ABSTRACT

Nanin Nurul Aropah, 2017: IMPROVING STUDENTS' WRITING SKILL IN RECOUNT TEXT USING TTW (THINK TALK WRITE) STRATEGY *(A Quasi-Experimental Research at the Eighth Grade of SMP Negeri 2 Jatisari in the Academic Year 2016/2017)*

The background of problem to this research is the low ability of students' writing. The cause is the students do not have much idea of what to write and how to start writing. They have ideas but they cannot express in writing form. When they got task to write, they prefer to use simple and short sentences. There are many teachers who never make variation in teaching and learning process. This situation made the students' motivation especilly in writing decrease. Actually, teachers must be more creative and innovative in conducting the teaching and learning process. There are interesting strategies of learning that can be applied in teaching writing. One of them is Think Talk Write (TTW) Strategy.

This research has three purposes: (1) to know the students' writing skill in writing a recount text by using TTW strategy. (2) to know the students' writing skill in writing a recount text by using Picture Strategy and (3) the different significant between students' writing using TTW strategy and using Picture Strategy.

The method used in this research is quantitative method, which conducted pre-test and post-test. The samples are two classes of eighth grade of Junior High School. One class as an experimental class (37 students) and one class as a control class (37 students). The TTW Strategy is applied in experimental class, while the control class using Picture Strategy. The data was collected from writing tests and observation.

Data analysis result was counted by using N-Gain, Kolmogorov Smirnov and T-test. It was proved by the result of the two tests; pre-test and post-test, that the average of experimental class is 0,30 while the average of control class is 0,06. It means students' writing skill in learning of recount text used TTW strategy increased with medium category, while students' writing skill in learning of recount text used Picture Strategy increased with low category.

There was significant difference between the students' writing skill by using TTW strategy and Picture Strategy. It can be seen from T-test result that shows t_{count} is 18.30 and t_{table} is 1.666 with the significance level 5%. It means $t_{count} > t_{table}$ (18.30 > 1.666), so that H_o is rejected and H_a is accepted.

Thus, based on the research result, TTW Strategy is needed to become an alternative strategy to improve students' writing skill.