

ABSTRACT

THE INCORPORATION OF TEACHER-GUIDED REVISION WITH THINK PAIR SHARE TECHNIQUE TO ENHANCE STUDENTS' WRITING ACHIEVEMENT

By

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The objective of this research was to find out: i) the difference in writing achievement between the students taught through the Teacher-Guided Revision with Think-Pair-Share technique and those taught through the original Think-Pair-Share technique, ii) the writing aspect that improved the most after the implementation of the Teacher-Guided Revision with Think-Pair-Share technique, and iii) the correlation between students' learning strategies and their writing achievement.

The research subjects were seventh-grade students of SMPN 22 Bandar Lampung. The sample consisted of two classes: 32 students in the experimental class and 31 students in the control class. The study was quantitative approach. Writing tests and questionnaires were used to collect the data. The data were analyzed using Independent Sample T-test and Paired Sample T-test through SPSS, while Pearson Product Moment Correlation was used to analyze the correlation between students' learning strategies and writing achievement.

The results showed a statistically significant difference in writing achievement between students taught through the Teacher-Guided Revision with Think-Pair-Share and those taught through the original Think-Pair-Share. The aspect of writing that improved the most was content. Additionally, there was a significant correlation between students' learning strategies and their writing achievement. It suggests that the Teacher-Guided Revision with Think-Pair-Share technique can effectively enhance students' writing achievement, particularly when supported by appropriate learning strategies.

Keywords: *Learning Strategies, Teacher-Guided Revision, Think Pair Share technique, Writing.*