

ABSTRACT

Fitriana, Dian. 2015. *Improving Students' Writing Skill Through Think Talk Write Strategy At The Eighth Grade of MTsN Pulosari In The Academic Year Of 2014/2015.* Thesis. English Department of Teacher Training and Education Faculty. Muhammadiyah University of Ponorogo. Advisors: (1) Diyah Atiek Mustikawati, S.Pd, M.Hum; (2) Risqi Ekanti Ayuningtyas Palupi, M. Pd.

Key Words: Writing Skill, Think Talk Write Strategy.

Writing is an important English skill that has to be learned beside the other language skill. However, the students' writing skill at the eighth grade of MTsN Pulosari were still low because the students have difficulty in expressing their ideas and did not interested in writing activity. One way in helping students writing task well by using Think Talk Write Strategy. Think Talk Write Strategy is a strategy to build precisely to think and reflect and to organize ideas before students asked to write. In accordance to the fact above, the researcher formulated the statement of the problems, they were 1). Does Think Talk Write Strategy able to make students improve the writing skill at the eighth grade of MTsN Pulosari in the academic year of 2014/2015?. 2). How does Think Talk Write Strategy improve the students' writing skill at the eighth grade students of MTsN Pulosari in the academic year of 2014/ 2015?. So, the purposes of the study were 1). To know how Think Talk Write Strategy improve students' writing skill at the eighth grade students of MTsN Pulosari in the academic year of 2014/2015. 2). To describe the improvement of students' writing skill through Think Talk Write Strategy at the eighth grade students of MTsN Pulosari in the academic year of 2014/2015.

In this research used classroom action research to apply Think Talk Write Strategy. The subject of this research was the eighth grade students of MTsN Pulosari in the academic year of 2014/2015 that consisted of 30 students. The research was conducted on 10th November until 25th November, 2014 in two cycles. Each cycle consisted of three meetings. The researcher used three research instruments, they were observation checklist, questionnaire, and test.

The result of observation checklist the percentage was 66,6%, but in cycle 2 improved became 100%, it showed that the students were doing the task given by the teacher and the students were very active in the class. The questionnaire result proved that students enjoyed and interested during teaching learning process the percentage in cycle 1 61,9%, in cycle 2 up to 70,2%. The result of test showed that in cycle 1 the percentage was 86,66% and in cycle 2 the students got the minimum score based on KKM was 100%. It means that the implementation of Think Talk Write Strategy can improve students' writing skill.

Finally, using Think Talk Write Strategy solve the teaching writing problems and improved students' writing skill. The researcher suggested that the teacher should used media in teaching and learning process to make students interested and fun to learn English. To the students, they should motivate themselves that learning English especially writing is importance for their future. To the school, the institution should equip the facilities needed to the teacher in creating joyful learning. To the next researcher, this thesis could be a reference for those who like to continue or conduct a research with the same case.