

**THE EFFECT OF THINK PAIR SHARE TECHNIQUE AND WRITING
MOTIVATION TOWARD STUDENTS WRITING ACHIEVEMENT AT
THE TENTH GRADERS OF SMK NEGERI 4 PALEMBANG**

A Thesis by

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English Education Study Program



FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITY OF TRIDINANTI

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DEDICATION

This thesis is dedicated to:

- Allah SWT, thank You for blessing me with the strength and guidance to finish this thesis. May the Prophet Muhammad SAW always guide me to be a good Muslim.
- My beloved parents, Pariantini and So Ping Sun. Thank you for your endless love, support, and prayers. You always believe in me, even when I doubt myself.
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MOTTO

**It's not always easy, but that's life, be strong because there are better days
ahead**

-Mark Lee-

PERNYATAAN

Saya menyatakan dengan sebenar-benarnya bahwa seluruh data, informasi, interpretasi serta pernyataan dalam pembahasan dan kesimpulan yang disajikan dalam karya ilmiah ini, kecuali yang disebutkan sumbernya merupakan hasil pengamatan, penelitian, pengeolaan, serta pemikiran saya dengan pengarahan dari pembimbing yang ditetapkan.

Apabila ternyata dalam naskah skripsi ini terdapat unsur plagiarisme, maka saya bersedia skripsi ini dibatalkan dan gelar akademik (S-1) yang telah saya peroleh dibatalkan, serta diproses sesuai dengan peraturan perundang-undangan (UU) Nomor 20 Tahun 2003 Pasal 25 ayat 2 dan Pasal 70 ayat (1).

Palembang, 13 Maret 2026

Mahasiswa



Devi Nurul Khotimah

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ABSTRACT

This study aimed to investigate: (1) whether or not there was a significant difference between the students who are taught by using Think Pair Share Technique and those who are not at SMK Negeri 4 Palembang, (2) whether or not there was a significant improvement in writing achievement of the tenth-grade students of SMK Negeri 4 Palembang by using Think Pair Share Technique, (3) whether or not there was an effect of interaction between Think Pair Share Technique and writing motivation toward students' writing achievement. This study employed quantitative methodology through a factorial design. The population consisted of 563 tenth-grade students, and 68 students were selected as the sample by using purposive sampling, with 34 students in the experimental group and 34 in the control group. Data were collected through a writing achievement test and a motivation questionnaire adaptation 30 items. The test was administered twice: a pre-test before the treatment and a post-test after the treatment. The results showed that the experimental group improved from a mean score of 58.65 in the pre-test to 79.45 in the post-test, while the control group improved from 46.25 to 71.25. The Independent Samples t-test revealed a significant difference between the post-test scores of the two groups (Sig. = 0.001 < 0.05), indicating that the Think Pair Share technique effectively improved students' writing achievement. However, the Two-Way ANOVA showed that the interaction between the Think Pair Share technique and students' writing motivation was statistically significant (Sig. = .000 < 0.05). In conclusion, the Think-Pair-Share technique significantly improved students' writing achievement. Furthermore, there was a significant interaction effect between the Think Pair Share technique and students' writing motivation, indicating that the effectiveness of the technique depended on students' level of motivation.

Keywords: Think-Pair-Share, writing achievement, writing motivation.

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