

**IMPROVING THE STUDENT WRITING SKILL ON DESCRIPTIVE
TEXT BY USING THINK, TALK, WRITE (TTW)
AT MTsN TUNGGANGRI**

THESIS

Presented to Faculty of Tarbiyah and Teacher Training of State Islamic Institute
of Tulungagung in partial of fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam (S.Pd.I) in English Education Department



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MOTTO

**“Never put any limitation since you want to
start somerhing, but if you have done you
know your limitation”**

DEDICATION

With all my love, I dedicate this thesis to:

- My beloved parents (Mr. Ali Imron and Mrs. Sunarsih) who always support emotionally and materially with prayer, love, and patience

- My beloved sister (Indah Nur Farokhim) and My big family thanks for your support, advices, and prayers that make me stong in my life..

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states that thesis entitled “Improving The Students Writing Skill on Descriptive Text by Using Think, Talk, Write (TTW) at MTsN Tunggangri” is truly my original work. It does not incorporate any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I am only person who responsible for the thesis if there are any claims from other.

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ABSTRACT

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KeyWords : improving, Think, Talk, Write (TTW), Descriptive text

Writing skill is an important skill because it will be applied in many aspects of life. In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. One of strategies which suitable in teaching writing is Think-Talk-Write (TTW). This research is categorized as classroom action research (CAR).

Grounded on the place of researcher did a research. The most of weakness of the students is on writing descriptive text. Researcher uses strategy think talk write for improving students writing skill on descriptive text. So this research was answered a single question. "How Can Think Talk Write (TTW) Improve Students writing descriptive text at Students MTsN Tunggangri?"

The aim of this research is for improving students' skill in writing specifically in writing descriptive text. So researcher was hope this research can truthful for improving students' skill.

This research is applied collaborative classroom action Research between the researcher and English teacher. The subject of the research was the VII-I students of MTsN Tunggangri kalidawir in the period 2014/2015 by 40 students with eighteen boys and twenty two girls. The researcher conducted two cycles that covered by planning, implementing, observing and reflecting. And each cycle consist of two meetings. The instruments of this research were questionnaires, interview Guideline, Observation sheet, Test, and field Note. The data of this research were students' score during the process teaching and learning process which were analyzed descriptively.

The criteria of success in this research were if mean the score of students' ability on language function which consist of five aspect / criteria, that's are: Content, Organization, Vocabulary, Grammar, Mechanics and group working. Based on the observation sheet from the analysis of the teaching and learning process in writing descriptive text by using think talk write strategy. In cycle 1, it was found that most of the students still have low in writing descriptive text. Although, some of them could get improvement in their score, but the criteria of success in not achieved yet. In conclusion, the implementation of the strategy in cycle 1 is still need to be revised. Based on the observation sheet from the analysis of the teaching and learning process in writing descriptive text by using think talk

write in cycle 2, it was found most of the student got improvement in writing descriptive, the students more active during teaching and learning process. There were some pair works who could not achieve the criteria of success. They can't achieve the SKM (Standard of minimum Score). So 32 from 40 students were success and the criteria of success could be achieved. The differences between cycle one and cycle two is in dividing the groups. On the first cycle, the researcher uses the groups work that arranged from five until six students. Whereas on the second cycle the researcher uses pairs work that arranged from two students. Finally this pairs works can get the successful maximally.

The researcher expected to the English teacher for use think talk write strategy as one of many alternative strategy in teaching writing. And also the future researcher were expected to be able to conduct the similar research related with think talk write strategy as an alternative strategy in teaching writing in another setting involving under respondent of the experimental research as a comparison with the present study.

ABSTRAK

Ali, Muhammad Najib. Nomer induk Mahasiswa. 3213103106.2010.

Improving The Students Writing Skill on Descriptive Text by Using Think, Talk Write (TTW) at MTs N Tunggangri. Skripsi. Institute Agama Islam Negeri (IAIN) Tulungagung. Pembimbing : Dr. Nurul Chojimah M,PD

Kata kunci: Meningkatkan, Think Talk Write (TTW), Teks Deskriptif

Menulis adalah keterampilan yang penting karena hal itu akan diterapkan dalam berbagai aspek kehidupan. Dalam mengajarkan dan mempelajari bahasa Inggris, ada strategi yang untuk mengajarkan menulis sesuai dengan materi atau potensi siswa. Salah satu strategi yang sesuai dalam pengajaran menulis adalah Think-Talk-Write (TTW). Penelitian ini adalah penelitian tindakan kelas (PTK).

Berdasarkan penelitian yang pertama kali, telah di temukan bahwa kelemahan siswa dalam menulis teks deskriptif. Peneliti memakai strategi *Think Talk Write* untuk meningkatkan keterampilan menulis siswa pada teks deskriptif. Jadi penelitian ini di lakukan untuk menjawab satu pertanyaan. "Bagaimana Cara Think Talk Write (TTW) Meningkatkan Siswa menulis teks deskriptif pada Siswa MTs N Tunggangri?"

Tujuan dari penelitian ini adalah untuk meningkatkan keterampilan siswa khususnya dalam menulis teks deskriptif. Jadi peneliti berharap penelitian ini dapat sungguh-sungguh meningkatkan kemampuan siswa.

Penelitian ini menerapkan Kolaboratif Penelitian Tindakan kelas antara peneliti dan guru bahasa Inggris. Subyek penelitian ini adalah siswa kelas VII-I MTs N Tunggangri kalidawir pada periode 2014/2015 oleh 40 siswa dengan delapan belas siswa laki-laki dan dua puluh dua siswi perempuan. Peneliti melakukan dua siklus yang mencakup perencanaan, pelaksanaan, observasi dan refleksi. Dan setiap siklus terdiri dari dua pertemuan. Instrumen penelitian ini adalah kuesioner, wawancara, lembar observasi, tes, dan Catatan lapangan. Data dari penelitian ini adalah nilai siswa selama proses mengajar dan proses belajar yang dianalisis secara deskriptif.

Kriteria keberhasilan dalam penelitian ini adalah skor. Kriteria penilaian kemampuan siswa yang terdiri dari lima aspek / criteria adalah: Content, Organisasi, Vocabulary, Grammar, Mekanika dan kelompok kerja. Berdasarkan lembar observasi dari analisis proses pengajaran dan pembelajaran dalam menulis teks deskriptif dengan menggunakan strategi Think Talk Write. Pada siklus 1, ditemukan bahwa sebagian besar siswa masih memiliki kemampuan yang rendah dalam menulis teks deskriptif. Meskipun, beberapa dari mereka bisa mendapatkan nilai perbaikan dalam skor mereka, namun kriteria keberhasilan belum tercapai. Kesimpulannya, pelaksanaan strategi dalam siklus 1 masih perlu direvisi.

Berdasarkan lembar observasi dari analisis proses pengajaran dan pembelajaran dalam menulis teks deskriptif dengan menggunakan strategi Think Talk Write pada siklus 2, ditemukan sebagian besar siswa mendapat perbaikan menulis teks deskriptif, siswa lebih aktif selama proses belajar mengajar. Ada beberapa pasangan siswayang tidak bisa mencapai kriteria keberhasilan. Mereka tidak dapat mencapai SKM (Standar minimum Score). Jadi 32 dari 40 siswa yang sukses dan kriteria keberhasilan dapat dicapai. Perbedaan dalam siklus 1 dan 2 adalah dalam pembagian kelompok. Pada siklus pertama, peneliti menggunakan kelompok belajar yang terdiri dari 5 sampai 6 siswa. Sedangkan pada siklus kedua peneliti menggunakan pasangan belajar yang terdiri dari 2 siswa. Dan akhirnya pasangan belajar ini yang bisa berhasil secara maksimal.

Peneliti mengharapkan kepada guru bahasa Inggris untuk menggunakan strategi berfikir berbicara menulis sebagai salah satu dari banyak strategi alternatif dalam pengajaran menulis. Dan juga peneliti di masa depan diharapkan dapat melakukan penelitian serupa yang terkait dengan strategi berfikir, berbicara, menulis sebagai strategi alternatif dalam pengajaran menulis dalam pengaturan lain yang melibatkan responden dalam penelitian eksperimental sebagai perbandingan dengan penelitian ini.

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Tulungagung, 28th April 2014

The Writer

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