

ABSTRACT

Afifah. NIM 126203212091. 2025. *The Effectiveness of Think-Talk-Write (TTW) Strategy on Students' Recount Text Writing Skills of the Eighth Grade at MTsN 3 Tulungagung*. Thesis. English Education Department. Faculty of Tarbiyah and Teacher Training. State Islamic University of Sayyid Ali Rahmatullah Tulungagung. Advisor: Puspita Mayaratri, M.Pd.

Keywords: Think-Talk-Write Strategy, Writing Skill, Recount Text

Writing is a skill that students must master, which is known to be quite difficult to understand. Students are confused about how to start writing, they did not know how to organize their thoughts. Therefore, strategies are needed so students can solve these problems. Several strategies can be used in teaching writing, one of which is the Think-Talk-Write (TTW) strategy. There are 3 steps in the process of teaching; the first step is “think”, then “talk”, and lastly “write”.

This study aims to find out the significant difference in writing skills scores between before and after being taught by using Think-Talk-Write (TTW) strategy in recount text of the eighth grade students at MTsN 3 Tulungagung. This research was conducted at MTsN 3 Tulungagung, specifically for eighth grade students.

This research used quantitative approach with a pre-experimental design that used one group pre-test and post-test. The population of this study was all students of the eighth grade of MTsN 3 Tulungagung. The sample in this study was 31 students selected through purposive sampling technique. The instruments used to collect data in this study were pre-test and post-test, in the form of written tests. The data score of pre-test and post-test were analyzed and calculated by using Paired Sample T-test with SPSS version 24.0.

The finding showed that there was a difference in the scores gained between the pre-test and post-test results. The mean score of pre-test was 61.5726 while the mean score of post-test was 70.6048. The mean score of post-test was higher than the mean of pre-test. It means that the students' recount text writing score was increased after the treatment using Think-Talk-Write Strategy. Also, the results of the paired sample t-test statistical calculation obtained from the Sig value. (2-tailed) was <0.001 and smaller than 0.05. Based on the results of these calculations, the Alternative Hypothesis (H_a) is accepted and the Null Hypothesis (H_o) is rejected. It implies that there is a significant effect before and after being taught by using Think-Talk-Write (TTW) strategy. It can be concluded that there is a significant difference in students' writing scores before and after being taught using the Think-Talk-Write (TTW) strategy. The use of Think-Talk-Write (TTW) strategy is effective on students' writing skills on recount text in eighth grade at MTsN 3 Tulungagung. Therefore, the use of Think-Talk-Write (TTW) strategy can be an alternative strategy for teaching writing.

ABSTRAK

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Kata Kunci: Think-Talk-Write Strategy, Writing Skill, Recount Text

Menulis merupakan salah satu keterampilan yang harus dikuasai oleh siswa yang dikenal cukup sulit untuk dipahami. Siswa bingung bagaimana cara memulai menulis, mereka tidak tahu bagaimana cara mengorganisir pikiran mereka. Karena itu, diperlukan strategi agar siswa dapat mengatasi masalah tersebut. Beberapa strategi dapat digunakan dalam pengajaran menulis, salah satunya adalah strategi Think-Talk-Write (TTW). Ada 3 langkah dalam proses pengajarannya, dimana langkah pertama adalah “think”, kemudian ‘talk’, dan yang terakhir adalah “write”.

Penelitian ini bertujuan untuk mengetahui perbedaan yang signifikan skor keterampilan menulis antara sebelum dan sesudah diajar dengan menggunakan strategi Think-Talk-Write (TTW) pada teks recount siswa kelas VIII MTsN 3 Tulungagung. Penelitian ini dilakukan di MTsN 3 Tulungagung, khususnya pada siswa kelas delapan.

Penelitian ini menggunakan pendekatan kuantitatif dengan desain pre-eksperimen yang menggunakan one group pre-test and post-test. Populasi penelitian ini adalah seluruh siswa kelas 8 MTsN 3 Tulungagung. Sampel dalam penelitian ini adalah 31 siswa yang dipilih melalui teknik purposive sampling. Instrumen yang digunakan untuk mengumpulkan data dalam penelitian ini adalah pre-test dan post-test, berupa tes tertulis. Data skor pre-test dan post-test dianalisis dan dihitung menggunakan Paired Sample T-test dengan program SPSS versi 24.0.

Hasil penelitian menunjukkan adanya perbedaan nilai yang diperoleh antara hasil pre-test dan post-test. Nilai rata-rata pre-test adalah 61,5726 sedangkan nilai rata-rata post-test adalah 70,6048. Nilai rata-rata post-test lebih tinggi daripada nilai rata-rata pre-test. Ini berarti bahwa skor menulis teks recount siswa meningkat setelah perlakuan dengan menggunakan Strategi Think-Talk-Write. Juga, hasil perhitungan statistik paired sample t-test yang diperoleh dari nilai Sig. (2-tailed) sebesar 0.001 dan lebih kecil dari 0.05. Berdasarkan hasil perhitungan tersebut, maka Alternatif Hipotesis (Ha) diterima dan Null Hipotesis (Ho) ditolak. Hal ini menunjukkan bahwa terdapat pengaruh yang signifikan sebelum dan sesudah diajar dengan menggunakan strategi Think-Talk-Write (TTW). Dapat disimpulkan bahwa terdapat perbedaan yang signifikan pada nilai menulis siswa sebelum dan sesudah diajar dengan menggunakan strategi Think-Talk-Write (TTW). Penggunaan strategi Think-Talk-Write (TTW) efektif terhadap keterampilan menulis siswa pada teks recount di kelas VIII MTsN 3 Tulungagung. Oleh karena itu, penggunaan strategi Think-Talk-Write (TTW) dapat menjadi salah satu alternatif strategi dalam pembelajaran menulis.