ABSTRACT

INCREASING OF WRITING DESCRIPTIVE PARAGRAPH SKILL BY THINK TALK WRITE LEARNING STRATEGY ON THE STUDENTS GRADE X-1 SMA NEGERI 1 MERAKSAAJI TULANGBAWANG LAMPUNG IN THE ACADEMIC YEAR 2014/2015

Writing is an activity pouring idea/ideas through graphic depiction emblem not only understood by the author, but also can be understood by others as form of indirect communication. The fact that the ability of students is very low, especially in learning to write descriptive paragraph. The purpose of this research is to repair planning, done, value, and result of writing descriptive paragraph skill by think talk write learning strategy on the students grade X-1 of SMA Negeri 1 Meraksaaji Tulangbawang Lampung in the academic year 2014/2015.

The method used in this research is qualitative descriptive through classroom action research done in three cycle. The subject of research is students grade X-1 SMA Negeri 1 Meraksaaji Tulangbawang Lampung in the academic year 2014/2015 and object of research is the application of think talk write strategy in learning of writing a descriptive paragraph. The source of the data in this research include observation, interviews, test, and documents. Test the validity of the data using the triangular methods and data source. Data analysis techniques used in this research is comparative descriptive technique and critical analysis.

This research is able to increase student’s skills in writing a descriptive paragraph. The skill improvement of student’s descriptive paragraph writing is able to seen on every cycle. On first cycle is 46,67%, on second cycle is 66,67%, and on third cycle is 93,33%. The skill improvement of students’ descriptive text paragraph writing is designated by the get of students’ score which measure through five main aspect to be criteria valuation, some of the them (a) the completeness content of descriptive; (b) consecutive explain (sequence content so that easy understand); (c) the using of language (short and clear); (d) vocabulary application is language appropriate; and (e) appropriateness use of spelling in writing a descriptive. The liveliness improvement of students is reflected from the activity during (a) thinking (b) talking (c) writing. The percentage of student’s liveliness on the first cycle is 56,67%, second cycle is 70,00%, and third cycle is 93,33%. According to the above result, it is able to concluded that the application of think talk write learning strategy can improve the activeness and the skill of students’ descriptive paragraph writing.

Keyword: descriptive paragraph, think talk write learning.