in fear, but see around you in caution. (James Thurber)

Yesterday I dared to struggle. Today I dare to win
(Bernadette Devlin)

DEDICATION

This Skripsi dedicated to:

♣ Her beloved mother (Ganjar Endraswati) and father (Siswanto) who always pray for her success.

♣ Her beloved brothers (Zanuar Chastaro and Fabian Abi Nahrom) who always support her.

♣ Her bestfriends: Lisa Lasa, Nilnaa, and all her bestfriend who always support and motivate her.

♣ All her friends in Muria Kudus University and in I Speak English Course.

♣ My friends in “Kemuning boarding House” who have supported her since she has been there.
ADVISORS’ APROVAL

This is to certify that the Skripsi of Nui Takania (NIM: 2010-32-040) has been approved by the skripsi advisors for the further approval by the Examining Committee.

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The Writer
ABSTRACT

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Key word: *Teaching Writing, Think-Talk-Write (TTW) strategy*

Writing is an activity to express idea, thoughts or even experiences of the form of paragraph. Writing is considered as difficult skill for foreign language learner including for junior high school. In writing, the students have to know the component of language especially vocabulary and grammar. Without knowing both vocabulary and grammar, the students cannot create good writing. The fact shows that the students find difficulties in writing. They cannot construct sentence well because of the lack of vocabulary. Teaching strategy has been used in this research to improve the writing ability of the students. Think-Talk-Write strategy is a strategy which can help the students to improve their writing ability.

This research has purposes to find out the answer the statement of the problem. The purposes of this research are: (1) to find out if Think-Talk-Write strategy can improve the writing ability of the eighth grade students of SMPN 2 Kalinyamatan Jepara in academic year 2013/2014, (2) To know the implementation of Think-Talk-Write strategy in teaching writing of the eighth grade students of SMPN Kalinyamatan Jepara in academic year 2013/2014, (3) To know the writing ability of the eighth grade students of SMPN 2 Kalinyamatan Jepara in academic year 20132014 taught by using Think-Talk-Write strategy.

This research is a classroom action research (CAR). In 1 cycle of CAR consists of 4 steps; planning, acting, observing, and reflection. The subject of this research is the eighth grade students of SMPN 2 Kalinyamatan Jepara class B which consists of 35 students. In this research, the writer uses two instruments; test and observation sheet.

The result of this research shows that there was improvement in writing ability of the students taught by using Think-Talk-Write strategy. It was proved by the improvement of the students’ score from the cycle 1 to the cycle 2. In cycle 1, many students got score under passing grade. 20 students were failed and 14 were passed in doing the first test. The average score of the students in cycle 1 was 64.1. While in cycle 2, 24 students were passed and only 9 students were failed in doing the test. The average score of the students in cycle 2 was 72.7.

An improvement also happened in students’ activity. It can be seen in cycle 2. There were many students became active in the class. Most of them responded and gave attention to the teacher during the teaching and learning process. It was different with the previous condition in cycle 1 in which many students did not be active in the class.
Seeing the process and results of this research, the writer concludes that Think-Talk-Write strategy can improve the writing ability of the eighth grade students of SMPN 2 Kalinyamatan Jepara in academic year 2013/2014 and the implementation of Think-Talk-Write strategy can help the students to be active in the class. The writer suggests that the English teacher should apply a good strategy in teaching and learning process. Think-Talk-Write strategy can be used as a good strategy in teaching writing. In fact, the strategy can improve the writing ability of the eighth grade students of SMPN 2 Kalinyamatan Jepara in academic year 2013/2014.
ABSTRAKSI


Kata kunci: Pengajaran menulis, Strategi Think-Talk-Write


Penelitian ini bertujuan untuk menemukan jawaban dari rumusan masalah. Tujuan dari penelitian ini adalah: (1) untuk membuktikan jika strategi *Think-Talk-Write* dapat meningkatkan kemampuan menulis siswa kelas delapan SMPN 2 Kalinyamatan Jepara tahun akademik 2013/2014, (2) untuk mengetahui pengetahuan penerapan strategi *Think-Talk-Write* pada pengajaran menulis pada siswa kelas delapan SMPN 2 Kalinyamatan Jepara tahun akademik 2013/2014, (3) untuk mengetahui kemampuan menulis siswa kelas delapan SMPN 2 Kalinyamatan Jepara diajarkan dengan menggunakan strategi *Think-Talk-Write*.


Hasil dari penelitian ini menunjukkan bahwa ada peningkatan pada kemampuan menulis siswa diajarkan menggunakan strategi *Think-Talk-Write*. Itu dibuktikan dari hasil tes. Itu dibuktikan dari peningkatan nilai yang diperoleh siswa dari siklus 1 ke siklus 2. Di siklus 1, banyak siswa yang mendapatkan nilai di bawah KKM. 20 siswa gagal dan 14 lulus dalam mengerjakan tes yang pertama. Rata-rata nilai siswa di siklus 1 yaitu 64,1. Sedangkan di siklus 2, 24 siswa lulus dan 9 siswa gagal dalam mengerjakan tes. Rata-rata nilai siswa di siklus 2 adalah 72,7.

Peningkatan juga terjadi pada kegiatan siswa. Itu bisa terlihat di siklus 2. Banyak siswa yang aktif di dalam kelas. Kebanyakan mereka merespon dan
memerhatikan guru selama process pengajaran dan pembelajaran. Kondisi ini berbeda dengan sebelumnya dimana banyak siswa tidak aktif di dalam kelas.

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