

**USING THINK TALK WRITE (TTW) TECHNIQUE IN
TEACHING WRITING SKILL TO THE EIGHTH GRADE
STUDENTS OF SMP MUHAMMADIYAH 1 PALEMBANG**

THESIS

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

APRIL 2026

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TEACHING WRITING SKILL TO THE EIGHTH GRADE
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THESIS

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In Partial Fulfillment of the Requirement

For the Degree of Sarjana in English Language Education

By:

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**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH PALEMBANG**

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AGREEMENT PAGE

This is written by Andre Erdeansyah has been certified to be examined.

Palembang, April 2026

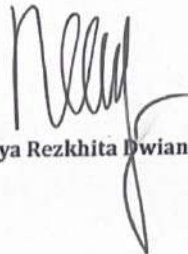
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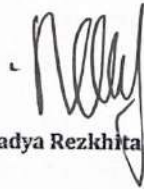


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Menyatakan bahwa skripsi berjudul:

Using Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang.

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian hari ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

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Yang menyatakan,



Andre Erdeansyah
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MOTTO AND DEDICATION

Motto:

“I am nothing without Allah.”

“Be a human being who is useful to everyone.”

“Anyone can be anything; be what you want, nothing is impossible.”

“I know I will be very rich, and I have no doubt about it; fortune favors the bold.”

This is decided to:

- **My beloved parents, Mr. Khoirul Anam, even though you are no longer here, I am sure that you are always watching over me and accompanying my steps. and Mrs. Erna Iswanti. Even though you are alone, thank you for wanting to see your child grow, Mom. No words that I could say for everything you both gave to me, love, care, prayer, and many things come from you, thank you for being my parents.**
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ABSTRACT

Erdeansyah, Andre. 372021023. Using Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang. Thesis, English education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*. Advisors: (1) Masagus Sulaiman, S.Pd., M.Pd. (2) Nadya Rezkhita Dwiana, S.Pd., M.Pd.

This research was entitled "Using Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang". The purpose of this research was to determine whether or whether it is effective to utilize Think Talk Write to teach writing a recount text to eighth graders from SMP Muhammadiyah 1 Palembang, which included three classes. In all, 104 students made up the sample. Using a purposive sampling technique, 69 students were chosen to participate in this research. A control group and an experimental group were each formed. The information was gathered through the use of a written exam. Two different t-tests, one for each sample, were used to examine the test results. Based on the results of the studies, teaching recount texts using think talk write strategies raises students' writing proficiency and comprehension of the material. The average score of the experimental group on the posttest was 70.94. It exceeded the average or mean in the control group, which was 56.08. The independent sample t-test revealed a t-obtain value of 4,661 at a significant level of $p < 0.05$ for 2-tailed, with 67 degrees of freedom (df) and a t-table of 1.996. The alternative hypothesis (H_a) was accepted while the null hypothesis (H_o) was rejected since the value of t-obtain was greater than t-table. The eighth graders at SMP Muhammadiyah 1 Palembang benefit more from the think, talk, write method of teaching writing than from the more traditional, traditional approach.

Key words: writing, recount text, think talk write

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This thesis, entitled “**Using Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang**” is presented as a mandatory requirement to fulfill the criteria for earning a Bachelor’s degree (S1) in the English Education Study Program, Faculty of Teacher Training and Education, *Universitas Muhammadiyah Palembang*.

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The researcher sincerely hopes that this thesis will offer meaningful contributions to the enhancement of English teaching and learning practices. However, this work is still far from perfect; therefore, the researcher warmly welcomes constructive criticism and suggestions from readers to improve its quality. May Allah SWT always bestow His guidance and blessings upon us all.
Aamiin Ya Rabbal Alamiin

Palembang, April 2026
The Researcher

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CHAPTER I INTRODUCTION

Included in this chapter are the study's rationale, problem statement, objectives, importance, and working hypotheses.

A. Background of the Study

Learning to put one's thoughts on paper is among the top four linguistic abilities one may acquire. According to Sharma and Puri (2020), there are two components to each of the four language skills: productive and receptive. The ability to write is a useful asset in many fields. What this indicates is that writing is not something we get from other people, but rather something we develop independently.

Writing is a tool that can be used to communicate. Apart from speaking, writing is a form of someone's thoughts expressed in written form so that the reader understands what the writer is conveying. Writing is not only a medium to communicate at the same time, or in the same situation that is happening. But it is also an experience that is made meaningful for ourselves and others (Raimes, 1983) in (Aini et al., 2019). One step in the demonstrative classroom method involves writing. It gives students the tools they need to articulate concepts coherently and cohesively and gradually learn how to calculate their level of refinement. This aids in the writer's improvement of other language abilities as well as their command of vocabulary and form (Sharma & Puri, 2020).

Writing is very important in daily life. The first step in producing good quality writing is for writers to pay attention. A good idea and the writer's thoughts might be linked to good writing. According to Harmer (2001) in Sa'adah (2020) the steps a writer takes to produce something in its ultimate written form are referred to as the writing process. He also says that planning what we are going to write is a necessary part of writing. Drafting comes first. The next step is to go over and revise our writing to create a final draft.

According to Novariana & Tarjana, (2018) There are internal and external problems in writing. Internal problems are Grammatical Problems, problems

of World Choice, and Cognitive problems. External problems are a Lack of Knowledge about Writing, a Lack of Learners' Motivation, Insufficient Time, a Lack of Practice, and Teachers' Feedback.

In Indonesia, writing skills among students are still relatively low compared to other language skills. According to the 2018 Program for International Student Assessment (PISA), the reading and writing proficiency of Indonesian pupils was lower than the average of the OECD. Kemendikbud (2020) also found that many junior high school students struggle to express ideas coherently and apply correct grammar. Limited emphasis on the writing process, lack of authentic writing activities, and minimal teacher feedback is among the factors contributing to this problem. These issues highlight the need for effective teaching techniques to improve students' writing ability, especially in the EFL context.

The following is some information on students' writing challenges that the researcher gathered from interviews with English instructors at SMP Muhammadiyah 1 Palembang: 1) The students are not motivated to follow the teacher's explanation in class. 2) The teacher uses teaching strategies that are very difficult to understand. 3) Teachers' feedback is limited and not given consistently. Students lose interest and comprehension due to these difficulties, particularly when it comes to learning how to create recount narratives. Moreover, the teacher reported that some students often struggle to generate ideas and organize them into coherent paragraphs. Many students rely heavily on examples from textbooks without truly understanding the structure of a recount text.

This situation highlights the real challenges that students in this school face in developing their writing skills, especially in recount text, making it necessary to find an effective and engaging teaching technique. In an effort to circumvent these issues, the researcher sought for the most effective method of instructing writing while also encouraging student participation. One of the methods that the researcher applied in teaching writing is the TTW (Think, Talk, Write) technique.

Her study at MA Negeri 5 Bireuen, Aceh, utilized the TTW (Think, Talk, Write) method to improve students' writing skill, building on the work of Aini et al. (2019). Applying this strategy to students' writing skill through descriptive text yielded considerable effects, according to the results. Not to be outdone, there's the study of Pasaribu et al., (2021). Students in tenth grade at SMK Swasta Yayasan Abdi Karya Torganda participated in his descriptive text research using the TTW (Think, Talk, Write) method. The results of this study demonstrate that TTW improves students' descriptive writing skills. The researcher is interested in testing the claims made about the TTW technique's superiority based on the current literature.

This study, titled "Using Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang," was carried out by the researcher in response to the stated problem.

B. Formulation of the Problem

The researcher used the above mentioned study background to develop the following research problem: Does the Think, Talk, Write (TTW) Technique significantly increase the teaching of writing skill to eighth graders at SMP Muhammadiyah 1 Palembang?

C. Objective of the Study

Research aims to determine "Whether or not there is any significant effect in Teaching Writing Skill by using Think, Talk, Write (TTW) Technique to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang" in response to the aforementioned issues.

D. Significance of the Study

The theoretical and practical benefits of this study are anticipated:

a. For the Researcher Himself

It has the potential to educate anyone interested in studying this area and increase their knowledge of the TTW approach.

b. For the Teachers

The study's author had anticipated that by sharing the findings with educators, they may help them better guide their students in developing greater writing skill.

c. For the Students

It was believed that this research will help readers, especially those who are interested in learning how to use the TTW Technique to improve their writing and knowledge of the material.

d. For the Readers

The researcher was interested in learning about the Transition Words (TTW) approach since it is used for writing skill and because it may help readers come up with study subjects by giving them an overview and motivation.

e. For Other Researchers

They might use it as a reference for their future studies. The study's authors are hoping that it will help other researchers with their own literature reviews and that it will lend credence to the results of a related study.

E. Hypotheses of the Study

This study's hypotheses are either the null hypothesis (H_0) or an alternative hypothesis (H_a).

H_a : It is effective to use Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang.

H_0 : It is not effective to use Think, Talk, Write (TTW) Technique in Teaching Writing Skill to the Eighth Grade Students of SMP Muhammadiyah 1 Palembang.

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