

**THE IMPLEMENTATION OF THINK–TALK–WRITE  
(TTW) STRATEGY TO IMPROVE STUDENTS’ WRITING  
SKILLS OF MTsS MIM LANGSA**

**THESIS**

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## **ABSTRACT**

This research analyzed the improvement of students' writing skill through "Think-Talk-Write (TTW)" strategy. The objectives of research are : 1) to know the implementation of Think Talk Write strategy in teaching writing to the students of MTsS MIM Langsa and 2) to find out whether Think Talk Write strategy can improve the students' writing skill or not. The methodology of the research is Classroom Action Research (CAR). CAR consists of 4 steps; which are planning, action, observing and reflection. The subject of this study is the seventh grade students of MTsS MIM Langsa class VII-3 which consists of 30 students. In this study the researcher uses two instruments; test and observation. To find out the improvement of students' writing skill the researcher uses pre-test and post-test. The researcher uses two cycles, each cycle comprises of three meeting. The result of this research shows that there were improvement in writing skill descriptive text after being taught by using Think-Talk-Write strategy. It students proved by the improvement of students' score from the cycle 1 and cycle 2. Result pre-test shows that 22 students was failed and only 8 students was Passed. In cycle 1, many students got score under passing grade, 14 students was passed and 16 students was failed. The average score of the students in cycle 1 is 63. While in cycle 2, 24 students were passed and 6 students failed, the average score the students in cycle 2 is 74. This indicated that by applying Think-Talk-Write (TTW) strategy can improve the students' writing skill in descriptive text to the students of MTsS MIM Langsa.

Keyword: Think-Talk-Write (TTW) strategy, Writing.

# CHAPTER I

## INTRODUCTION

### **A. The Background of Study**

English is an international language, beside that English is a mean of communication. English has an important position in every aspect of life, which are not only in education but also in business, social, tourism etc. The importance of English can be seen from many sides. One of them is many things have been written and printed in English, for example magazines, newspapers and scientific books.

In education, English has been chosen as one of the subjects that should be mastered by the students in junior high schools, senior high schools and university levels. In Indonesia English language teaching focuses on four basic skills, namely listening, reading, speaking and writing.

Writing is one of the important skills in English. It is a powerful instrument for students to use to express their thought, feelings, and judgment about what they have read, seen or experienced. One of the language skills that can encourage students to be more productive and creative is writing skill. Therefore, students need comprehension to be able to write in English to internalize the English they learn. According to Harmer writing in any language is difficult skill to acquire. Therefore, students should approach writing in English carefully. In order to write well, those who learn writing need to have an

understanding on grammatical structure, vocabulary, and tense usage<sup>1</sup>. Moreover according to the 2006 English Standard Competence, the teaching English is aimed to develop students' ability in creating both spoken and written. Here, writing is an important skill in learning English as a foreign language<sup>2</sup>.

Specially in Indonesia context, curriculum takes an important role in education. The curriculum used is Kurikulum Tingkat Satuan Pendidikan (KTSP), which put English as a compulsory subject. The teaching learning of English has purposes to develop four language skills: listening, speaking, reading and writing.

However, most students find difficulties in writing. Based on the writer's observation when conducting pre-research during teaching writing to the students of MTsS MIM Langsa, the writer found that there are many problems encountered by the students. They found it difficult to write, had lack of vocabulary and difficult to construct ideas. As the result, the students find writing as a boring and uninteresting skill to learn.

Therefore, to improve the students' ability in writing, the teachers must be able to organize the writing activities in their teaching, especially in teaching descriptive text. In teaching writing, it is considered important for the teacher to apply different kinds of methods and strategies. It is because strategies can help the students to comprehend and master the lesson. One of the teaching failures is caused by an unsuitable method. The method used has often been said to be the cause of success or failure in teaching or learning a language.

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<sup>1</sup> Harmer, Jeremy. *How to Teach Writing*. (England: Pearson Longman, 2007). p. 40

<sup>2</sup> Maulidah, Nova. "Think Talk Write Strategy for teaching descriptive writing." *Jurnal Pendidikan Bahasa Inggris*, 2013: p. 49.



There are some strategies in teaching writing, one of which is TTW strategy. Think-Talk-Write (TTW) is a strategy that facilitating the exercise of language both oral and written fluency. This strategy based on the interpretation that learning is a social action. Think Talk Write strategy encourages the students to think, talk, and write based on a particular topic. Think-Talk-Write is used to develop the writing fluently and exercise the language before writing. The TTW strategy builds in time for through and reflection and for the organization progresses from student engaging in through or reflective dialogue with themselves, to talking and share ideas with one another, to writing.<sup>3</sup>

Based on the above reasons, the writer is interested in conducting a research to develop students ability in writing by implementing the strategy under the title **“The Implementation of Think-Talk-Write (TTW) strategy to Improve Students’ Writing Skills of MTsS MIM Langsa.**

## **B. Research Question**

In accordance with the above background, a set of problems arise that the writer will conduct:

1. How is the implementation of TTW strategy in teaching writing to the students of MTsS MIM Langsa?
2. Does TTW Strategy improve students’ writing of MTsS MIM Langsa?

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<sup>3</sup>Hinkel, Eli..*Teaching Academic ESL Writing* ( New Jersey: Lawrence Erlbaum Associates Publishers,2004) p. 82

### **C. The Objectives of the Study**

Problems that developed in connection with the objectives of this research are as follows:

1. To know the implementation of TTW strategy in teaching writing to the students of MTsS MIM Langsa
2. To find out whether TTW strategy can improve the students is writing skill or not of MTsS MIM Langsa.

### **D. The Significance of the Study**

This study will provide some useful information about the advantages of teaching writing by the implementation of TTW strategy at MTsS MIM Langsa. Hopefully, The results will be used for the following:

- a. For teacher

The results of this study will increase the teachers' strategy in teaching writing text, and will give contribution in the educational side to the development of language teaching and learning about writing.

- b. For students

The results of this study can improve their writing ability and stimulate them to develop their writing skill and the make students able to write in English language.

c. For researchers

The result the study will be able to increase the experience of writer in writing.

## **E. Scope of study**

In this study the writer only take about descriptive text to be data in research.

## **F. Terminology**

### 1. Writing skill

Writing is a process of putting thoughts and ideas into the words then combined into sentences in a form of paragraph in which every sentences in related one another. According to Tarigan “Writing is a description of language, which can be understood by some one using symbols.”<sup>4</sup>

### 2. Think Talk Write

According Huinker and Laughlin, “The Think-Talk-Write strategy builds in time for thought and reflection and for the organization of ideas and the testing of those ideas before students are expected to write. The flow of communication progresses from students engaging in thought or reflective dialogue with themselves, to talking and sharing ideas with one another, to writing”. There are three stages in Think-Talk-Write<sup>5</sup> :

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<sup>4</sup>Tarigan.G, *Kamus Bahasa Indonesia Fourth Edition*, (Jakarta: BalaiPustaka, 1992), p.45

<sup>5</sup>Huinker, D. & Laughlin, C. “*Talk Your Way into Writing*”.In P. C. Elliott, and M. J. Kenney (Eds.). 1996. p. 4

- Think : Thinking is a process that produces knowledge. This process is set in motion following the part of thinking that eventually came to the conclusion in the form of knowledge. Giving the time for students to construct ideas and experiences in writing.
- Talk : Talk is an integral part of writing process. With talking something the students can get ideas for revealing something in writing. Talk also provides an opportunity for students to provide ideas in group discussion activities.
- Write : Writing is an activity where a person can express feelings through writing, and also writing can help students to express their knowledge and ideas that are stored to be more visible.