THE IMPLEMENTATION OF THE STRATEGY OF (TTW) THINK-TALK-WRITE IN TEACHING WRITING TO THE FIRST GRADE

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ABSTRAK

**Kata Kunci:
Mengajar
Menulis
untuk Kelas
satu, strategi
think-talk
write.**

Tujuan penelitian ini adalah untuk mengetahui penerapan strategi Think-Talk-Write dalam pembelajaran menulis efektif atau tidak. Penulis menggunakan teks deskriptif sebagai teks esai dalam menulis. Penelitian yang digunakan dalam tesis ini adalah penelitian kuantitatif dan metode eksperimen. Ada dua kelompok kelas eksperimen dan kelas kontrol. Sampel berjumlah 50 siswa yang terdiri dari 25 siswa di setiap kelas dan penulis menerapkan purposive simple. Pengumpulan data dilakukan dengan menggunakan metode tes (Pretest dan Posttest). Hasil pretest dan posttest berbeda. Baik dari kelas eksperimen maupun kelas kontrol. Pada kelas kontrol, nilai rata-rata pretest adalah 1025 dan nilai rata-rata post test adalah 1570. Sedangkan pada hasil pretest dan posttest dari kelas eksperimen. Rata-rata nilai pre test adalah 1095 dan rata-rata nilai posttest adalah 2170 setelah dilakukan perhitungan data diperoleh Thitung sebesar 5,416 dan Ttabel. Adalah 2.01063 dengan df48 dan taraf signifikan 0,05(5%). Artinya Taccount wa 5,416 dan Ttabel. Dengan demikian, dapat disimpulkan bahwa pengujian hipotesis dalam penelitian ini diterima, dan penerapan strategi think-talk-write dalam pembelajaran menulis efektif bagi siswa. Hal ini dapat dilihat dari perhitungan statistik. Dapat disimpulkan bahwa penerapan think-talk-write (TTW) dalam pembelajaran menulis siswa kelas I Fakultas Ekonomi Universitas Swadaya Gunung Jati (UGJ) Cirebon Jawa Barat.

ABSTRACT

**Keywords:
Teaching
Writing to
The first
grade, think-
talk write
strategy.**

The purpose of this research is to find out the implementation of The Strategy of Think-Talk-Write strategy in teaching writing is effective or not. The writer used descriptive text as essay text in writing. The studies used in this thesis are quantitative research and experimental method. There are two groups, experimental and control group of classes . There are 50 student as the samples that consist of 25 students in each class and the writer applied purposive simple. The data were collected by using test method (Pretest and Post test). The results of pretest and posttest were different. Both of the experimental and control class. In control class, the average scores of pretest was 1025 and the average scores of post test was 1570. Meanwhile, in the result of pretest and posttest from experimental class. The average scores of pre test were 1095 and the average scores of posttest were 2170 after the data calculation, it finds that Taccount was 5.416 and Ttable. Was 2.01063 with df48 and significant level 0,05(5%). It means that Taccount wa 5,416 and Ttable. Thus, it can be concluded that hypothesis testing in this research is accepted, and the implementation of the strategy of think-talk-write strategy in teaching writing is effective to student. It can be seen from statistic calculation. It can be concluded that the implementation of (TTW) think-talk-write in teaching writing to the first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat.

INTRODUCTION

Nowadays, as we know that the Writing is one of basic skill from 4 elements skills in language learning and it is the best way for increasing the mind ability in learning English. As one of the language skills, writing has big contribution to the success of language learning with the other skills. According to Harmer (2004:86) stated that the "writing is a process that what we write is often heavily influenced by the constraints of the genres, then this element has to be present in learning activities." Writing is very important in English learning because writing is one if basic influenced in english learning. In order writing is cooperative Learning. Because in writing skill, it is very important to improve for students and teamwork have to be able to increase of the writing skill.

Harmer(2001:246) states that "Writing is also to the both coherent and cohesive." It means that writing focuses on the language which is used to develop the words becomes paragraph. So the writing can elaborate the writer ideas. In writing activity, the writer will do some processes before it is published. Besides that, a good text must be coherent and cohesive to relate first paragraph with other paragraph. Coherent writing makes sense because of following the sequence of ideas and points of the writer. Cohesion writing relates on the sequence of ideas and points of the writer. Cohesion writing relates of the various linguistics ways of connecting ideas across phrases a sentence. In writing activity student will expose their ideas into sentences.

Related to the states above, the writer is interested in doing the research. Before doing the research, writer interviewed the other English lecturer and student at the First grade, Economics Faculty of Universitas Swadaya Gunung Jati. In this case the writer found something problem there are many difficulties in writing. Student felt difficult when they had to write the English paragraph because they did not know the vocabulary to state their idea in paragraph. Most of student Could not write the sentences in English well. Student often opened dictionary or asked to the lecturer or the teacher when they were in Senior High School, to know the vocabulary and to know how to write it. Most of students could not arrange or build the sentences in English well

They are a very confused how the way make the sentence or write something about material answer. Therefore, the writing class was bored and tired. Sometime they are always scared mistake with write answer and than usually the students always waste time with his friends for noised. Because the teacher just explained the materials without make the students spirits for learned and make a boring class it just influenced result in learning.

Base on those problems, the writer attempt to find out the method for teaching writing skill maybe the answer to solved the problem of teaching writing skill and also to make students involved in writing activities, it is necessary to teach them the various teaching writing that would make students' creative and active. Teachers should provide the innovation in teaching writing to help students to understand about the materials. The students have different capability when they get the material from the teacher. One of the suitable method to make the students to be understand.

Acording to hungker and Laughlin (in Ansari; 2003:36) Think-Talk-Write is an strategy built through thingking, speaking and writing all state that Think-Talk-Write Strategy are discus clue writing, (think) can be seen from read something clue containing picture and make small note what has been thingking. Talk (talk) is

important because students use their own language to present his idea to build a theory together, sharing strategy allows student to talk. And (writing) help realize the goal of learning. This strategy allows students was expected to improve students skills in speaking and writing.

One of the ways to solved the problem in developing writing skills by practising writing continually the writer, showed that students need too.

Motivation and interesting method. One of the method that makes students interested in learning writing by using Thing-Talk-Write strategy. Think-Talk-Write strategy these strategies basically built through thinking, speaking, and writing. Think-Talk-Write strategy is one of the method that can be used in teaching writing, especially in writing descriptive text.

It's related to the statement the write's choose the research title is " THE IMPLEMENTATION OF(TTW) THINK-TALK-WRITE STRATEGY IN TEACHING WRITING TO EIGHTH GRADE The first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat"

RESEARCH METHODOLOGY

Research Method

Creswell (2008: 60) states" procedures in quantitative research which the investigator determiners either an activity or materials make a difference in results for participants". Therefore in this research the writer used quantitative method particulariy an experimental research because is suitable with data in the form of scores and number.

Research Design

Related to the method, this study is a quasi-experimental research which employs quantitative method. Therefore the writer look design of this study from Fraenkel and Wallen (2006: 278). There are two groups which are involved in this study. The first group is the experimental (treatment) group which is treated by using Think-Talk-Write technique in teaching writing especially to treat fluency skills and the second group is the control group which is treated with other technique.

Tabel 1. Table of Quasi Experiment

Treatment Group	M	O	X	O
Control Group	M	O	C	O

Where:
M : The subjects in each group lurve been matched (on certain variables) but not randomly assigned to the groups
O : Pre-Test
O : Post-Test
X : Treatment
C : Without Treatment

Technique of Data Collection

According to Fraenkel and Wallen (2011) "Variable is a concept a noun that stands for variation within a class of objects". Research variable in this paper is experimental variable. An experiment is conducted to examine the effect of a variable or

treatment which is known as experimental variable. The main attention is given in the experiment to observe its effect. The programmed instruction strategy may be an experimental variable (Singh, 2006: 136). The research make the observation.

1. Observation

Observation The implementation of Think-Talk-Write Strategy the writer uses observation sheet to know what the activities which arc done by teacher and students during the lesson or treatment.

2. Test

In this rescarch, the writer use writing test as collecting the data to know students' writing skill before use Think-Talk-Write Strategy (pretest) and after use Think-Talk-Write Strategy (posttest).

Instruments of Data Collection

The instruments of Data Collection the writer take a test provide two test

1. Pre-Test

According to Creswell (2008: 300) mentions, "A pre-test provides a measure on some attribute or characteristic that you asses for participants in an experimental before they receive a treatment." So, the researcher measured students' ability before gave treatment of the material.

2. Post-Test

According to Creswell (2008:300) "A post-test is a measure on some attribute or characteristic that is assessed for participant in an experimental after a treatment." The researcher carried on the post-test atter gave treatment This test was aimed to know the result of teaching writing using Think-Talk-Write strategy.

Technique of Data Analysis

After collecting the data, the next step is data analysis. Data analysis includes pre-test and post-test data analysis. The writer analyzes pre-test and post-test by using statistical analysis. It is conducted in order to find out whether the use of Think-Talk-Write technique in teaching writing fluency skill.

In analyzing the data pro-test and post-test, the writer uses the formula test statod by Fraenkel and Wallen (2012: 253) as follow:

$$t = \frac{X_1 - X_2}{SED}$$

Notes:

t : The test statistic

$\bar{X}1$: The mean of one group

$\bar{X}2$: The Mean of the second group

SED :The standard error of the difference between sample means

Before calculating the t-test, the writer caleulates the mean and the standard error of the difference (SED). To analyzing the result of taccount the writer did the following steps to find out the score.

The colecting data uses SPSS Programs (Statistitikal Product and Service Solutions). After calculation the score of pre-test and post test from experimental and control group, the writer calculated the gain score standard deviation of control and experiment class, statistic of result the data control and experiment class, and independent of sample test, finding Table, Comparing Taccount and Ttable

IN RESULTS AND DISCUSSION

The Data Description

This chapter presents rescarch finding and discussions basod on data collected at the eigthth grade of he first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat. Some steps were taken in conducting this research. The treatment it was conducted February on 25 th and 27 th 2016. The first step the writer gave the same descriptive text to control class and experiment class. Both of class consists of 25 students. The steps pretest and posttest were done the researcher conducted the treatment steps for control class, the treatments was conducted on February 25 th 2016. The next steps pretest and posttest were done the researcher conducted the treatment steps for experiment class, the treatment was conducted on February 27 th 2016. The treatments were given based on the syllabus in eighth grade of junior high school. In experimental group the researcher taught by using Think-Talk-Write (TTW) strategy in teaching descriptive text and then the control was taught without Think-Talk-Write strategy.

Review of Teaching Learning Process

The teaching and leaning process was done by the researcher from the first meeting until the last meeting. The researcher did the treatments based on the lesson plan that the researcher had before and found between the students activities in experimental and control group. In this experimental group the writer used Think-Talk-Write (TTW) strategy in teaching descriptive text. In control group the writer did not used Think- Talk-Write strategy in teaching writing deseriptive text.

The first meeting in control group some students not yet known about descriptive text. Therefore the teacher explained about the descriptive text and generic structure of descriptive text. Then they also gave sample of descriptive text. During the learning process the students in the control group were more silent and confused about material.

The second meet was same with experimental groups. The students wore given material about descriptive text However in experimental group most students were active to ask and answers to the teacher.

In there the experimental group were active to answer the question from the material. In this meeting the teacher showing the picture for experimental group. Based on the applying picture as media, students in experimental group were more entbusiastic when they discussion the picture with their group. Whereas in the control group the students got bored during the learning process because in the control group the students just making descriptive text individually.

Observation

In this reasearch the writer used observation students activity by teaching and learning process those observation. For the step in the control class in VIII B, the writer without using Think-Talk-Write Strategy. In the classroom the writer using conventional method, the students still confused about material and in the classroom the students very noized, the writer it's very difficulties for doing control in the classroom.

The meeting in the experimental class in VII observation. In the classroom with using Think-Talk-Write Strategy for C, the writer used the step in the classroom the writer make a group consist 5 student, the students are very entusiasm, the students

more active during the writer give material using Think-Tallk Write Strategy, Stadent make a disscussion in think talk and write down their ideas in the paper sbout the topic was given. The writer gives question when they did not understand about material, it is also student have a good attention to the writer during the teaching learning proccess The writer used Think-Talk-Write Strategy in the classroom for the first, it is about think, in the cassioom student share knowledge with other friends, the second, they did to talk the student and it was very active for speaking with other friends in the classroom.

Next step the student wrote to the paper because they understood about material. And the last, after that the student make disscussion into goup they were describing picture the student must make a note individual and share with other students. The writer asses the student gave a good reasponses. They were more entusiasm in learning writing Descriptive text using Think-Talk-Write Strategy.

Data Deseription from Tests

The writer carried out pretest before the instruction activity and post-test after the treatment. In this research the writer analyzed data by using the following procedure which are explained by Fraenkel (2012:252).

a. Pretest

The result of the pretest: Pretest is given the students before study, it is given to know how the far the students' knowledge about writing and about aspecy writing skill. Pretest is doing the 2 class; there are Experimental Class and Control Class. Pretest in control class showed that the highest score is 60 and the lowest is 20. Then, in the experimental class is same, the highest score is 60 and the lowest is 20. Based on the data, the writer analyze that the major difficulties that faced, by the students is difficult to arrange a sentence in grammatically, choose appropriate vocabulary and put the correct organization.

a. Posttest

The result of the posttest Posttest:

in control class showed Class VIII B, with students are 25 and experiment class in VIl C, with students are 25 uses Think- Talk-Write strategy.

In control class that the highest score is 80 and the lowest is 40. Then, in the experimental class is same, the highest score is 95 and the lowest is 80. Based on the data that the writer analyzed, the major difficuities that faced by the students in grammar, choose appropriate vocabulary and put the correct organization.

The Data Analysis

In this session, the result was counted to know whether the technique is effective toward students' writing. In this study, the writer compared the experimental and control group to find out the group that got higher score from the achievement of students' writing.

The writer used the formula t test that stated by Fraenkei and Wallen to find out the tcout and compared with table- According to Fraenkel and Wallen (2012: 253), the formula that was used to find tong as follows:

$$t = \frac{X_1 - X_2}{SED}$$

Notes:

t   : The test statistic
$\bar{X}1$: The mean of one group
$\bar{X}2$: The Mean of the second group
SED   **:** The standard error of the difference between sample means

To analyzing the result of t find out the score with colecting of the data uses SPSS Programs (Statistitikal Product and Service Solutions). After calculation the score of pro-test and post test from exporimental and control group, the writer ealculated the gain score standard deviation of control and experimens class, statislic of result the data control and experiment class, and independent of sample test. finding Ttable comparing Taccount and Ttable.

Control class pretest and posttest class

The writer took the data through pretest and posttest that given to the student both in experimental class. Therefore, the data, the data which was gotten as follows.

Table 2. The Result of Pretest and Posttest Experiment Class

NO	Name	Score pretest	Score postest
1	Student	40	60
2	Student	30	60
3	Student	40	55
4	Student	45	70
5	Student	40	60
6	Student	35	750
7	Student	20	40
8	Student	55	80
9	Student	40	60
10	Student	40	60
11	Student	40	60
12	Student	45	60
13	Student	35	40
14	Student	45	50
15	Student	50	75
16	Student	60	75
17	Student	30	40
18	Student	30	60
19	Student	50	70
20	Student	35	70
21	Student	40	80
22	Student	60	75
23	Student	50	60
24	Student	40	60
25	Student	40	75

The table above shows the result of pre-test and posttest of control class, The numbers of students are 25. Pretest was given by teacher before treatment. From the table, we can see that the student's score in control class. For example, students 2 and

students 7, the score of pretest are 20, 20 and score of posttest are 60, 40. Student 2 and 7 doesn't get improvement pretest and posttest of control class.

Gain of Standar Deviation Control Class
After the students did pretest and posttest, the writer analyzed the data of the result by applying the following procedures the gain score of pre-test and posttest of control class.

Table 3 Analysis of the result Gain Control Class

No	Name	Score Pretest	Score Pottest	GAIN
1	Student	40	60	20
2	Student	30	60	40
3	Student	40	55	15
4	Student	45	70	25
5	Student	40	60	20
6	Student	35	750	40
7	Student	20	40	20
8	Student	55	80	25
9	Student	40	60	20
10	Student	40	60	20
11	Student	40	60	20
12	Student	40	60	15
13	Student	45	60	5
14	Student	35	40	5
15	Student	45	50	25
16	Student	50	75	15
17	Student	60	75	10
18	Student	30	40	30
19	Student	30	60	20
20	Student	50	70	35
21	Student	35	70	40
22	Student	40	80	15
23	Student	60	75	10
24	Student	50	60	20
25	Student	40	60	35
Total		10,25	1570	545
Average		41	62,8	21,8

The table above pretest of control class the total 1025 with average 41, certainly the value of posttest total 1570 with average 62,8. While the value of Gain average 21,8 with the total 545.

Table 4 Statistic of Result the Data Control Class

		Pretest Control	**Posttest Control**
N	Valid	25	25
	Missing	0	0
Mean		41.0000	62.8000
Median		40.0000	60.0000
Mode		40.00	60.00
Minium		20.00	40.00
Maximum		60.00	80.00
Sum		1025.00	1570.00

The table above shows the number of students pretest and postlest are 25 student. Missing 0 indicates that the data is missing 0, thus not unprocessed the data. Mean or average pretest 41. Median or midpoint the table above 40, obtained mode can 40 while, the value minimal and maxsimum respectively score 20 and 60. While the Mean or average posttest 62,8. Median or midpoint in above 60, obtained mode it can 60 while the value minimal and maxsimum respectively score 40 and 80.
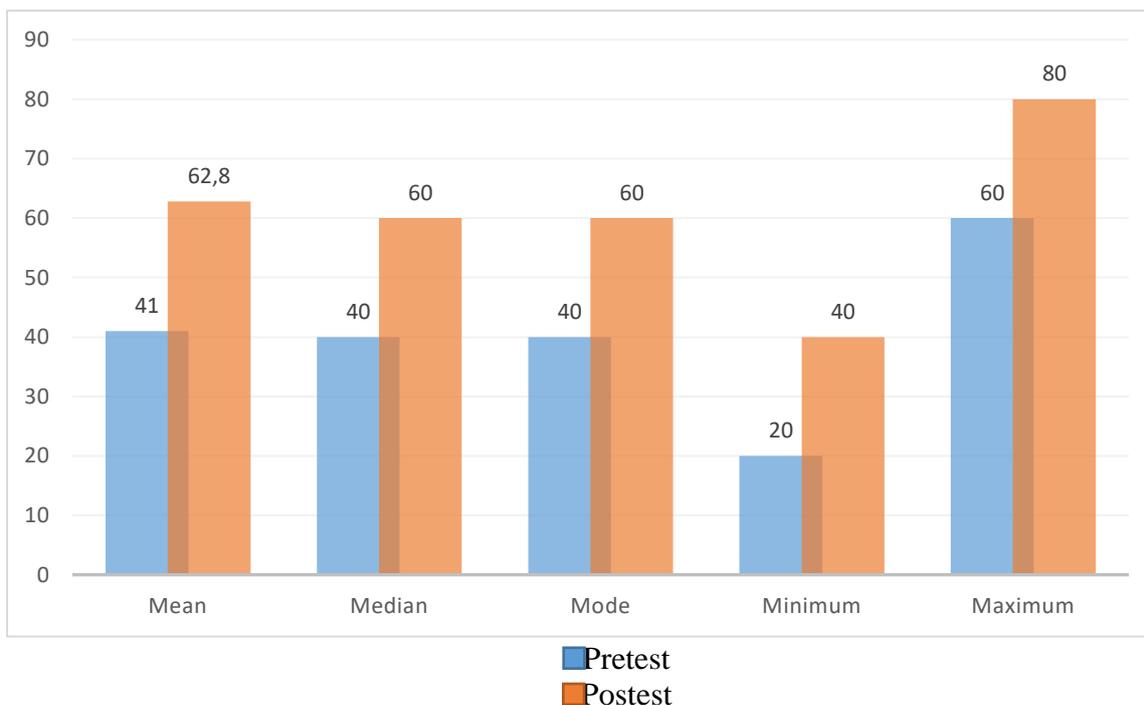
Experiment result Pretest class and Posttest class

The writer took the data through pretest and posttest that give to the student bot in experimental class. Therebefore, the writer got the data, the data which was gotten as follows.

Table 5. The Result of Pretest and Posttest Experimental

No	Name	Score Pretest	Score Pottest
1	Student	20	95
2	Student	55	85
3	Student	50	85
4	Student	55	80
5	Student	40	90
6	Student	35	95
7	Student	60	80
8	Student	35	95
9	Student	30	90
10	Student	50	95
11	Student	55	80
12	Student	25	95
13	Student	50	85
14	Student	40	80
15	Student	40	85
16	Student	55	85
17	Student	20	85
18	Student	20	85
19	Student	60	85
20	Student	50	95
21	Student	55	80
22	Student	40	80
23	Student	20	95
24	Student	55	85
25	Student	60	85

The table above shows the result of pretest and posttest experimental class. The numbers of studenti are 25. Pretest was given by the teacher before treatment and positest was given after treatment. From the table, we can see that the sudent's score increase afer they got a treatment. For example, Student 1, before getting the treatment his/her score is 20 but after she/he get the treatment score increase become 95. Therefore, the other students mostly, their score are higher that before the treatment has given. it is clear that the using Thiok-Talk-Write strategy as a treatment in teaching writing runs well.

Gain of Standar Deviantion experimental Class

After student did the pretest and posttest. The writer analysed the data of the result by applying procedure the gain scores of pre-test and post test of experimental class.

Table 6 Analysisi of result Gain Experiment Class

No	Name	Score Pretest	Score Pottest	Gain
1	Student	20	95	75
2	Student	55	85	30
3	Student	50	85	35
4	Student	55	80	25
5	Student	40	90	50
6	Student	35	95	60
7	Student	60	80	20
8	Student	35	95	40
9	Student	30	90	50
10	Student	50	95	45
11	Student	55	80	25
12	Student	25	95	70
13	Student	50	85	35
14	Student	40	80	40
15	Student	40	85	45
16	Student	55	85	30
17	Student	20	85	65
18	Student	20	85	65
19	Student	60	85	25
20	Student	50	95	35
21	Student	55	80	40
22	Student	40	80	40
23	Student	20	95	75
24	Student	55	85	30
25	Student	60	85	25
Total		**1095**	**2170**	**1075**
Average		43,8	86,8	43

The table above pretest of experiment class the total 1095 with average 43,8. Certainly the value of posttest total 2170 with average 86,8. While the value of Gain average 43 with the total 1075.

Table 7 Statistic of result the data experiment

		Pretest Experiment	Posttest Experiment
N	Valid	25	25
	Missing	0	0
Mean		43.8000	86.8000
Median		50.0000	85.0000
Mode		55.00	85.00
Minium		20.00	80.00
Maximum		60.00	95.00
Sum		1095.00	2170.00

The table above shows the number of students pretest and posttest are 25 student. Missing 0 indicates that the data is missing 0, thus not unprocessed the data. Mean or average pretest 43, 8. Median or midpoint the table above 50, obtained mode can 55, while the value minimal and maxsimum respectively score 20 and 60. While the Mean or average posttest 86,8. Median or midpoint in above 85, obtained mode it can 85 while the value minimal and maxsimum respectively score 80 and 95,
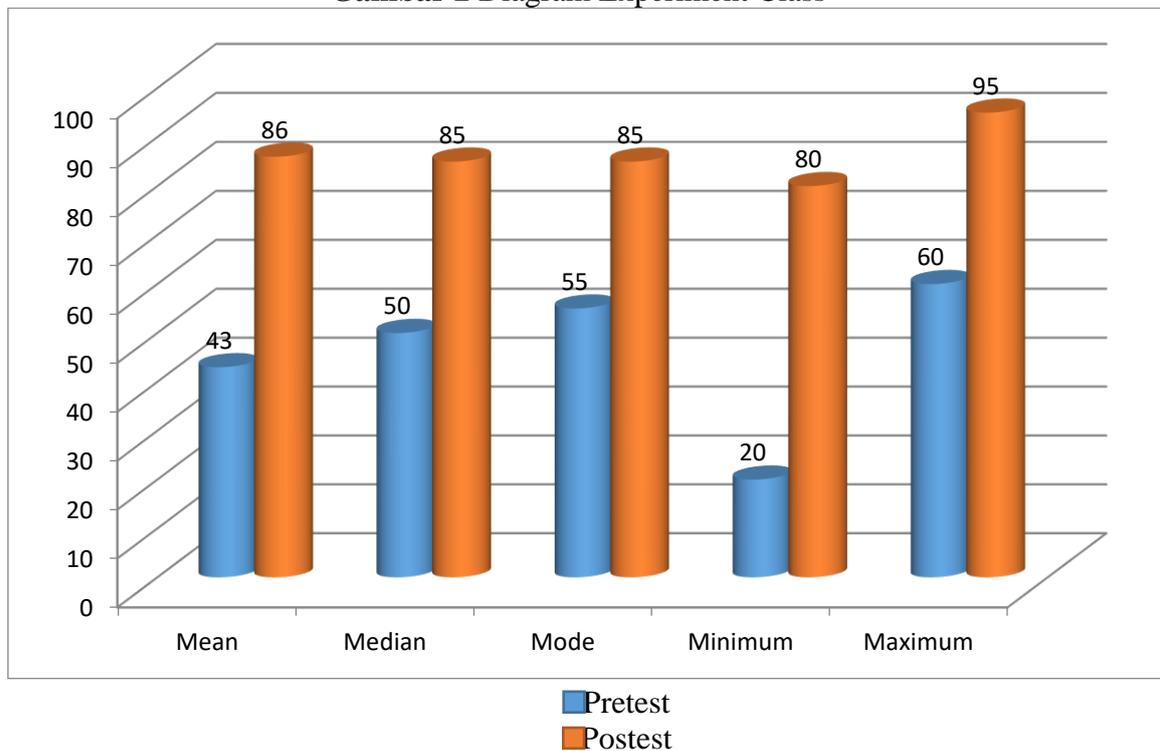
Gambar 2 Diagram Experiment Class

Table 4.11
Independeny of Sample Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidance Interval of the Difference	
		F	Sig.	t	Df	Sig(2-tailed)	Mean different	Std. Error Diffe-rence	Lower	Upper
1.	Equal variances assumed	6,471	014	5,416	48	,000	21.20000	3,91450	13,32936	29,07064
2	Equal variances not assumed			5,416	30,693	,000	21.20000	3,91450	13,28659	29,11341

The result of **Independent of sample test** Taccount equal to 5,416 with the significant of value equal to 0,000. Because the significant of value in under 0,05 (5%) and value t as more as from t there are different in experiment and control class. That the result the implementation of Think- Talk- Write Strategy is very well for increase students Learning.

Finding Ttable

table After the writer calculates the data, the writer gets Taccount is 5.416, in this rescarch, the writer takes the level significance standard 5% (0,05). The writer found Ttable With degree freedom (df) 48 is in 2.01063 in level of significant 5% (0,05). (see appendix 10, table distribution)

Comparing Taccount and Ttable

Comparing Taccount (Terical) 0,05 significant level from to Taccount 5.416 so table 2.01063 from the calculation above loocked from the table t, it can be seen that value Taccoun 5.416 it means Taccount is higher than Ttable 2.01063.

Base on the data above, it show that there, it showed that there was influence of the students' result, teccount as the result of pretest and posttest in experimental and control class; and Ttable as significant level for educational research. The writer compared Ttable and Taccount to accept. Therefore, the writer concluded that Think-Talk-Write Strategy can be effective students sloll in writing descriptive text.

Hypothesis Testing

This research answers the question when the implementation of Think- Talk-Write strategy is effective in teaching writing at eighth grade of he first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat. The writer should propose alternative hypothesis as bellow:

Ho: The Implementation of Think-Talk-Write strategy is not effective in Teaching Writing.

Ha: The Implementation of Think-Talk-Write strategy is effective in Teaching Writing.

In comparing Taccount and Ttable, the writer uses the criteria as follows:

If Taccount< Ttable = the hypothesis alternative (Ho) is rejected.

If Taccount>Ttable = the hypothesis alternative (Ha) is accepted.

The implementation of Think-Talk-Write strategy is effective in teaching writing. Based on the research finding, the data indicated that Taccount was 5.416 and Ttable Was 2.01063 with df 48 and significant level 0,05 (5%). It means that If Taccount is higher than If Ttable So, the writer concluded that hypothesis testing is accepted.

Discussion and Research Finding

Based on the data collected from the eighth grade of he first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat. Some steps were taken in conducting this research. The treatment it was conducted February on 25h and 27th 2016. In this steps the writer gave the same descriptive text to control class and experimental class, both of class consists of 25 students. The first steps in control class pre-test and post-test were done the researcher conducted the treatment steps, the treatment was conducted on February 25th 2016. The next steps in experiment class pre-test and post-test were done the researcher conducted the treatment steps, the treatment was conducted on February 27th 2016. The treatments were given based on the syllabus in eighth grade of junior high school. In experimental group the researcher taught by using Think-Talk-Write (TTW) strategy in teaching descriptive text and then the control was taught without Think-Talk- Write strategy.

The statement of the problem in this study to find out whether the implementation of Think-Talk-Write strategy effective or not in teaching writing. This question can be answered by analyzing the results of computation of pre-test and post-test based on computation of t-test and by analyzing of student activities. shows that the students were involved actively in teaching and learning process.

This research it also purposed to find out the students' activities in teaching writing by using Think-Talk-Write strategy in teaching writing at eighth grade studentshe first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat.

Before conducting the research just some students' is active in class but after gave treatment of students' activities showed that the most of students were active in the learning process they not shy again to answer and forward in front of class.

The writer used essay as question form to lest students' writing. The explanation about studenits score in writing based on bhie print of test and criterion of writing test score (Bonrdman and Frydenberg 2008: 183).

Based on the data, the average score of the control class in pretest were 1025 and in posttest were 1570. And based on the criterion of students writing test score, it showed that they got fail category before got treatment and after got treatment they got poor category.

Based on the data, the average score of the experimental class in prettest were 1095 and in posttest were 2170. And based on the criterion of students' writing test score, it showed that they got poor category before got treatment and after got treatment they got fair category. It indicated the experimental classes got better understand than control class after got treatment.

Besides that, based on the research finding, the data indicated that Taccount was 5.416 and Ttable was 2.01063 with df 48 and significant level 0, 05(5%). It means that Taccount is higher than Ttable So, the writer concluded that hypothesis testing is accepted.

It can be concluded that the implementation of Think-Talk-Write strategy in teachíng writing at eighth grade of he first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat is effective, especially to implement it for students to improve their writing.

CONCLUSION

Based on the calculation of t-test on research finding, it shows that Taccount was 5.416 and Ttable was 2.01063 with df 48 and significant level 0,05 (5%) It means that Taccoun is higher than Ttable. Thus, it can be concluded that hypothesis testing in this research is accepted. It also supported by the observation of the students activity in teaching writing trough Think-Talk-Write Strategy their activities more active, have a good responses and more entusiasm. After the writer completing the previous chapter, the writer will draw a conclusion as the result of the use of Think-Talk-Write strategy to the eighth grade of he first grade at Economic Faculty, Universitas Swadaya Gunung Jati (UGJ) Cirebon, Jawa Barat.

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