



**IMPROVING THE STUDENTS' ABILITY IN WRITING
RECOUNT TEXT BY USING TTW (THINK, TALK, AND
WRITE) STRATEGY**

**(A Classroom Action Research at the Eighth Grade Students'
of SMP 2 Bae Kudus in Academic Year 2014/2015)**

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TEACHER TRAINING AND EDUCATION FACULTY
MURIA KUDUS UNIVERSITY
2015**



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TEXT
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SKRIPSI

**Presented to the University of Muria Kudus
In a Partial Fulfillment of the Requirements for Completing the Sarjana
Program
In the Department English Education**

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2015**

MOTO AND DEDICATION

MOTO

- ❏ “There are no impossible words if we never give up.”
- ❏ “Keep studying and praying to Allah SWT”
- ❏ “Walk on with hope in your heart and you will never walk alone”
- ❏ “The real success is always reached by hard work”

DEDICATIONS

This Skripsi dedicated to:

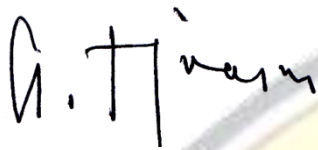
1. Allah SWT the Almighty.
2. The researcher's beloved father (Drs. Edi Susanto) and mother (Dra. Setyo Dwi Rahayu) who always give her love, pray, and support.
3. The researcher's beloved best friends (Arum, Amel, Shinta, Iis, Harina, Novi, Doni, Andri, Novia, Titik, and Eny) who give her advice, support and help.
4. All of the researcher's friends and lecturers in Teacher Training and Education Faculty UMK.
5. Everyone who appreciate knowledge and education.

ADVISORS' APPROVAL

This is to certify that the Skripsi of Candra Puspitasari (2010-32-169) has been approved by the skripsi advisors for further approval by the examining committee.

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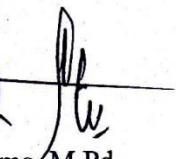


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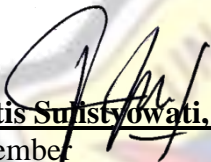
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10. All people involved during the writing of the final project.

Finally, this skripsi will not give contribution to the teaching learning process. Without further reviews from others, therefore suggestion and criticism from the reader will be fully appreciated and always welcomed.

Kudus, January 2014

Candra Puspitasari

ABSTRACT

Puspitasari, Candra. 2015. *Improving the Student's Ability in Writing Recount text by Using TTW (Think, Talk, and Write) Strategies (A Classroom Action Research at Eight Grade Students' of SMP 2 Bae Kudus in Academic Year 2014/2015)*. Skripsi. Department of English Education. Faculty of Teacher Training and Education. University of Muria Kudus. Advisors: (i) Dr. H.A. Hilal Madjdi, M.Pd.(ii) Titis Sulistyowati, SS, M.Pd.

Key Words: Writing Recount Text and TTW (Think,Talk, and Write) strategy

English is one of the important subjects in the final national examination, especially in junior high school. There are four skills in English, Writing is something done by someone to express thought, ideas, feeling, and information in written form, the students' are expected to be able to write grammatically, express their idea and make the conclusion as the steps to develop their ability in the written form especially in writing recount text.

The purpose of this research is to find out that TTW strategy can improve the students' writing recount text of the eighth grade students' of SMP 2 Bae Kudus in academic year 2014/2015.

In this research, the researcher used classroom action research. This research consists three cycles and has the instrument, they are observation and achievement test, and the researcher also applied the research design in each cycle as follows: planning, action, observation, analysis, and reflection.

The research was conducted in SMP 2 Bae Kudus in academic year 2014/2015 especially in VIII C, the number of the students' is 31. The researcher used recount text as the material in each cycle, the average score percentage of the students' writing recount text in cycle I is 62.84%, there are still some students' who are just silent when the teacher gives apperception and motivation in pre-teaching. In cycle II the average score percentage of the students' writing recount text is 66.54 %. The researcher concludes that the students' writing recount text in cycle II increase 3.7% (66.54% - 62.84%) from cycle I. In cycle III the average score percentage of the students' writing recount text is 77.14%. The researcher concludes that the students' writing recount text in cycle III increase 10.6% (77.14% - 66.54%) from cycle before.

Based on the observation of the whole process and result of this research, the researcher would like to propose some suggestion as follows: The researcher hope that the teacher can use TTW as a teaching strategy to improve the students' writing ability, since TTW strategy can make the students' more active and improve their writing ability, for the students', they are must be active in writing, so it is suggested that the English teachers gives apperception and motivation before the teachers start the teaching learning process so that the students' can be active at the class. And for the next researcher, the use of TTW strategy in this research is an effective way to improve the students' writing ability. So, it possible to apply TTW strategy in improving other abilities.

ABSTRAK

Puspitasari, Candra. 2015. *Meningkatkan Kemampuan dalam Menulis Paragraf Recount Text dengan Menggunakan TTW (Think, Talk and Write) strategi* (Penelitian Tindakan Kelas untuk Siswa Kelas VIII SMP 2 Bae Kudus Tahun Akademik 2014/2015). Skripsi. Program Studi Pendidikan Bahasa Inggris. Fakultas Keguruan dan Ilmu Pendidikan. Universitas Muria Kudus. Pembimbing: (i) Dr. H.A. Hilal Madjdi, M.Pd.(ii) Titis Sulistyowati, SS, M.Pd.

Key Words: Menulis Paragraf Recount Text dan TTW (Think, Talk, and Write) strategi

Bahasa Inggris merupakan salah satu mata pelajaran terpenting dalam ujian akhir nasional, khususnya di Sekolah Menengah Pertama. Ada empat aspek yang ada dalam bahasa Inggris, menulis merupakan tindakan yang dilakukan oleh seseorang untuk mengekspresikan ide, perasaan dan informasi dalam bentuk tertulis, para murid harus bisa menulis secara gramatikal, mengekspresikan ide mereka dan membuat kesimpulan sebagai step untuk mengembangkan kemampuan mereka dalam menulis teks yang berbentuk recount.

Tujuan dari penelitian ini adalah untuk membuktikan bahwa TTW (Think Talk and Write) dapat meningkatkan kemampuan siswa dalam menulis paragraph recount text kelas VIII SMP 2 Bae Kudus di tahun akademik 2014/2015.

Di dalam penelitian ini, peneliti menggunakan jenis penelitian tindakan kelas. Penelitian ini terdiri dari dua instrument yaitu observasi dan test, peneliti juga mengaplikasikan desain penelitian di setiap cycle yaitu: perencanaan, aksi, observasi, analisis, dan refleksi.

Peneliti melakukan penelitian tindakan kelas di kelas VIII C, dengan jumlah 31 siswa. Peneliti menggunakan teks berbentuk recount sebagai materi di setiap cycle. Rata-rata nilai persentase siswa di cycle I adalah 62.84%. Ada beberapa siswa yang tetap diam ketika guru memberikan apersepsi dan motivasi di pre-teaching. Di cycle II rata-rata nilai persentase siswa dalam menulis adalah 66.54 %. Berdasarkan hasil dari score tersebut, kemampuan siswa meningkat sebanyak 3.7% (66.54% - 62.84%) dari cycle I. Di cycle III rata-rata nilai persentase siswa dalam menulis adalah 77.14%. Peneliti berasumsi bahwa kemampuan siswa meningkat sebanyak 10.6% (77.14% - 66.54%) dari cycle sebelumnya. Dari hasil di atas, nilai siswa dalam menulis telah meningkat.

Berdasarkan pengamatan seluruh proses dan hasil dari penelitian ini, peneliti bermaksud beberapa saran sebagai berikut: Peneliti berharap bahwa guru dapat menggunakan TTW sebagai strategi pembelajaran untuk mengembangkan kemampuan siswa dalam menulis. Dan untuk peneliti selanjutnya, penggunaan TTW strategy dalam penelitian merupakan cara terbaik untuk mengembangkan kemampuan siswa dalam menulis. Jadi, akankah lebih baik jika menggunakan TTW strategi dalam mengembangkan kemampuan yang lainnya.

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