

## ABSTRACT

Dila Merinda Gita (2017) **The Effect of Think Talk Write Strategy in Teaching Writing Recount Text.**

Teaching writing in secondary school is not an easy process. Secondary school students often find a difficulty to express what is in their minds or transform their speaking ability to writing ability. The difficulties faced by them such as the content, organization, vocabulary, grammar and mechanism (capitalization, punctuation) even vocabulary. To solve those difficulties, the teacher can use the Think Talk Write (TTW) strategy. TTW is a strategy in which there are three activities i.e. Thinking, Talking, and Writing. Therefore, this research focuses on the uses of TTW strategy in teaching writing, the students' writing ability being taught using TTW strategy and the significant improvement of students' ability in writing recount text after using TTW strategy.

This research is an experimental research by using pre-test, post-test and questionnaire. That conducted in SMP Al-Amanah Cileunyi Kab. Bandung. The sample is one class of eighth grade (30 students) as an experimental class. The data is gained from pre-test and post-test score. From the calculation of hypotheses test using t-test, it was obtained that  $t_{\text{count}}$  is 29.7 and  $t_{\text{table}}$  is 2.660. It can be seen that  $t_{\text{count}} > t_{\text{table}}$ , which means that null hypothesis is rejected and alternative hypothesis is accepted. Meanwhile, N-Gain result of experimental class is 0.5 which interpreted as Medium. It means, that the improvement is not really low and not really high. It can be concluded that there is a significant different at students' ability in writing recount text after using TTW strategy.

**Keywords: Writing, Recount Text, Think Talk Write Strategy**

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