

## ABSTRACT

### IMPROVING STUDENTS' WRITING SKILLS THROUGH THINK-TALK-WRITE STRATEGY AT TUNAS MEKAR INDONESIA SENIOR HIGH SCHOOL

By Diana Shalma

This study aimed to investigate the improvement of students' writing skills after being taught through the Think-Talk-Write (TTW) strategy and to identify which aspect of writing improved the most. This research employed a quantitative approach using a one-group pre-test and post-test design involving twelfth-grade students at Tunas Mekar Indonesia Senior High School. The data were collected through analytical exposition writing tests administered before and after the treatment and were assessed based on five writing aspects: content, organization, vocabulary, grammar, and mechanics. The mean score increased from 53.882 in the pre-test to 81.179 in the post-test, with a mean difference of 27.294 points, while the N-Gain score was 0.6033, which falls into the medium effectiveness category. The data were analyzed using a Paired Samples t-test. The results revealed a statistically significant improvement in students' overall writing skills, as the obtained t-value (15.739) was higher than the t-table value (2.1199) at the significance level of 0.05 with 16 degrees of freedom ( $df = 16$ ), and the significance (2-tailed) value was  $< 0.001$ . Among the five aspects, content showed the greatest improvement, increasing from 16.706 to 23.912 with a gain of 7.206 points. These findings suggest that the TTW strategy effectively enhances students' writing skills, particularly in developing and elaborating ideas.

**Keywords:** *analytical exposition, think-talk-write, writing skills, writing aspects*

## ABSTRAK

### MENINGKATKAN KEMAMPUAN MENULIS SISWA MELALUI STRATEGI THINK-TALK-WRITE DI SMA TUNAS MEKAR INDONESIA

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Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis siswa setelah diajarkan melalui strategi Think-Talk-Write (TTW) serta mengidentifikasi aspek menulis yang mengalami peningkatan paling signifikan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one-group pre-test dan post-test yang melibatkan siswa kelas XII di SMA Tunas Mekar Indonesia. Data dikumpulkan melalui tes menulis teks analytical exposition yang diberikan sebelum dan sesudah perlakuan, serta dinilai berdasarkan lima aspek menulis, yaitu isi, organisasi, kosakata, tata bahasa, dan mekanik.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 53,882 pada pre-test menjadi 81,179 pada post-test, dengan selisih rata-rata sebesar 27,294 poin, sedangkan skor N-Gain sebesar 0,6033 yang termasuk dalam kategori efektivitas sedang. Data dianalisis menggunakan uji Paired Samples t-test. Hasil analisis menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan menulis siswa secara keseluruhan, di mana nilai t hitung (15,739) lebih besar dibandingkan t tabel (2,1199) pada taraf signifikansi 0,05 dengan derajat kebebasan ( $df$ ) = 16, serta nilai signifikansi (2-tailed)  $< 0,001$ .

Di antara lima aspek yang dinilai, aspek isi menunjukkan peningkatan paling besar, yaitu dari 16,706 menjadi 23,912 dengan kenaikan sebesar 7,206 poin. Temuan ini menunjukkan bahwa strategi TTW efektif dalam meningkatkan kemampuan menulis siswa, khususnya dalam mengembangkan dan mengelaborasi ide.

**Kata kunci:** *analytical exposition, think-talk-write, kemampuan menulis, aspek menulis*