ABSTRACT

**IMPROVING STUDENTS' WRITING ABILITY
IN RECOUNT TEXT USING THINK-TALK-WRITE STRATEGY AT THE
FIRST YEAR OF SMA IT AL-HIDAYAH PRINGSEWU**

By

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The aim of this research was to find out whether students' writing increased after they learnt writing through the use of Think Talk Write strategy and which aspect of writing increased the most after they learnt writing through Think Talk Write strategy. This research is quantitative research and the researcher used one group pretest-posttest design.

The subjects of the researcher were 29 students of X.2 class at SMA IT Al-Hidayah in 2017/2018 academic year. The students were taught about recount text using Think Talk Write strategy. Writing test was used as the instrument. There were two raters to assess the students' writing skills and to collect the data. The writing test is in form of recount texts. The data were analyzed by using t-test with the significant level $p<0.05$. The results of this research that t-value (5.170) was higher than t-table (2.030) and the value of two tail significance was $0.0000 < 0.05$. It means that there is statistically significant improvement on students' writing ability in recount text using Think Talk Write strategy. Therefore, the hypothesis of the research was accepted. Besides, all aspects of writing were improved regarding to the results. The aspect improved the most was organization, then followed by language use, content, vocabulary, and mechanic. This suggests that Think Talk Write strategy can facilitate the students to improve their writing skill.

Keywords: writing, recount text, Think Talk Write strategy