

## ABSTRACT

Mufadilah, Charisma. Student Registered Number. 126203201006. 2024. The Influence of Using Think-Talk-Write (TTW) Strategy on the Ability to Write Narrative Text of the Eighth Grade Students at UPT SMPN 1 Srengat Blitar. Thesis, English Education Department, Faculty of Tarbiyah and Teacher Training, State Islamic University of Sayyid Ali Rahmatullah Tulungagung 2024. Advisor : Prof. Dr. Erna Iftanti, S.S, M. Pd.

**Keywords** : Think-Talk-Write Strategy, Writing, Narrative Text

Writing is a challenging task for English learners, but using the Think-Talk-Write (TTW) strategy can help. This method involves students reading a text, summarizing their results, and then engaging in group activities to discuss and analyze the material. This approach helps develop and learn language effectively before writing. The aim of this study was to confirm whether the Think-Talk-Write (TTW) technique had a significant impact on eighth-grade students at SMPN 1 Srengat's ability to write narrative texts.

The study utilized a pre-experimental research design with a quantitative approach, focusing on eighth-grade students at SMPN 1 Srengat. Thirty two students were selected for the sample using the purposive sampling technique. Data was collected through narrative text writing scores, and the results were analyzed using SPSS 26.0 and the Paired Sample T-test.

The results demonstrated that the gained score varied between the pre- and post-test results. The pre-test score (43.22) was lower than the post-test score (79.22). Furthermore, the statistical computations yielded results indicating that the sign (2-tailed) value was 0.000, which was less than 0.05. Thus, there was a big impact both before and after the Think-Talk-Write (TTW) technique was taught. For this reason, the Alternative Hypothesis ( $H_a$ ), which asserts that there is a significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after taught by using Think-Talk-Write (TTW) strategy, was accepted and the Null Hypothesis ( $H_0$ ), which states that there is no significant influence of using Think-Talk-Write (TTW) strategy on students' narrative text writing ability before and after taught by using Think-Talk-Write (TTW) strategy, was rejected. As a result, the Think-Talk-Write (TTW) technique can have a big impact on students' ability to write narrative texts, especially for SMPN 1 Srengat eighth grade students.

## ABSTRAK

Mufadilah, Charisma. Nomor Induk Mahasiswa. 126203201006. 2024. The Influence of Using Think-Talk-Write (TTW) Strategy on the Ability to Write Narrative Text of the Eighth Grade Students at UPT SMPN 1 Srengat Blitar. Skripsi, Tadris Bahasa Inggris, Fakultas Tarbiyah dan Ilmu Keguruan, Universitas Islam Negeri Sayyid Ali Rahmatullah Tulungagung 2024. Dosen Pembimbing: Prof. Dr. Erna Iftanti, S.S, M. Pd.

**Kata Kunci** : Strategi Think-Talk-Write, Menulis, Teks Naratif

Menulis adalah salah satu tantangan bagi siswa tetapi menggunakan strategi Think-Talk-Write (TTW) dapat membantu. Metode ini melibatkan siswa membaca teks, meringkas hasil mereka, dan kemudian terlibat dalam kegiatan kelompok untuk mendiskusikan dan menganalisis materi. Pendekatan ini membantu mengembangkan dan mempelajari bahasa secara efektif sebelum menulis. Tujuan dari studi ini adalah untuk mengkonfirmasi apakah strategi Think-Talk-Write (TTW) memiliki dampak signifikan pada siswa kelas VIII di SMPN 1 Srengat untuk menulis teks naratif.

Studi ini menggunakan desain penelitian pre-eksperimental one group pre-test and post test dengan pendekatan kuantitatif, berfokus pada siswa kelas VIII di SMPN 1 Srengat. 32 siswa dipilih untuk sampel menggunakan teknik purposive sampling. Peneliti menguji data dengan menggunakan SPSS 26.0 untuk Windows dan uji Paired Sample T-test.

Hasilnya menunjukkan bahwa skor yang diperoleh bervariasi antara hasil sebelum dan sesudah tes. Skor pre-test (43,22) lebih rendah dibandingkan skor post-test (79,22). Selanjutnya perhitungan statistik memberikan hasil yang menunjukkan bahwa nilai tanda (2-tailed) adalah 0,000, yang kurang dari 0,05. Dengan demikian, terdapat dampak yang besar baik sebelum maupun sesudah teknik Think-Talk-Write (TTW) diajarkan. Oleh karena itu, Hipotesis Alternatif ( $H_a$ ) yang menyatakan bahwa terdapat pengaruh yang signifikan penggunaan strategi Think-Talk-Write (TTW) terhadap kemampuan menulis teks narasi siswa sebelum dan sesudah diajar dengan menggunakan Think-Talk-Write (TTW) strategi, diterima dan Hipotesis Null ( $H_0$ ) yang menyatakan bahwa tidak terdapat pengaruh yang signifikan penggunaan strategi Think-Talk-Write (TTW) terhadap kemampuan menulis teks narasi siswa sebelum dan sesudah diajar dengan menggunakan Think-Talk-Write (TTW) ditolak. Hasilnya, teknik Think-Talk-Write (TTW) memberikan dampak yang besar terhadap kemampuan siswa dalam menulis teks narasi, khususnya siswa kelas VIII SMPN 1 Srengat.