

ABSTRACT

Nurdiana Wahyu, Tety. 2014. *The Effect of (TTW) Think-Talk-Write to Improve the Students Ability in Writing Descriptive Text at MTs Nurul Islam Pongangan Gresik*. The Sarjanas' Thesis. English Department, Faculty of Teacher Training and Education, Muhammadiyah University of Gresik. 2014. Advisor (1) Dr. Yudhi Arifani, M.Pd (2) Candra Hadi Asmara, M.Pd.

Key Words: *Think Talk Write Strategy, Writing skill, Descriptive Text.*

Teacher as a facilitator in teaching and learning process should have an interesting strategy to teach the students which expected to increasing students' skill. In English learning consist of four skills that must to learn for the students there are listening, speaking, reading and writing. In this study the researcher wants to increase students' skill in writing because based on the researcher experience before the students in this school have less in writing skill. Writing is one of the ways to communication. Writing is the most complex and difficult skill because it involves several components such us a contents, organization, vocabulary, language, and mechanics which have to be considered when a students are writing.

This study was conducted in eighth grader of students in MTs Nurul Islam Pongangan. Researcher uses two classes that are class VIII-A and VIII-B. Those classes consist of 38 and 39 students. But in pretest in class VIII-A two students were don't present and in class VIII-B three students were don't present. So researcher uses 36 students to collect the data. In fact, the student's score is low. The average score obtained from the pre test between experimental and control group was 46.78 and 48.81. It means that the students could not achieve the good result. They not achieve the standard minimum of the school.

The statement of the problem in this research is any significant difference in the ability in writing descriptive text between students who are taught by using think-talk-write and without using think-talk-write as a collaborative learning strategy in term of content and in term of vocabulary. Whereas the purpose of this research is to investigate the significance difference in students' ability in writing descriptive text between students who are taught by using think-talk-write and without using think-talk-write in term of content and in term of vocabulary.

This study uses Experimental Design because the data was taken from the experiment. In research design there is consist of six procedures there are giving pretest, treatment, posttest, finding mean between pretest and posttest, analyzing the data using t-test formula and wrote the hypothesis. The result of this study showed that think-talk-write (TTW) strategy can improve the students' ability in writing descriptive text in MTs Nurul Islam Pongangan. It could be seen from the improvement of average the students score in experimental group from 46.78 in pretest up to 81.25 in posttest. The score improved in post test. The average of students score in control group also improved it is from 48.81 up to 78.00.

The last, the researcher suggest to the English teacher to apply the variation of teaching method appropriately with the characteristics of students especially TTW strategy in teaching writing. Also the teacher should create the situation of teaching and learning become fun and enjoy. So the students are not bored.