

**IMPROVING STUDENTS' WRITING SKILL OF RECOUNT
TEXTS BY USING THINK-TALK-WRITE STRATEGY AT
GRADE VIIIB OF MTS SMQ BANGKO**

THESIS

*Submitted as a Partial Fulfillment of the Requirement to Obtain
Master (S2) Degree*



By:

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ABSTRACT

Astuti, Eka Puji. 2014. Improving Students' Writing Skill of Recount text by Using Think-Talk-Write Strategy at Grade VIII-B of MTs SMQ Bangko. Thesis. Graduate Program. State University of Padang.

The students' writing skill of recount text at grade VIII-B of MTs SMQ Bangko had lack of writing, the students got difficult to develop their ideas in writing. Also, the teacher didn't have an appropriate strategy in teaching writing. Therefore, the researcher applied Think-Talk-Write strategy to solve this problem. The purposes were to find whether Think-Talk-Write strategy can improve teaching learning process of writing skill on recount texts, the factors that influence the changes of students' writing skill through Think-Talk-Write strategy at grade VIII-B of MTs SMQ Bangko.

This research is a Classroom Action Research (CAR). The participants of the research were the students of grade VIII-B of MTs SMQ Bangko which consisted of 23 students. This research was conducted in two cycles, which each cycle has five meetings. The researcher was helped by two collaborators. Researcher used writing test, observation checklist and field note, and interview as the instruments.

The findings shows that the students' writing skill of recount texts improves by using Think-Talk-Write strategy. The improvement is influenced by several factors: suitable topic, connecting reading and writing, authentic and interactive activities, and teacher's technique. In conclusion, applying Think-Talk-Write strategy improves students' writing skill of recount texts at grade VIII-B of MTs SMQ Bangko.

ABSTRAK

Astuti, Eka Puji. 2014. Peningkatan Kemampuan Menulis Siswa dalam Teks Recount dengan Menggunakan Strategi Think-Talk-Write pada Kelas VIII-B MTs SMQ Bangko. Thesis. Program Pascasarjana Universitas Negeri Padang.

Keterampilan menulis siswa mengenai recount text pada kelas VIII-B MTs SMQ Bangko kurang, beberapa dari siswa siswi memiliki kesulitan dalam mengembangkan ide mereka untuk menulis. Disamping itu, guru tidak menerapkan strategi yang sesuai dalam pengajaran menulis. Oleh karena itu, peneliti menerapkan strategi Think-Talk-Write untuk memecahkan masalah tersebut. Tujuan dari penelitian adalah untuk menemukan apakah strategi Think-Talk Write dapat meningkatkan proses belajar pada teks recount, faktor – faktor yang mempengaruhi perubahan keterampilan menulis siswa melalui strategi Think-Talk-Write pada kelas VIII-B MTs SMQ Bangko.

Penelitian ini merupakan Penelitian Tindakan Kelas (PTK). Peserta dalam penelitian adalah siswi kelas VIII-B MTs SMQ Bangko yang terdiri dari 23 orang. Penelitian ini dilakukan dalam dua siklus, setiap siklus terdiri dari lima pertemuan. Peneliti di bantu oleh dua guru sebagai kolaborator. Peneliti menggunakan test menulis, daftar ceklis untuk observasi dan catatan lapangan, dan wawancara sebagai instrumen.

Temuan dari penelitian ini menunjukkan bahwa keterampilan menulis siswa melalui teks recount meningkat melalui strategi Think-Talk-Write. Peningkatan di pengaruhi oleh beberapa faktor-faktor seperti topik yang sesuai, hubungan antara membaca dan menulis, otentik dan interaktif aktivitas, dan teknik mengajar guru. Kesimpulannya penerapan strategi Think-Talk-Write dapat meningkatkan keterampilan menulis siswa terhadap teks recount pada kelas VIII-B MTs SMQ Bangko.

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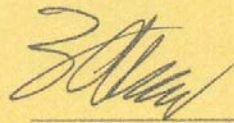
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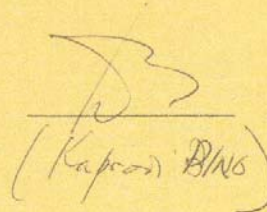
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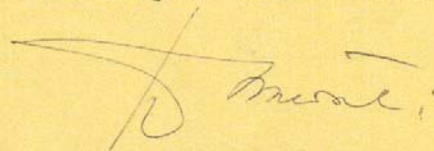
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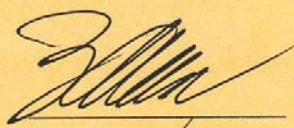
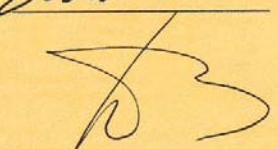
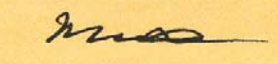
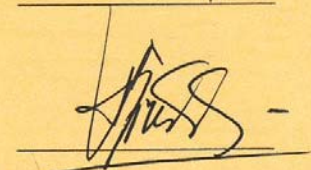
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Saya yang menyatakan,



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CHAPTER I

INTRODUCTION

A. Background of the Problem

Writing skill is one of the four language skills that should be developed in learning English at Junior High School. Among the four language skills, writing is viewed as a difficult skill by almost all students. Expressing their ideas, opinions, feeling, and emotion in written form are not easy. They must transfer their ideas properly and naturally in a good and interesting writing. Thus, to do them they need to have a good writing skill.

Then, the standard competence of English writing skill at grade VIII Junior High School students in the second semester purposed by Depdiknas /Indonesia National Department of Education (2006) is “ *Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk deskriptif, dan recount untuk berinteraksi dengan lingkungan sekitar*”.Based on the standard competence, the students have to express their idea in a short functional text and simple essay in the form of narrative, descriptive, and news item text for the daily context.

In addition, to write English well, the students should master some indicators of writing skill such as grammar, vocabulary, mechanic, fluency and form. On the other hand, by having good writing skill indicators, the students produce good written language.

In fact, based on her personal experience, the researcher as a teacher of grade VIII-B of MTs SMQ Bangko, on April 22nd 2013 identified that the students

did not have a good ability on writing recount text. It was identified during the lesson in both mid and final semester tests. Moreover, referring to the rating scale of the students' writing test, the results showed that 81.58% students who were unable to express their ideas into written form in almost 90 minutes. The students spent a lot of time to write a text. there were only 3 of the students who had finished doing their tasks.

From the percentage of the students' skill above, the students got difficulties in expressing their ideas to be written which have become a problem for them. It occurred to the students who had lack of ideas to write. It also happened because they spent a little time to read, so they had little views to write. It can be concluded from the facts they did not use prewriting techniques to express their ideas before the writing takes place.

In addition, the students also had difficulties in organizing their ideas, 43.48% of the students (10 students) could not organize their ideas well. Their ideas might be clear, but it was very difficult for them to do the correction between them. It could be identified that they did not understand clearly, the students did not really understand about the components in writing, which consisted of coherence, cohesion and unity.

Moreover, there were 20 of the students who had poor mastery of grammar. That condition had occurred for several times. 86.96% of the students did mistakes in using past form when they were asked to write recount texts. For instance, "when I go to the FA yesterday..." it is one of the simple sentences of past form, but some students still made mistakes.

Futhermore, almost 82.61% of the students conveyed that they absolutely did not spend much time to look up words in dictionary, even though they were lack of vocabulary. Most of the students did not take dictionary with them. In addition, the students also made mistakes in using the correct spelling of words, capitalization and punctuation, for example, the use of capital letters and commas.

From the description above, one of the important factors causing the students' low writing skill is teacher. The writing strategies in the classroom is normally employed by the teacher may not work well. As a result, the students have difficulties to develop themselves in teaching and learning writing. So that, the ability to write recount text could be improved. On the other hand, as the English learners, the students are expected to be able to master the indicators of how the recount texts should be written in the process of producing a good writing.

The teacher didn't have an appropriate strategy in teaching writing. The teacher tried to use some strategies. There are many kinds of learning model such as jigsaw, Two Stray, Talking Stick, Role Play, etc. But, in fact students mark got score under passed minimum critria. The teacher still have problems in her class. In this case, the researcher would like to apply Think-Talk-Write strategy as a solution to solve this problem, particularly in learning of recount text.

Thus, The teacher used Think-Talk-Write strategy as the strategy of writing skill at class VIII-B of Junior High School students to help them be more active, reactive, responsible, autonomous, critical, expressive and reflective

writer. The researcher used this strategy for the students of grade VIII-B MTsSMQ Bangko to improve the teaching learning process in writing skill.

From the statement and the phenomena above, the researcher considered that the strategy need to be changed in order to solve the problem related to students' writing skill. The researcher would like to apply Think-Talk-Write Strategy at grade VIII-B of MTs SMQ Bangko in order to see the improvement. Furthermore, it was expected that students' writing skills can also be improved. Think-Talk-Write strategy is a new strategy in MTsSMQ. Think-Talk-Write strategy are actually quite appropriate for Junior High School education. Hopefully, through Think-Talk-Write strategy students can improve their writing. Because, basically Think-Talk-Write strategy built through thinking, speaking, and writing. it started from the involvement of students in thinking or dialogue with himself after the process of reading, then talking and sharing ideas (sharing) with his friend before writing.

B. Identification of the Problem

Dealing with the background above, it could be identified that there were two factors that cause the students' low writing skill. Firstly, from the students themselves, they were lack of vocabulary or ideas, brief sentences, grammatical errors. Secondly, the problems also came from the teacher who teach writing with inappropriate teaching material, media, approach, and strategy.

C. Focus of the Problem

Based on the identification of the problems above, the focus of this study is on the writing a recount text. In this study, the writing strategy used is Think-Talk-Write strategy. It was implement for grade VIII-B of MTs SMQ Bangko.

D. Research Questions

The research questions are as follow:

1. To what extent does Think-Talk-Write strategy improves students' writing skill of recount texts at grade VIII-B of MTs SMQ Bangko?
2. What are the factors that influence the changes of students' writing skill of recount texts by using Think-Talk-Write strategy at grade VIII-B of MTs SMQ Bangko?

E. Purpose of the Research

The purposes of this research are as follows:

1. To find out to what extent Think-Talk-Write strategy improves students' writing skill of recount texts at grade VIII-B of MTs SMQ Bangko.
2. To find out the factors that influence the changes students' writing skill of recount texts by using Think-Talk-Write strategy at grade VIII-B of MTs SMQ Bangko.

F. Significance of the Research

The significance of the research as follow:

1. Theoritically, the result of this research are capable of enriching the theory of teaching writing by giving much information through Think-Talk-Write strategy.
2. Practically, the result of this study is expected to give the teachers a model to use Think-Talk-Write strategy in teaching writing.

G. Definition of the Key Terms

The researcherclarifies the term which are used in this study as follows:

1. Writingskillis the skill of the eight grade students of MTs SMQ Bangko to write and produce an English recount text.
2. Recount Text is one of story genre to reconstruct past experienced by retelling events and incidents of the order in whichthey have occurred.
3. Think-Talk-Write strategyis basically built through thinking, speaking, and writing in recount texts.

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS

A. Conclusion

Based on the findings and discussion of the students' writing skill by applying Think-Talk-Write strategy during two cycles of the classroom action research, it can be concluded that: First, the use of Think-Talk-Write strategy improves the students' writing skill in recount texts at the grade VIII-B of MTs SMQ Bangko. The findings show that all of the indicators in this research including organization, content, grammar, mechanic, and vocabulary get promising progressess in each cycle of the research.

Second, there are four important factors that support the students' improvement in writing skill through Think-Talk-Write strategy. The first factor is topic of the text material. By having interesting, current, familiar, important, and appropriate topic, the students are motivated to write and develop their ideas. The second factor is connecting reading and writing. By connecting reading and writing, the students can find more information before writing, can edit well and do reflection. The third factor is authentic and interactive activities. Think-Talk-Write strategy as an authentic and interactive activites. By this strategy the students do interaction with their friends as authentic reader and editor. The fourth factor is teacher's technique. The teacher technique is Think-Talk-Write strategy that has three steps. This strategy influenced students to improve their writing skill of recount text.

B. Implication

This research implies that think-talk-write strategy as strategy to solve some students' problem including organization of the text, content, grammar, mechanic, and vocabulary in writing recount text at grade VIII-B of MTs SMQ Bangko. The students are given big opportunity to write the text.

The result of this research shows that the use of Think-Talk-Write strategy in teaching writing could improve students' writing skill on recount text. The implication of teaching writing by implementing Think-Talk-Write strategy are as follows. First, it is important to spread this strategy to other English teachers, as one of the strategies that can improve students writing skill. Second, Think-Talk-Write strategy can be applied by teacher that students will be more interested, stimulated, motivated in writing. Therefore, the student is easier to write on develop their ideas from their knowledge. The teacher is encouraged to be more selective in choosing teaching strategy and creative in designing a teaching and learning process so that teaching and learning process becomes more interesting, challenging, meaningful, and enjoyable.

C. Suggestions

In accordance with the conclusion and implication, the suggestions can be given as follows:

1. For the researcher: researcher as an English teacher should continue using or applying Think-Talk-Write strategy in teaching writing skill as an alternative strategy in teaching since it has been proved that TTW strategy can improve students' writing skill.
2. For the next researcher: Because of the limitation of the research, further and longer studies about the implication of TTW strategy are highly suggested to investigate whether this strategy can be a solving problem at the other school.

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