

**THE EFFECTIVENESS OF THINK-TALK-WRITE (TTW) STRATEGY ON  
STUDENTS' WRITING SKILL OF THE TENTH GRADE STUDENTS AT SMKN 1  
SUKASADA IN THE ACADEMIC YEAR 2019/2020**

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**ABSTRAK**

Penelitian ini bertujuan untuk menyelidiki apakah penggunaan strategi Think Talk Write (TTW) berpengaruh pada keterampilan menulis siswa kelas sepuluh di SMKN 1 Sukasada dalam menulis teks naratif. Penelitian eksperimental ini dilakukan dengan menggunakan Non-Equivalent Control Group Design. Ada dua kelas yang dipilih sebagai sampel dalam penelitian ini. Kedua kelompok diberi perlakuan berbeda. Kelompok eksperimen diajarkan dengan menggunakan strategi Think Talk Write (TTW) sedangkan kelompok kontrol diajarkan tanpa menggunakan strategi Think Talk Write (TTW). Data yang diperoleh dianalisis secara deskriptif dan inferensial. Hasil analisis data menunjukkan bahwa skor rata-rata kelompok eksperimen (74,82) lebih tinggi daripada kelompok kontrol (71,22). Selain itu, hasil uji-t independen mengungkapkan bahwa ada perbedaan yang signifikan pada keterampilan menulis siswa antara siswa yang diajar dengan menggunakan strategi Think Talk Write (TTW) dan mereka yang diajar tanpa menggunakan strategi Think Talk Write (TTW). (Sig. (2-tailed) = 0,008,  $p < 0,05$ ). Hasil ini menunjukkan bahwa strategi Think Talk Write (TTW) memberi pengaruh signifikan terhadap keterampilan menulis siswa kelas X di SMKN 1 Sukasada. Sebagai kesimpulan, hipotesis alternatif diterima di mana siswa yang diajar dengan menggunakan Strategi Think Talk Write (TTW) mencapai lebih baik daripada mereka yang diajar tanpa menggunakan strategi Think Talk Write (TTW)

**Kata kunci:** teks naratif, strategi think talk (ttw), keterampilan menulis

**ABSTRACT**

This research aimed at investigating whether or not the use of Think Talk Write (TTW) strategy has an effect on the writing skill of tenth grade students' at SMKN 1 Sukasada in writing narrative texts. This experimental study was carried out using Non-Equivalent Control Group Design. There were two classes chosen as sample in this research. The two groups were given treatment differently. The experimental group was taught by using Think Talk Write (TTW) strategy while the control group was taught without using Think Talk Write (TTW) strategy. The obtained data were analyzed descriptively and inferentially. The results of data

analysis showed that the mean score of experimental group (74.82) was higher than the control group (71.22). Moreover, the result of independent t-test revealed that there was a significant difference on students' writing skill between the students who were taught by using Think Talk Write (TTW) strategy and those who were taught without using Think Talk Write (TTW) strategy (Sig.(2-tailed) = 0.008,  $p < 0.05$ ). These results indicated that Think Talk Write (TTW) strategy gave significant effect on writing skill of tenth grade students at SMKN 1 Sukasada. As conclusion, alternative hypothesis is accepted in which the students who are taught by using Think Talk Write (TTW) Strategy achieves better than those who are taught without using Think Talk Write (TTW) strategy

**Keywords:** narrative text, think talk write (ttw) strategy, writing skill

