

ABSTRACT

Kristiana, Agustin Desi. 2014. *The Implementation of Think Talk Write (TTW) Strategy to Improve the Students' Writing Skill at the Eleventh Grade of SMK Negeri 1 Ponorogo in the Academic Year of 2013/2014.* Thesis. English Department Faculty of Teacher Training and Education. Muhammadiyah University of Ponorogo. Advisors: (1) Bambang Harmanto, M.Pd (2) Siti Asiyah, M.Pd.

Key Words: Think Talk Write (TTW) Strategy, Writing Skill, Recount Text.

Writing is a communicative act; it is a way of sharing information, thoughts, experience, or ideas, between ourselves and others. To be master in writing, the students need to have writing desire and they should try to train and to write intensively and continually. In teaching writing, we can apply various strategies to improve students' writing skill. One of those strategies is TTW (Think Talk Write) Strategy.

Identification of problem in this research is how the implementation of TTW (Think Talk Write) Strategy in teaching writing to improve the students' writing skill at the Eleventh Grade of SMK Negeri 1 Ponorogo. The purpose of this research is to know the implementation of TTW (Think Talk Write) Strategy in teaching writing to improve the students' writing skill at the Eleventh Grade of SMK Negeri 1 Ponorogo in the academic year of 2013/2014.

The subject of this research was the students of the eleventh grade students of SMK Negeri 1 Ponorogo in the academic year of 2013/2014 consisted of 40 students. The research was started on 18th January until 3rd February 2014 at around 07.00-09.15 WIB. This research was conducted in two cycles, each cycle consisted 2 meetings. The researcher used three research instruments. There are observation check list, questionnaire, and test.

Based on the result of this research, the implementation of TTW (Think Talk Write) strategy can improve students' writing at the eleventh grade students of SMK Negeri 1 Ponorogo. It was seen from the improvement of the average score of the students from 68,75 in cycle I up to 86,80 in cycle II. The questionnaire and observation checklist also got improvement. The questionnaire in cycle I was 72,49% up to 89,54% in cycle II, while the observation was 69,4% in cycle I increased to 97,5% in cycle II. It showed that students enjoyed and became active during teaching and learning process by using TTW (Think Talk Write) strategy.

Finally, the researcher gives suggestions to the English teachers that they can use TTW (Think Talk Write) strategy as alternative strategy in teaching writing. The next researcher can develop this strategy by using various kinds of the media or combining this strategy with other strategy to get better result in teaching learning process especially in teaching writing.