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**THE INFLUENCE OF THE APPLICATION OF THINK, TALK  
AND WRITE ON THE STUDENTS' ACHIEVEMENT IN  
WRITING DESCRIPTIVE TEXT AT THE SEVENTH GRADE  
STUDENTS OF *SMP NU LOSARI***

**A THESIS**

**Submitted to English Education Department of Faculty of *Tarbiyah* and  
Teacher Training Faculty, of *Syekh Nurjati* State Islamic Institute Cirebon In  
Partial Fulfillment of The Requirements of Undergraduate Degree**



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## ABSTRACT

**Mizatun Najibah. 14111310042. *The Influence Of The Application Of Think, Talk And Write On The Students' Achievement In Writing Descriptive Text At The Seventh Grade Students Of SMP NU Losari.***

Indonesian government decided English to be taught at schools as the first foreign language. There are four language skills in teaching English, there are listening, speaking, reading, and writing. Writing is one difficult problem in English skill. When the students want to start to write, they are confused to express their idea. In this thesis, the researcher focused on the students' writing skill as (Y variable) and the Think-Talk-Write (TTW) strategy as the (X variable). Think Talk Write (TTW) is a strategy that facilitates the exercise of language both oral and written fluently.

The aims of this research are to find out the students' responses towards the application of Think-Talk-Write strategy, to find out the students' achievement of writing skill before using Think-Talk-Write (TTW) strategy, to find out the students' achievement of writing skill after using Think-Talk-Write (TTW) strategy and to find out the effectiveness of Think-Talk-Write strategy to students' achievement in writing descriptive text.

The researcher used quantitative design by using quasi-experiment design. The population in this research is students at seventh grade of SMP NU Losari, totally 80 students. The researcher takes two classes as the sample to be analyzed, and the number of sample is 26 students of VII-1 as control group and 26 students of VII-2 as experimental group, totally 52 students. The data statistic analyzed by using t-test with Microsoft Excel, Formula by Arikunto and SPSS program v. 16.0.

The result of students' skill in writing descriptive text by using Think-Talk-Write (TTW) strategy shows that Think-Talk-Write (TTW) strategy have positive and significant in writing descriptive text. It is known that the result of t-test from control group and experiment group is 1.88, the degree of freedom is 50 (see the table of "t" values at the degree of significant of 5%). Because the value of 50 is not mentioned in the table, the researcher as uses the closer value to 50 as degree of freedom (*df*). The value of 78 mentioned in the table of ( $t_{table} 5\% = 1.02$  and  $1\% = 1.27$ ), so  $1.02 < 1.88 > 1.27$ . It means that  $t_o$  higher than  $t_t$  ( $t_o > t_t$ ) and  $H_a$  is accepted and  $H_0$  is rejected. So, there is positive and significant effect of application of think, talk and write strategy on students' writing descriptive text at seventh grade students in SMP NU Losari.

**Key words:** *Influence, Think-Talk-Write-Strategy (TTW), Writing Skill.*



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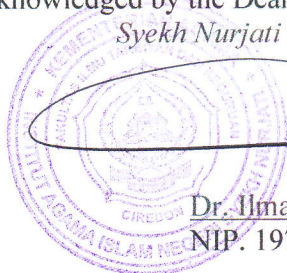
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## RATIFICATION

This thesis entitled **“The Influence of the Application of Think, Talk and Write on the Students’ Achievement in Writing Descriptive Text at the Seventh Grade Students of SMP NU Losari”** written by Mizatun Najibah, student number 14111310042 has been examined on 06 August 2015. It has been accepted by board of examiners. It has been recognized as one of the requirements for Undergraduate Degree in English Language Teaching Department at *Tarbiyah* and Teacher Training Faculty, *Syekh Nurjati* State Islamic Institute Cirebon.

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## CHAPTER I INTRODUCTION

The chapter tells about the area of the research, and this chapter discuss about background of the problem, the identification of the problem which consist of the field of the research, the kinds of problem, and the main problem, besides that, in this chapter include the limitation of the problem, the questions of problem, the aims of the problems and the significance of the research.

### A. Background of the Study

English is one of the international languages which have become popular. People use it to have international communication and to cooperate among people in different countries. Because of this reason, Indonesian government decided English to be taught at schools as the first foreign language. There are four language skills in teaching English, there are listening, speaking, reading, and writing. Generally, language can be spoken and written, so it is also necessary to learn writing.

Writing is very interesting to be learned, because many learners considered that writing as the most difficult as other skills. Lado (1969: 249), stated “writing is one of the most important skills in learning language beside listening, reading, and speaking. And also writing is different from other language skills. In listening and reading, the students receive a message that is formulated by another. Whereas in speaking, the students communicate using their own ideas and feeling that sometimes involves on interlocutor, so there are collocations among them in conversation.

On the other hand, communication through the written word needs real proficiency from the writer in order to be effective. In addition, writing is one of the language skills that should be mastered by students. Through writing, people can explain or describe many things. As a result, people miles away from the writer can get information by reading the written message. A stated by Harmer (2007: 33), “writing is frequently useful as

preparation for some other activity, in particular when students write sentence as a preamble to discussion activities”.

Harmer (2007: 330) explains that in teaching writing, the English teacher will motivate the students, creating the right conditions for the generation of ideas, persuading them of usefulness activity, and encouraging them to make as much effort as possible for maximum benefit. In teaching writing, the teacher should remind one of important purpose of learning English in the school that is to increase student interest in learning English. To achieve the purpose, the teacher should understand students characteristic. Moreover, to improve students ability in writing skill, English teacher should provide materials, which is suitable with the curriculum and the suitable method in teaching learning process.

To developing writing skill should use the method for English teaching and learning. There are many researches in the field of writing skill that has been conducted by the other researchers such as Nurjanah (2012), about improving writing skills by using picture series, Alfian (2011), about teaching writing of descriptive text by using think pair share strategy, Khomariah (2012), about improving students' writing skill in descriptive text through communication game, Sari (2013), about the use of pictures to improve students ability in writing descriptive texts and Mustika (2013), about the ability of writing descriptive text by using Estafet writing. They have been conducted their research in writing skill area and also they used different method, techniques, media, and strategies to conduct their research in field of writing skill. Basically, all of these are to improve, give the effect, and develop in writing skill. Based on the research, the writer interested to use the other strategy in developing of writing skill, thus the students are more interesting in learning writing English through the strategy.

In teaching and learning English, there are many strategies to teach students according to the materials or potencies of the students. The students who learn English will be successful if the learning sources or strategies are relevant with the students need.





One of strategies which are suitable in teaching writing is Think Talk Write (TTW). Think Talk Write (TTW) is a strategy that facilitates the exercise of language both oral and written fluently. Think Talk Write (TTW) strategy is used to develop the writing fluently and exercise the language before written them. According to Suyatno (2009: 66) “this strategy starting with thinking through reading, the result of reading is communicate through presentation or discussion”. There are some activities students do in Think Talk Write (TTW).

First, “think” we can see from the process reading a text that related with the material. Next, students make notes about what they have read. The notes will be read, explained, and discussed in their group. The People can mention this step as students “talk” activity. After finishing discussing in their own group, the students will express the result of discussion in form of written text. This step is students’ activity in “write”. The last activity in Think-Talk-Write (TTW) is writing. So, the researcher conclude that this strategy suitable in teaching writing, especially in writing descriptive text.

In writing class students had some difficulties aspect, such as: they had difficulty to choose words to make a paragraph or essay and the teacher difficulties in finding the appropriate strategies for the English class especially writing class for the teacher.

The English Curriculum, especially at Seventh Grade of SMP NU Losari, it is clearly stated that one of the objectives of the English subject is developing the ability which covers listening, speaking, reading and writing. In fact has shown that the students at Seventh Grade of SMP NU Losari is good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words.

From this problems, the researcher think one of the alternative strategies to improve the understanding in English course, to improve the education quality especially in Seventh Grade of SMP NU Losari is to apply Think Talk Write (TTW) as a step to reach a good and meaningful learning environment. Based on the explanation above, the researcher uses Think Talk Write (TTW) strategy as independent variable to effectiveness skill in



writing as dependent variable. So, the researcher wants to conduct a research entitled *“The Influence of the Application of Think, Talk and Write on the Students’ Achievement in Writing Descriptive Text at the Seventh Grade Students of SMP NU Losari”*.

## B. Identification of the Problem

### 1. The field of this research

The field of the research is writing skill. The researcher wants to conduct the research in writing area.

### 2. The Kinds of Problem

The researcher will identify the problems in writing skill that student faced, she found that problems on students who are learning English course in SMP NU Losari. Those are good in writing essay in Indonesian language but not in English language, they still have difficulty to arranging words in the text and selection words. Because the environment is not support to writing English, so that they are always using Indonesia language, and usually the teachers teach English uses the old technique in teaching descriptive text (Grammar Translation Method) which makes the students felt bored and difficult to understand the material when teaching learning process conducted.

### 3. The Main Problem

The main of this research is in the process of learning English that student need new strategy to mastery the writing skill. Thus, the researcher chooses think-talk-write strategy in writing learning in order to make student interest in writing learning.

## C. Delimitation of the Problem

Based on the background above the researcher will conduct the research in teaching English to Junior high school. The researcher focuses on practice teaching English Writing by using strategy. And the strategy will be using Think Talk Write (TTW) strategy.



In this study, the researcher focuses on how is the effectiveness of the application of Think-Talk-Write strategy towards on students' writing skill with the material is descriptive text which appropriate with the book of seventh grade students. So the limitation of this research uses the Think Talk Write strategy at SMP NU Losari.

#### **D. The Question of the Research**

1. How is students' achievement of writing skill before using Think-Talk-Write (TTW) strategy?
2. How is students' achievement of writing skill after using Think Talk Write (TTW) strategy?
3. Is there any positive and significant influence of students' achievement in writing descriptive text by using Think Talk Write strategy?

#### **E. The Aims of the Research**

The aims of the research this research is as follows;

1. To find out the students' achievement of writing skill before using Think-Talk-Write (TTW) strategy
2. To find out the students' achievement of writing skill after using Think-Talk-Write (TTW) strategy.
3. To find out the positive and significant influence of students' achievement in writing descriptive by using Think Talk Write strategy.

#### **F. The Significance of the Research**

After having done the study, the researcher demands the significances of the study to be useful for:

1. For the writer

The result is expected to provide benefits to the users of this research information to add knowledge and ability in study of research. And also the result of this study would be helpful for developing English skill through Think-Talk-Write (TTW) strategy.

2. For the teacher



To know the improvement students' ability in writing descriptive text and solve students' difficulties in writing descriptive text by Think-Talk-Write (TTW) strategy.

3. For the students

To motivate the students to improve students' ability in writing descriptive text by Think-Talk-Write (TTW) strategy.







## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter, the researcher mainly presents information about the conclusion and suggestion from the writer based on the conducting research at SMP NU Losari.

#### A. Conclusion

Based on the result of data analysis, the researcher could take conclusion as follow:

1. The students' achievement of writing skill before using Think-Talk-Write (TTW) strategy is low score, for experimental class the average is 63.4 and for control class the average is 57.5. From the total student are 52 students at seventh grade of SMP NU Losari in academic 2014-2015 as sample.
2. The students' achievement of writing skill after using Think-Talk-Write (TTW) strategy is good enough score, for experimental class the average is 70.5 and for the control class average is 62.5. So, it mean the students has good achievement after using Think-Talk-Write strategy in process and learning.
3. There is any possitive and significant of using Think-Talk-Write strategy on students' achievement in writing descriptive text at seventh grade of SMP NU Losari in academic 2014-2015. After collecting data, that result of the calculation of  $t$ -test using formulation. The result of  $t$ -test from control group and experiment group is 1.88, the degree of freedom is 50 (see the table of "t" values at the degree of significant of 5%). Because the value of 50 is not mentioned in the table, the researcher as uses the closer value to 50 as degree of freedom ( $df$ ). The value of 78 mentioned in the table of ( $t_{table} 5\% = 1.02$  and  $1\% = 1.27$ ), so  $1.02 < 1.88 > 1.27$ . It means that  $t_o$  higher that  $t_t$  ( $t_o > t_t$ ) and  $H_a$  is accepted and  $H_0$  is rejected. So, there is positive and significant effect of

application of think, talk and write strategy on students' writing descriptive text at seventh grade students in SMP NU Losari.

## B. Suggestion

Based on the research findings and discussion, the following suggestions addressed to the students, the teacher and the other researcher are presented:

### 1. For the teacher

For the teacher should pay attention to motivation on English subject in order to achieve the goal of becoming good achievement, especially on student' writing skill and the teacher should be creativity to use some method and strategy that can be used in the class room to make students easily learning English.

### 2. For the students

Students should have intention in learning English and should build their motivation to like English subject and should pay attention toward their skill on English language, especially in writing skill. Besides that the students should pay attention on teacher's explanation about English subject and about things that happen in class.

### 3. For another researcher

This research can be seen on the result of this research. The result of this research that the use of Think-Talk-Write strategy can improve the students' achievement of writing skill and as this research is not perfect yet, it is suggested for the another researcher may make the research like this research to addition the references for different of subject and sample. Especially by Think- Talk-Write (TTW) strategy on teaching writing.





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2. Dilarang mengumumkan atau memperbanyak karya ilmiah ini dalam bentuk apapun tanpa seijin Perpustakaan IAIN Syekh Nurjati Cirebon.