

**THE EFFECT OF THINK TALK WRITE STRATEGY
TOWARDS STUDENTS' WRITING ABILITY IN DESCRIPTIVE TEXT
AT ISLAMIC JUNIOR HIGH SCHOOL 3 SOLOK SELATAN**

THESIS

Submitted in Partial Fulfillment as One of the Requirements for Undergraduate
Program in English the Strata One (S1) Degree



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APPROVAL PAGE

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DECLARATION



"In the Name of Allah, the Most Gracious, the Most Merciful"

I hereby state that thesis entitled *"The Effect of Think Talk Write Strategy towards Students' Writing Ability in Descriptive Text at Islamic Junior High School 3 Solok Selatan"* this thesis is true – masterpiece of myself.

I fully aware that I have quoted some statements and ideas from various sources and they are properly acknowledged in my thesis. I do not copy or quote with the way that is against from the scientific ethic that occur in the scientific society. From that statement above, I am ready accept any judgment if it found there is scientific ethic contrary in this thesis or there is claim from another side toward the original word.

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THESIS ACCEPTANCE

The thesis entitled “The Effect of Think Talk Write Strategy towards Students’ Writing Ability in Descriptive Text at Islamic Junior High School 3 Solok Selatan” written by **Dian Anesti**, Student Register Number: 1314050269 has been examined by Board of Examination members in the Faculty of Islamic Education and Teacher Training State Islamic University Imam Bonjol Padang, on Monday, February 26th 2018. Therefore, it has accepted for part of Sarjana (S1) degree in English Tadris Department.

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PENGESAHAN TIM PENGUJI

Skripsi yang berjudul "The Effect of Think Talk Write Strategy towards Students' Writing Ability in Descriptive Text at Islamic Junior High School 3 Solok Selatan" yang ditulis oleh Dian Anesti, NIM. 1314050269, telah diuji dalam sidang Munaqasyah Fakultas Tarbiyah dan Keguruan UIN Imam Bonjol Padang, hari Senin, tanggal 26 Februari 2018 dan dinyatakan telah dapat diterima sebagai salah satu syarat dalam mencapai gelar Sarjana Program Strata Satu (S1) pada Jurusan Tadris Bahasa Inggris .

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ABSTRACT

Dian Anesti, 2017: The Effect of Think Talk Write Strategy towards

Students' Writing Ability in Descriptive Text at Islamic

Junior High School 3 Solok Selatan

This study aims to determine the Effect of Think Talk Write strategy toward students' writing ability in descriptive text on grade VII students at Islamic Junior High School 3 Solok Selatan. This research is an experimental research with post test design group design. There are two variables in this research independent variable in the form of Think Talk Write learning strategy and dependent variable in the form of descriptive text writing ability.

The population in this research are all students of class VII in MTsN 3 Solok Selatan as many as 151 students and the sample used is 2 classes VII.2 as control group and class VII.3 as experiment group. Sample determination technique used is cluster random sampling technique, that is random sampling based on cluster. This study was analyzed using statistical procedures. T-tests were used to analyze the students' post test scores.

The data of the research were analyzed using 5% regression (0.05) significance level. The results showed that the average post test score of the students in the experimental class (75) was higher than the student's average post test score in the control class (63). In addition, t-count (7.56) is greater than t_{table} (2,000). In addition, each write component also increases. In accordance with the results of research that has been done, it can be seen that the implication of Think Talk Write strategy can help students in generating ideas.

Based on the data obtained from the results of the study can be concluded that the ability of students in writing increased after the use of Think Talk Write strategy in learning writing compared with before using this strategy. This is evidenced by the average experiment class is higher than the average control class.

ABSTRAK

Dian Anesti, 2017: Pengaruh Strategi Think Talk Write terhadap Kemampuan

Menulis Siswa dalam menulis Teks Deskriptif di MTsN 3

Solok Selatan

Penelitian ini bertujuan untuk mengetahui pengaruh strategi *Think Talk Write* terhadap kemampuan menulis teks deskriptif pada siswa kelas VII di MTsN 3 Solok Selatan. Penelitian ini merupakan penelitian eksperimen dengan desain *post test group design*. Variabel dalam penelitian ini ada dua, yaitu variabel bebas berupa strategi pembelajaran *Think Talk Write* dan variabel terikat berupa kemampuan menulis teks deskriptif.

Populasi dalam penelitian ini adalah seluruh siswa kelas VII di MTsN 3 Solok Selatan sebanyak 151 peserta didik dan sampel yang digunakan berjumlah 2 kelas, yaitu kelas VII.2 sebagai kelompok kontrol dan kelas VII.3 sebagai kelompok eksperimen. Teknik penentuan sampel yang digunakan adalah teknik *cluster random sampling*, yaitu penyampelan secara acak berdasarkan klaster.

Penelitian ini dianalisa dengan menggunakan prosedur statistik. T_{tes} digunakan untuk menganalisa nilai *post test* siswa. Data hasil penelitian dianalisa dengan menggunakan regresi 5% (0.05) taraf signifikansi. Hasil penelitian menunjukkan nilai rata-rata *post test* siswa di kelas eksperimen (75) lebih tinggi daripada nilai rata-rata *post test* siswa di kelas kontrol (63). Selain itu, t_{hitung} (7.56) lebih besar daripada t_{taable} (2.000). Disamping itu, masing-masing komponen menulis juga meningkat. Sesuai dengan hasil penelitian yang telah dilakukan, dapat diketahui bahwa pengimplikasian startegi *Think Talk Writedapat* membantu siswa dalam menghasilkan ide-ide.

Berdasarkan data yang diperoleh dari hasil penelitian dapat disimpulkan bahwa kemampuan siswa dalam menulis meningkat setelah penggunaan strategi *Think Talk Write* dalam pembelajaran menulis dibandingkan dengan sebelum menggunakan strategi ini. Hal ini terbukti dengan rata-rata kelas eksperimen lebih tinggi dibandingkan rata-rata kelas kontrol.