

ABSTRACT

INTEGRATING THINK TALK WRITE STRATEGY AND PICTURE SERIES TO IMPROVE STUDENTS' WRITING ABILITY IN RECOUNT TEXT

By

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The objectives of this research were to investigate the difference between students' writing ability by using think talk write strategy and think talk write strategy picture series and to find out which aspect of students' writing ability in recount the most improve after they have been taught by using think talk write strategy and picture series. This research was conducted at SMP Negeri 2 Banjit. There were 60 students as the sample of this research. The data were collected using a writing test (pretest and posttest). Independent Group t-test and One Way ANOVA were used to analyze the data. The analysis showed that the students in think talk write strategy and picture series group got a higher mean score than the students in think talk write strategy group. The use of think talk write strategy and picture series was applicable to increase students' writing ability. The result showed that the highest score of students' writing in recount text of the pre-test in control class is 76.50 and the highest score in experimental class is 70.00 and post-test in control class is 75.00 and the highest score in experimental class is 80.50. It means that the students' writing ability in recount text of post-test in experimental class is higher than in control class. The highest improvement of writing aspect in control class was content that improves significantly as the value of sig. (2-tailed) is 0.001. Meanwhile in experimental class, content, organization, and vocabulary are the aspects of writing that improve significantly since the values of sig. (2-tailed) are 0.000. It can be concluded that the think talk write strategy and picture series can be applied in teaching writing to make the teaching and learning process more interesting. It can be used to improve students writing ability significantly, especially in content, organization, and vocabulary.

Keywords: Writing, think talk write strategy, picture series, content, organization, and vocabulary.