

**IMPROVING STUDENTS' WRITING SKILLS THROUGH
THINK-TALK-WRITE STRATEGY AT TUNAS MEKAR INDONESIA
SENIOR HIGH SCHOOL**

(Undergraduate Thesis)

**By:
Diana Shalma
2213042088**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUCATION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2026**

ABSTRACT

IMPROVING STUDENTS' WRITING SKILLS THROUGH THINK-TALK-WRITE STRATEGY AT TUNAS MEKAR INDONESIA SENIOR HIGH SCHOOL

By Diana Shalma

This study aimed to investigate the improvement of students' writing skills after being taught through the Think-Talk-Write (TTW) strategy and to identify which aspect of writing improved the most. This research employed a quantitative approach using a one-group pre-test and post-test design involving twelfth-grade students at Tunas Mekar Indonesia Senior High School. The data were collected through analytical exposition writing tests administered before and after the treatment and were assessed based on five writing aspects: content, organization, vocabulary, grammar, and mechanics. The mean score increased from 53.882 in the pre-test to 81.179 in the post-test, with a mean difference of 27.294 points, while the N-Gain score was 0.6033, which falls into the medium effectiveness category. The data were analyzed using a Paired Samples t-test. The results revealed a statistically significant improvement in students' overall writing skills, as the obtained t-value (15.739) was higher than the t-table value (2.1199) at the significance level of 0.05 with 16 degrees of freedom ($df = 16$), and the significance (2-tailed) value was < 0.001 . Among the five aspects, content showed the greatest improvement, increasing from 16.706 to 23.912 with a gain of 7.206 points. These findings suggest that the TTW strategy effectively enhances students' writing skills, particularly in developing and elaborating ideas.

Keywords: *analytical exposition, think-talk-write, writing skills, writing aspects*

ABSTRAK

MENINGKATKAN KEMAMPUAN MENULIS SISWA MELALUI STRATEGI THINK-TALK-WRITE DI SMA TUNAS MEKAR INDONESIA

Oleh Diana Shalma

Penelitian ini bertujuan untuk mengetahui peningkatan kemampuan menulis siswa setelah diajarkan melalui strategi Think-Talk-Write (TTW) serta mengidentifikasi aspek menulis yang mengalami peningkatan paling signifikan. Penelitian ini menggunakan pendekatan kuantitatif dengan desain one-group pre-test dan post-test yang melibatkan siswa kelas XII di SMA Tunas Mekar Indonesia. Data dikumpulkan melalui tes menulis teks analytical exposition yang diberikan sebelum dan sesudah perlakuan, serta dinilai berdasarkan lima aspek menulis, yaitu isi, organisasi, kosakata, tata bahasa, dan mekanik.

Hasil penelitian menunjukkan bahwa nilai rata-rata siswa meningkat dari 53,882 pada pre-test menjadi 81,179 pada post-test, dengan selisih rata-rata sebesar 27,294 poin, sedangkan skor N-Gain sebesar 0,6033 yang termasuk dalam kategori efektivitas sedang. Data dianalisis menggunakan uji Paired Samples t-test. Hasil analisis menunjukkan adanya peningkatan yang signifikan secara statistik pada kemampuan menulis siswa secara keseluruhan, di mana nilai t hitung (15,739) lebih besar dibandingkan t tabel (2,1199) pada taraf signifikansi 0,05 dengan derajat kebebasan (df) = 16, serta nilai signifikansi (2-tailed) $< 0,001$.

Di antara lima aspek yang dinilai, aspek isi menunjukkan peningkatan paling besar, yaitu dari 16,706 menjadi 23,912 dengan kenaikan sebesar 7,206 poin. Temuan ini menunjukkan bahwa strategi TTW efektif dalam meningkatkan kemampuan menulis siswa, khususnya dalam mengembangkan dan mengelaborasi ide.

Kata kunci: *analytical exposition, think-talk-write, kemampuan menulis, aspek menulis*

**IMPROVING STUDENTS' WRITING SKILLS THROUGH
THINK-TALK-WRITE STRATEGY AT TUNAS MEKAR INDONESIA
SENIOR HIGH SCHOOL**

**By:
Diana Shalma**

**Undergraduate Thesis
Submitted in a Partial Fulfilment of
The Requirements for S-1 Degree**

In

**The Language and Arts Education Department of
The Faculty of Teacher Training and Education**



**ENGLISH EDUCATION STUDY PROGRAM
DEPARTMENT OF LANGUAGE AND ARTS EDUACTION
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF LAMPUNG
2026**

Research Title : **IMPROVING STUDENTS' WRITING SKILLS THROUGH THINK-TALK-WRITE STRATEGY AT TUNAS MEKAR INDONESIA SENIOR HIGH SCHOOL**

Student's Name : **Diana Shalma**

Student's Number : **2213042088**

Study Program : **English Education**

Department : **Language and Arts Education**

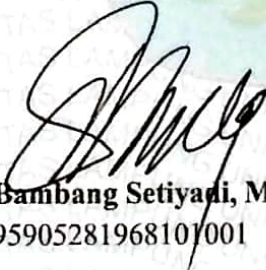
Faculty : **Teacher Training and Education**


APPROVED BY

Advisory Committee

Advisor

Co-Advisor


Prof. Bambang Setiyani, M.A., Ph.D.
NIP 195905281968101001


Lilis Sholihah, M.Pd.
NIP 198605052019032022

The Chairperson of
The Department of Language and Arts Education


Dr. Sumarti, S.Pd., M.Hum.
NIP 19700318 199403 2 002

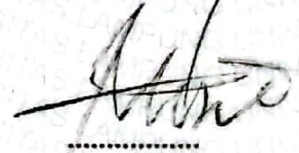
ADMITTED BY

1. Examination Committee

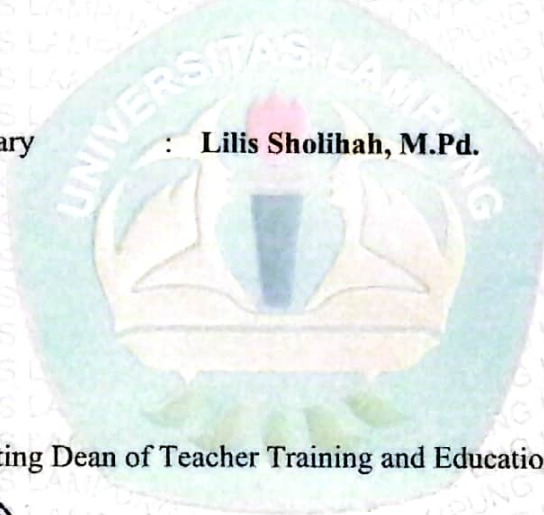
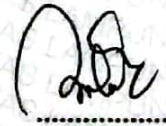
Chairperson : Prof. Bambang Setiyadi, M.A., Ph.D.



Examiner : Prof. Dr. Flora, M.Pd.



Secretary : Lilis Sholihah, M.Pd.



2. The Acting Dean of Teacher Training and Education Faculty



Dr. Albet Maydiantoro, S.Pd., M.Pd.
NIP 19870504 201404 1 001

Graduated on: March 13rd, 2026

LEMBAR PERNYATAAN

Saya yang bertandatangan di bawah ini:

Nama : Diana Shalma
NPM : 2213042088
Program Studi : Pendidikan Bahasa Inggris
Jurusan : Pendidikan Bahasa dan Seni
Fakultas : Keguruan dan Ilmu Pendidikan
Judul Skripsi : Improving Students' Writing Skills Through Think-Talk-Write Strategy at Tunas Mekar Indonesia Senior High School

Menyatakan bahwa skripsi ini adalah karya dari pelaksanaa penelitian saya sendiri. Sepanjang pengetahuan saya, karya ini tidak berisi materi yang ditulis orang lain, kecuali bagian bagian tertentu yang saya gunakan sebagai acuan. Apabila ternyata terbukti bahwa pernyataan ini tidak benar, sepenuhnya menjadi tanggung jawab saya.

Bandar Lampung, 13 April 2026

Yang membuat pernyataan,



Diana Shalma

NPM 2213042088

CURRICULUM VITAE

The author, Diana Shalma, was born in Sukabumi, West Java, on Monday May 7th, 2001. She is the middle child of *Bapak* Dadang Ferry and the late *Ibu* Tini Patonah. She has an older sister, Putri Nida Nurulaini, and a younger brother, Moch. Daffa Rachmat Izdihar.

Her educational background began at PGRI 1 Sukabumi Kindergarten in 2007. She continued her studies at SDN Pakujajar CBM in Sukabumi and graduated in 2014. After that, she studied at SMP Azzainiyyah Islamic Boarding School in Sukabumi and graduated in 2017. Then she studied at SMAN 1 Sukabumi, West Java, and graduated in 2020.

She was admitted to the University of Lampung through SBMPTN (UTBK) in 2022 and was accepted as a student of the English Education Study Program at the Faculty of Teacher Training and Education. During her studies, she was actively involved in the Society of English Education Department Students (SEEDS) for two periods, as a staff member in Education Division in 2022 and as the head of Education Division in 2023.

She participated in the International Essay Competition 2024 at Universiti Teknologi Malaysia (UTM) and got silver medal and also got bronze medal in Universiti Putra Malaysia (UPM). She also participated in the Intercultural Virtual Societal Challenge (IVSC), collaboration project with students from the University of Limeric, Ireland. She enjoyed her experience during the Community Service Program (KKN) in Tri Rejo Mulyo, Penawartama, Tulang Bawang, in 2025. She participated in the Teaching Practice Program (PLP) during KKN at SMKN 1 Penawartama. She also the youngest teacher who teach foreign language (Deutsch) in Tunas Mekar Indonesia Senior High School since 2023 until now.

MOTTO

“In every aspect of life, balance creates peace”

-Diana Shalma

DEDICATION

In the name of Allah Subhanahu Wa Ta'ala, the most Beneficent and the most Merciful

The researcher proudly dedicates this thesis to:

My beloved parents

Bapak Dadang Ferry and the late *Ibu* Tini Patonah. Thank you for all the support, both morally and materially, love and all the prayers.

My beloved sister and brother

Putri Nida Nurulaini, S.Pd., and Moch Daffa Rachmat Izdihar. Thank you for the support.

My beloved partner

I Ketut Yogi Ardika, S.Pd. Thank you for support, trust, feedback, insight, love, patience and all the prayers.

My beloved lecturer and my almamater

University of Lampung

ACKNOWLEDGEMENT

Alhamdulillahirobbil'alamiin, praise to the Almighty Allah SWT for the gracious mercy and tremendous blessing to the author in accomplishing this undergraduate thesis entitle “Improving Students’ Writing Skills Through Think-Talk-Write Strategy at Tunas Mekar Indonesia Senior High School.” This work is submitted to fulfil one of the requirements for the Bachelor degree at the English Education Study Program, Faculty of Teacher Training and Education, University of Lampung.

In completing this work, the author realizes that the script could not be finished without the help and support of many people who have sacrificed their valuable time in giving insightful advice in completing this research; therefore, the author would like to express her sincere gratitude and greatest honor to:

1. Prof. Dr. Ag Bambang Setiyadi, M.A., Ph.D. her first advisor, for his understanding, guidance, insight, criticism, as well as encouraging motivation in making and completing this script.
2. Lilis Sholihah, S.Pd., M.Pd. her second advisor, who has given continuous guidance, valuable assistance, worthwhile suggestions, and evaluation. Genuinely thankful for her patience and kindness in guiding her to finish her study as soon as possible.
3. Prof. Dr. Flora, M.Pd. as the examiner for her evaluative feedback and considerable contribution during the seminars to the examination. It is her luck for gotten an examiner who is an expert in this research field.
4. Dr. Feni Munifatullah, M.Hum. her chairperson of The English Education Study Program, who has given her useful tips, guidance, and suggestions.
5. The lecturers and administration staff of English Department for practical knowledge and technical help.
6. Her beloved parents, *Bapak* Dadang Ferry and the late *Ibu* Tini Patonah, her beloved sister Putri Nida Nurulaini, S.Pd., her beloved brother Moch. Daffa Rachmat Izdiyar and her step mother Masriah. Thank you very much for your guidance, advice, support, motivation, prayers, and love.

7. Her beloved partner, I Ketut Yogi Ardika Thank you so much for your support, motivation, prayers, love and insight for her to finish her script. This means a lot to the writer, just because of him. That had always been her motivation, from the start until she finished this research as soon as possible.
8. Her big family in Sukabumi, *Amih* Ratna Patimah, *Apih* Nanang Iskandar, Uncle Yudi Sidik, Uncle Ade Sudrajat, Aunt Nurlela, S.Pd., aunt Risna, M. Rayhan Al-Jabbar Rizky, Mahardika, the late Muhammad Revanza Al-Kahfi and Muhammadd Rafardan Assidiq. Thank you for their kindness, guidance, support, prayers, and everything they gave her all the time.
9. Her big Family in Lampung, *Kakek* Yayan Mulyana and *Nenek* Istiyarni, S.Pd. *Mas* Indra, *Mas* Yuda, *Mba* Elda and *Mba* Mira, Al-Birru Zein and Laura Queen. Thank you for their kindness, guidance, support, prayers, and everything they gave her all the time.
10. Tunas Mekar Indonesia Senior High School, especially for Ms. Puji Astuti, S.Si., M.Pd. as the principal and also Mr. Andreas Yogi and Mr. Wirathama as the English teacher who guided her during the research, and the students of XII A for the participation and cooperation during the research process.
11. Her best friend “*kuat sampai tamat*” squad Aprillia Amelda Putri, Nirmala Sani, Aurora D.W.L and Agnes Larasaty Aw., for inspiring prompts, positive vibes, and beautiful memories that the author always cheered for.
12. Her friends in English Department, especially Class C1 and Ds and also Presidium and staffs SEEDS 2022-2023 for incredible moments.
13. Last but not least, I want to thank me for trying to do more right than wrong.

Bandar Lampung, March 4th 2026

The author,

Diana Shalma

TABLE OF CONTENTS

DEDICATION.....	i
ACKNOWLEDGEMENT	ii
TABLE OF CONTENTS.....	iv
LIST OF TABLES	vii
LIST OF APPENDICES	viii
I. INTRODUCTION	1
1.1. Background of Study	1
1.2. Research Questions	3
1.3. Objectives of the Research	4
1.4. The Uses of the Research	4
1.5. Scope of the Research	4
1.6. Definition of Terms	5
II. LITERATURE REVIEW	6
2.1. Writing.....	6
2.1.1. Aspects of Writing.....	7
2.2. Teaching of Writing	8
2.3. Analytical Exposition Text.....	10
2.3.1. Generic Structure	10
2.3.2. Language Features	11
2.4. Think-Talk-Write	11
2.5. Teaching of Writing Through Think-Talk-Write	15
2.6. Procedure of Writing Through Think-Talk-Write.....	16
2.7. The Advantages and Disadvantages of Think-Talk-Write	19
2.8. Theoretical Assumptions	20
2.9. Hypothesis	21

III. METHODS.....	23
3.1. Research Design	23
3.2. Data Source	24
3.2.1. Population.....	24
3.2.2. Sample	24
3.3. Data Collection Technique	24
3.3.1. Pre-test.....	25
3.3.2. Treatment.....	26
3.3.3. Post-test	27
3.4. Research Instrument	27
3.5. Scoring Criteria	27
3.5.1. Scoring Rubric System	27
3.5.2. Writing Score Sheet.....	30
3.6. Procedure Research	31
3.6.1. Determining the Problems	31
3.6.2. Research Preparation	31
3.6.3. Determining Pre-test.....	32
3.6.4. Conducting the Treatments	32
3.6.5. Conducting Post-test.....	32
3.6.6. Scoring the Test	32
3.6.7. Analyzing the Data	33
3.7. Validity and Reliability of the Instrument.....	33
3.7.1. Validity.....	33
3.7.2. Reliability	34
3.8. Normality Test.....	36
3.9. Data Analysis.....	37

3.9.1. Data Analysis of the First Research Question	37
3.9.2. Data Analysis of the Second Research Question.....	38
3.10. Hypothesis Testing	38
IV. RESULT AND DISCUSSION	40
4.1. Result of the Research	40
4.1.1. Result of the Writing Pre-test Score	40
4.1.2. Result of the Writing Post-test Score.....	42
4.1.3. Result of Pre-test and Post-test.....	44
4.1.4. N-Gain of Writing Test Score	46
4.1.5. Result of Normality Test.....	46
4.1.6. Hypothesis Testing	47
4.1.7. Result of the Improvement in Students' Writing Skills	49
4.1.8. Result of the Improvement in Students' Writing Aspects.....	50
4.2. Discussion of Findings	59
4.2.1. Discussion of the Improvement in Students' Writing Skills.....	60
4.2.2. Discussion of the Improvement in Students' Writing Aspects	64
V. CONCLUSIONS AND SUGGESTIONS	67
5.1. Conclusions	67
5.2. Suggestions.....	68
REFERENCES.....	70
APPENDICES	75

LIST OF TABLES

Table 3.1. Scoring Rubric by Jacob et. al (1981).....	28
Table 3.2. Writing Score Sheet	30
Table 3.3. Reliability of Pre-test	35
Table 3.4. Reliability of Post-test.....	36
Table 4.1. Result of The Pre-test Statistic.....	41
Table 4.2. Frequency of Students' Pre-test Score	41
Table 4.3. Result of The Post-test Statistic	43
Table 4.4. Frequency of Students' Post-test Score	43
Table 4.5. The Comparison of Students' Writing Scores Frequency in the Pre-test and Post-test	44
Table 4.6. N-Gain of Students' Writing.....	46
Table 4.7. Effectiveness Level Based on N-Gain (Hake, 1998)	46
Table 4.8. Result of Normality Test	47
Table 4.9. Result of Paired Samples Statistics.....	48
Table 4.10. Results of Paired Samples Test.....	48
Table 4.11. Results of Paired Samples Effect Sizes.....	49
Table 4.12. The Difference of Students' Writing Score in The Pre-test and Post-test	50
Table 4.13. Paired Sample Statistics of Students' Writing Aspects	51
Table 4.14. Paired Sample Test of Students' Writing Aspects	52

LIST OF APPENDICES

Appendix 1. Lesson Plan	75
Appendix 2. Student Worksheet	94
Appendix 3. Instrument of Pre-test	98
Appendix 4. Instrument of Post-test	99
Appendix 5. Table of Students Pre-test Score	100
Appendix 6. Table of Students Post-test Score.....	101
Appendix 7. Table of Inter-rater Reliability of Pre-test.....	102
Appendix 8. Table of Inte-rater Reliability of Post-test	102
Appendix 9. Normality Test.....	102
Appendix 10. Table of Paired Samples T-test	102
Appendix 11. T-table Distribution	103
Appendix 12. Paired Sample Statistics of Students' Writing Aspects	104
Appendix 13. Students' Pre-test.....	105
Appendix 14. Students' Post-test	108
Appendix 15. Documentation of Pre-test.....	111
Appendix 16. Documentation of the First Treatment	112
Appendix 17. Documentation of the Second Treatment.....	113
Appendix 18. Documentation of Post-test	114
Appendix 19. Research Permission Letter	115
Appendix 20. Research Approval Letter.....	116

I. INTRODUCTION

This chapter will be divided into six parts the discussion deals with several points i.e., background, research question, objective, uses of the research, scope of the research, and the definition of terms to explain this research.

1.1. Background of Study

Writing is one of the most critical language skills in English learning, as it enables students to express their thoughts, knowledge, and opinions in a structured way. Brown and Abeywickrama (2010) states that writing is a process to create some ideas of students' knowledge to be writing report. However, developing strong writing skills presents a considerable challenge for many students, particularly in the context of English as a Foreign Language (EFL). According to Harmer (2004), writing is a productive skill that requires a high level of linguistic competence and involves multiple processes such as planning, drafting, revising, and editing.

Nunan (2003) stated that writing involves not only the mechanical skills of forming letters and sentences but also the ability to generate and organize ideas coherently. Richards and Renandya (2002) also emphasize that writing is one of the most challenging skills to master because it requires syntactic knowledge, linguistic accuracy, and an understanding of the rhetorical structure of texts. As a result, writing is often perceived as a difficult and complex task, leading to students' reluctance and low motivation to engage in writing activities. Due to these complexities, it is essential to adopt effective teaching strategy that can facilitate students' writing development.

Based on the researcher's interviews with the English teacher and observations conducted at Tunas Mekar Indonesia Senior High School, several issues were identified in students' writing. First, their writing often lacks clear organization, including

ineffective introductions, weak transitions, and conclusions that fail to summarize ideas properly. Second, in terms of content many students produce undeveloped ideas and struggle to formulate and maintain a clear thesis or central idea throughout the text. Moreover, their arguments are often unsupported or irrelevant which weakens the analytical exposition impact of their writing. These difficulties indicate that students still need support in developing their writing skills.

Various teaching strategies were expected to enhance the teaching and learning process by making it more engaging. One of the ways to overcome these challenges is using Think-Talk-Write (TTW) strategy. This strategy provides a scaffolded and interactive approach to writing, enabling students to build ideas step by step with the support of peers and teachers. The three stages of the TTW process thinking, talking, and writing are strategically designed to address the specific problems identified in students' writing. According to Yamin and Ansari (2008), the Think-Talk-Write strategy encourages students to reflect on a topic, articulate their thoughts through discussion, and then translate their ideas into written form. This strategy is grounded in the principles of constructivist learning, where learners actively construct knowledge through social interaction and personal reflection. The Think-Talk-Write approach involves three distinct stages: thinking, where students brainstorm and organize their ideas; talking, where they engage in discussions with peers to clarify and refine their thoughts; and writing, where they articulate their ideas in a structured written format.

Shoimin (2018) states that the TTW model actively engages students through group interactions and discussions, fosters the creation of meaningful solutions to comprehend instructional materials, and stimulates critical and creative thinking through open-ended questions. Students benefit from this engagement by learning how to think and speak with teachers, peers, and themselves. Furthermore, by involving students in discussions, the TTW strategy fosters a more interactive and engaging learning environment, making writing activities less intimidating and more accessible. This approach aligns with Vygotsky's (1978) sociocultural theory, which posits that

language development is facilitated through social interaction and collaborative dialogue.

There are previous studies have demonstrated the effectiveness of the Think-Talk-Write strategy in improving students' writing skills. Astuti, Zainil, & Kusni (2014) implemented the TTW strategy in teaching recount text and found that it significantly enhanced students' writing skills, particularly in terms of grammar and vocabulary. A study by Nasution (2023) also showed that using the TTW strategy improved students' ability to write procedure text. Another relevant study by Batubara, Bastari, & Nurmalina (2024) also applied TTW in terms of writing report text and the result shows a significant improvement in using the strategy. Aprilia Y. et al. (2022) conducted research using TTW to increase writing skills using recount text, and the result indicated that the technique was found to be significantly more effective than conventional strategies for improving students' writing skills. However, the benefits of the Think-Talk-Write strategy are well-documented in higher education contexts, its application in analytical exposition text remains underexplored. Based on the explanations above, the researcher decides to conduct a study titled "Improving Students' Writing Skills Through Think-Talk-Write Strategy at Tunas Mekar Indonesia Senior High School".

1.2. Research Questions

Based on what has been written in the background of the study, the researcher formulates the problems as follows:

1. Is there any significant improvement in students' writing skills after the students are taught through Think-Talk-Write strategy?
2. Which aspect of writing will improve the most after the students are taught through Think-Talk-Write strategy?

1.3. Objectives of Research

1. To find out whether there is any significant improvement in students' writing skills after the students are taught through Think-Talk-Write strategy.
2. To identify which aspect of writing will improve the most after the students are taught through Think-Talk-Write strategy.

1.4. The Uses of the Research

1. Theoretically

This study is expected to provide some contribution and support for the enlargement of the theory about the implementation of the Think-Talk-Write in learning in the field of teaching English, especially for teaching writing. For researchers, the results of this study can be a reference or comparison for further researchers who want to learn more about writing texts through Think-Talk-Write strategy.

2. Practically

The results of this study might be used as a consideration for English teachers to implement the Think-Talk-Write strategy in teaching writing in the context of English as a foreign language, especially to improve students' writing. Finally, the researcher hopes that students can learn English easily, especially in writing after knowing this strategy.

1.5. Scope of the Research

Based on the syllabus for twelfth grade, the focus is on analytical exposition text. Therefore, the focus area of this study is to investigate students' writing improvement before and after learning writing through Think-Talk-Write strategy as measure by a set of pre-test and post-test. By using a quantitative approach as a research methodology to examine the data, this research will be conducted at the Tunas Mekar

Indonesia Senior High School. Moreover, the topics that will be given in the treatment from the issues in education, social, and environmental.

1.6. Definition of Terms

1. Writing Skills

Writing skills refer to the ability to express ideas, thoughts, and information clearly and coherently in written form. Writing skills encompass several key components, including content organization, grammatical accuracy, vocabulary usage, coherence, and the ability to convey meaning effectively. Developing strong writing skills is essential for academic success and effective communication.

2. Think-Talk-Write Strategy

The Think-Talk-Write strategy is a teaching strategy \ designed to help students develop their ideas systematically and improve their written expression. This strategy is rooted in the principles of constructivist learning, where students build their knowledge through active cognitive and social engagement. It aims to bridge the gap between cognitive processing and language production, making writing tasks less daunting, enjoyable and more structured.

This chapter already discussed the introduction of the research, including the explanation of the background of the research, identification of the problem, limitation of the problem, formulation of the problem, the objective of the research, uses of the research, scope of the research, and the definition of terms to provide an insight to this research. The next chapter will deal with the literature review of this research.

II. LITERATURE REVIEW

This chapter will be divided into eight parts of discussion which deal with several points i.e., writing, teaching of writing, Think-Talk-Write, teaching of writing through TTW, Procedure of writing through TTW, advantages and disadvantages of writing through TTW, theoretical assumption, and hypotheses.

2.1. Writing

Writing is an essential skill for personal expression, communication, and the sharing of knowledge. According to Hyland (2019), writing is not merely a means of recording ideas, but a process that involves careful planning, organization, and revision. It integrates linguistic, social, and cognitive elements to help individuals convey ideas effectively, with attention to audience and purpose. One of the most influential models in understanding the writing process is the cognitive process model by Flower and Hayes (1983) which breaks writing down into three key stages: planning, translating, and reviewing. This model emphasizes writing as a recursive and iterative process that requires continuous refinement through mental engagement.

In educational contexts, writing is widely used to promote language development and critical thinking. Graham and Perin (2007) argued that effective writing instruction can significantly improve students' writing abilities and foster deeper engagement with learning materials. Instructional approaches such as process writing, collaborative writing, and writing across the curriculum have been shown to be beneficial, as they provide ample opportunities for practice and feedback (Graham, Harris, & Santangelo, 2015). Moreover, writing can be a reflective activity that enhances students' understanding of themselves and their experiences. Reflective writing, in particular, helps students connect theory with practice, leading to deeper learning outcomes (Moon, 2006).

Despite its benefits, teaching writing presents several challenges, especially for students writing in a second language (L2). L2 writers often struggle with generating ideas, organizing their thoughts, and adhering to writing conventions. Kroll (2003) noted that these students may also face difficulties related to limited vocabulary, grammatical errors, and differences in cultural norms. Therefore, effective writing instruction must address these issues by offering clear guidance, extensive practice, and constructive feedback.

Writing, as a skill, also encompasses the ability to form words and sentences. According to Abbas (2006), writing skill is “the ability to express ideas, opinions, and feelings to other parties through written language”. Similarly, Tarigan (2008) describes writing as a productive language skill that enables indirect communication, requiring mastery of language components, discourse organization, and appropriate word choice.

In conclusion, writing is a complex and multifaceted skill that involves cognitive, linguistic, and instructional dimensions. Effective writing instruction should go beyond teaching grammar and structure; it should also promote creativity, critical thinking, and self-reflection. Thoughtful integration into writing instruction offers promising opportunities for enhancing students’ writing skills and engagement in the writing process.

2.1.1. Aspects of Writing

In writing, certain aspects must be considered to achieve a well-structured composition. According to Jacobs, Zinkgraf, Wormuth, Hartfiel, & Hughey (1981, p. 90), five key elements that contribute to successful writing. These elements are as follows:

1. Content

Content encompasses the ideas generated by the writer, which are developed into effective and communicative information presented in written form. All ideas should relate to the topic at hand, either implicitly or explicitly. Each paragraph

should contain a main idea along with supporting details that clarify the writer's purpose.

2. Organization

The ideas created must be articulated in a series of cohesive and logically structured paragraphs to ensure that the writing is easily understood by the reader. Disorganized writing can lead to misunderstandings regarding the intended message.

3. Vocabulary

Choosing the right words is crucial for conveying meaning to the reader through writing. Writers must have a strong grasp of word formation and the ability to string words together effectively. A broad vocabulary is essential for facilitating the writing process.

4. Language Use

This aspect refers to the appropriate use of language, including attention to tenses, grammatical patterns, and the selection of correct syntactic structures. Writers need to know how to construct sentences accurately by understanding the necessary grammatical elements.

5. Mechanics

Proper mechanics encompass spelling, punctuation, capitalization, and paragraph structure. These elements work together within a paragraph to engage the reader and make the writing accessible.

In conclusion, to achieve success in writing, it is essential for writers to consider the five aspects outlined: content, organization, vocabulary, language use, and mechanics. These criteria can also serve as standards for assessing written work.

2.2. Teaching of Writing

The process of learning to write goes beyond simply following a teacher's instructions; it also requires students to explore their personal writing style. According to Sidauruk et al. (2020), writing is a journey of discovering and organizing ideas, transforming

them into written form, and constantly reshaping and revising them. Harmer (2004) highlights that teachers play several critical roles in this process, including demonstrating techniques, motivating students, offering support, providing feedback, and evaluating their work. As teachers guide students through the drafting process, their approach should emphasize development rather than judgment. Instead of treating students' work as final products for grading, teachers should provide constructive feedback to encourage progress. Evaluations should focus on both strengths and areas for improvement, with the overall goal of fostering continuous learning and writing quality.

Writing instruction should distinguish between marking for assessment and providing feedback as a learning tool. While grading quantifies achievement, it also serves as an opportunity for learning. The main objective of writing instruction is to improve the quality of students' written products over time. Improvement in various aspects of writing demonstrates successful learning. Thus, the writing learning process should balance adherence to guidance with personal exploration, as teachers focus on providing constructive feedback that encourages continuous development. Teaching writing also plays an essential role in reinforcing broader language learning. Raimes (1983) argues that writing helps students strengthen their understanding of grammar, idioms, and vocabulary. Instruction should guide students beyond simple sentence construction, emphasizing coherent idea organization and ensuring clarity.

The writing process itself involves several stages, as outlined by Oshima and Hogue (1999): prewriting, planning, writing, and revising. During the prewriting phase, students select a focused topic. In the planning stage, they organize ideas, often using brainstorming techniques. The writing phase focuses on creating a rough draft, and finally, in the revising stage, students refine their work by improving content and correcting errors in grammar, structure, and punctuation. Edelstein and Pival (1998), further support this by emphasizing the importance of prewriting, writing, and rewriting to allow students to organize their thoughts, draft freely, and improve through revisions.

From these insights, it is clear that writing involves multiple stages preparing to write, developing ideas, drafting, editing, and revising. Each of these stages plays a critical role in helping students express their ideas clearly and cohesively, guiding them to become more effective writers.

2.3. Analytical Exposition Text

One of the text genres taught in Indonesian senior high schools, particularly in the third grade, is analytical exposition. According to Gerrot and Wignel (1998) analytical exposition is a genre with a social role to convince the reader or listener that something is true. Furthermore, Cahyono (2009) states that analytical exposition is a kind of written or spoken content meant to convince readers or listeners that something is true. The author presents certain arguments or facts as the main justifications for why something is significant.

Analytical exposition, on the other hand, according to Amilia et al. (2016), is categorized as argumentative text because the writer presents a point of view, ideas, or thoughts regarding a particular topic, issue, or problem that needs attention or further explanation. However, unlike argumentative texts in general, analytical exposition does not primarily aim to force readers to adopt a new perspective. Instead, it aims to convince the readers that the topic is important and deserves attention by providing logical arguments that support the main idea. An analytical exposition text may consist of not only a single argument but also a series of arguments that serve the same purpose of strengthening the writer's position. Such texts can commonly be found in various forms of media, including news editorials, advertisements, pamphlets, social media posts, and magazines.

2.3.1. Generic Structure

According to Anderson and Anderson (1997) in Septiana (2016), The generic structure of analytical exposition consists of three parts: thesis, arguments and reiteration.

1. Thesis

This part introduces the topic and shows the writer's point of view. It also serves as an outline of the main ideas that will be presented.

2. Arguments

This part restates the main arguments previewed in the thesis. It includes elaboration, development, and reinforcement of each main point.

3. Reiteration or conclusion

This section restates the writer's position and summarizes the overall arguments.

2.3.2. Language Features

According to Gerrot & Wignell (1994) the language features of analytical exposition text are:

1. Use Simple Present Tense,
2. Focus on Generic Human and Non-Human Participants,
3. Use Of Relational Processes,
4. Use Internal Conjunction,
5. Use Causal Conjunction,
6. Use word that link argument

2.4. Think-Talk-Write

In educational studies, the terms approach, model, strategy, method, and technique have hierarchical conceptual distinctions and are interrelated within instructional design. An approach refers to the philosophical foundation that contains fundamental assumptions about the nature of learning and teaching. Edward Anthony (1963) explains that an approach is a set of assumptions about language and language learning that serves as the basis for determining methods and techniques; therefore, it is axiomatic and theoretical in nature. Similarly, Sardiman (2011) views an approach as a perspective toward the learning process that influences how teachers manage classroom activities. From an approach emerges a more operational and systematic

framework known as a teaching model. According to Bruce Joyce and Marsha Weil (1972; 2009), a teaching model is a pattern or plan used to shape curriculum, design instructional materials, and guide classroom teaching. A model includes structured components such as syntax (instructional phases), social system, principles of reaction, support system, and instructional as well as nurturant effects.

Below the model level lies instructional strategy, which functions as a planned set of actions designed to achieve learning objectives effectively. Robert B. Kozma (1989) claims that an instructional strategy is a set of actions or activities that are chosen to help students accomplish certain goals. Abdul Gafur (1989) also highlights that strategy is a complete plan for organizing learning experiences in order that instructional goals can be fulfilled in the most effective way possible. Strategies are implemented through methods, which are procedures or ways used by teachers to deliver subject matter. Anthony (1963) defines a method as an overall plan for presenting instructional material based on a particular approach. Similarly, Syaiful Bahri Djamarah and Aswan Zain (2010) define method as a way used to achieve predetermined instructional objectives. At the most specific level is technique, which Anthony (1963) describes as a concrete classroom practice or procedure that directly implements a method and is situational according to classroom conditions. Thus, these five terms form a conceptual hierarchy which proceeds from the most general and philosophical level (approach) to the most specific and practical level (technique). They have been connected in planning and carrying out instruction.

Think-Talk-Write (TTW) should be classified as an instructional strategy in this hierarchy. TTW was first introduced by Huinker and Laughlin (1996), who describe learning as occurring through three structured stages: think (individual reflection), talk (discussion of ideas), and write (written expression of understanding). These stages indicate a systematic and planned sequence of learner activities designed to facilitate understanding and achievement of learning objectives. Based on Anthony's (1963) framework, strategy occupies a level more operational than approach but broader than method and technique. Therefore, TTW is not an approach because it does not contain

philosophical assumptions about the nature of learning; instead, it may be grounded in broader approaches such as constructivism. TTW is also not a teaching model as described by Joyce and Weil in *Models of Teaching* (1972; 2009; 2015), because a model must contain comprehensive structural components, whereas TTW primarily outlines stages of activity without a complete systemic framework.

Furthermore, TTW is not a method because a method refers to a direct way of presenting instructional material, such as lecturing or conducting discussions. Ningsih (2024) explains that a method focuses on procedural delivery of content, whereas a strategy encompasses broader planning, including the selection and organization of methods and techniques to achieve learning objectives. Thus, method constitutes a component within strategy and has a narrower scope. TTW is also not merely a technique, since techniques are specific, situational classroom practices, while TTW represents a structured learning framework planned from the beginning of instruction and regulating the overall flow of learning activities. Therefore, based on conceptual characteristics and scholarly perspectives, Think-Talk-Write (TTW) is most accurately classified as an instructional strategy because it functions as a systematic action plan that helps students achieve learning objectives through structured processes of thinking, discussing, and writing, without fulfilling the philosophical criteria of an approach or the comprehensive structural requirements of a teaching model.

In writing classrooms, students often face difficulties in generating and organizing ideas. The Think-Talk-Write strategy addresses this issue by guiding learners through a sequential process that begins with individual thinking, followed by peer discussion, and concludes with writing. This approach is rooted in the constructivist theory, which views learning as an active, social, and meaning-making process.

The Think-Talk-Write strategy, introduced by Huinker and Laughlin (1996), integrates the processes of thinking, speaking, and writing to enhance student learning. This approach begins with individual reflection and self-contemplation, encouraging students to engage with ideas after reading or encountering new information. During

the *think* phase, students jot down notes that help them differentiate and organize the material. This note-taking routine not only stimulates their thinking before, during, and after reading but also improves their overall understanding and writing skills. By reflecting on what they've learned, students strengthen their critical thinking abilities, making note-taking a vital part of the learning environment.

The next phase, *talk*, fosters communication through group discussions. In groups of 4-6, students share ideas and perspectives, which promotes collaborative dialogue. This interaction helps students build a shared understanding of the material while simultaneously improving their speaking skills. As students articulate their thoughts in familiar language, they become more confident in expressing their ideas. The feedback and support received during this phase are crucial for refining their ideas and ensuring a deeper grasp of the subject matter. Meaningful communication in this phase also encourages students to connect the content with their own experiences, making the learning process more relevant and engaging.

In the final *write* phase of the Think-Talk-Write (TTW) strategy, students translate the ideas generated during discussions into written form. This stage helps reinforce their understanding by organizing thoughts into coherent and structured writing. Through this process, students consolidate what they have learned and practice expressing their ideas clearly and effectively. Teachers play a crucial role throughout the TTW process by designing engaging tasks that promote active participation and by providing constructive feedback on both oral discussions and written outputs. According to Silver and Smith (as cited in Tambunan, 2010), teachers are also responsible for monitoring group discussions to ensure that students remain engaged and that their ideas continue to evolve meaningfully. By fostering a supportive and collaborative classroom environment, teachers help students develop their communication, critical thinking, and writing skills.

Suminar and Giska (2015) explain that TTW is a learning strategy designed to help students organize and test their ideas before writing. It consists of three interconnected

phases: *think*, where students comprehend the topic and plan their ideas; *talk*, where they engage in peer discussions to refine their thinking; and *write*, where they produce a written text based on the insights gathered. This strategy has been shown to significantly improve students' writing skills, particularly in organizing ideas and developing content effectively. Supporting this view, Hasibuan, Dirgeyasa, and Murni (2018) state that TTW encourages conceptual thinking, collaborative discussion, and reflective writing, all of which contribute to enhanced writing skills through active engagement and peer learning.

Overall, the TTW Strategy promotes a comprehensive learning experience by encouraging students to think critically, communicate effectively, and express their ideas through writing. Through this approach, students develop essential problem-solving skills and enhance their ability to collaborate with peers. By supporting active engagement at each stage of the process, TTW helps students build a deeper understanding of the material and improve their communication and writing skills.

2.5. Teaching of Writing Through Think-Talk-Write

To support this research, the writer presents several studies that explore the effectiveness of the Think-Talk-Write strategy in improving students' writing skills. Astuti and Kusni (2014) investigated the use of TTW in teaching recount texts through a quasi-experimental design. Their findings revealed a significant improvement in students' grammar and vocabulary, highlighting how the integration of thinking, discussing, and writing helps students internalize language rules more effectively. Similarly, Nasution (2024) applied TTW to procedural texts using a mixed-method approach. The results showed that students in the TTW group produced clearer and better-organized writing, supported by collaborative discussions that clarified understanding and encouraged diverse perspectives.

In another study, Batubara, Bastari and Nurmalina (2024) focused on report texts and found that the TTW Strategy enhanced students' ability to construct coherent and well-structured reports. The collaborative nature of the *talk* phase allowed students to refine

their ideas and build more logical compositions. Aprilia et al. (2022) compared TTW with conventional teaching strategies, also reported substantial gains in students' creativity, coherence, and overall structure in writing recount texts. Similarly, Nur'aini, Setiawan, and Laily (2025) reported that TTW assisted by flashcards effectively improved students' descriptive writing, especially in content, with a higher N-Gain score in the experimental group (68.38%) than the control group (40.69%). The consistent findings across these studies suggest that TTW supports deeper engagement with content and fosters writing proficiency through structured peer interaction and reflective thinking.

Despite the evidence supporting the effectiveness of the TTW Strategy, most studies have been conducted its application in analytical exposition text underexplored. Therefore, this study aims to examine the implementation of the TTW Strategy with focus of analytical exposition text. This research will contribute to a deeper understanding of how interactive instruction can improve writing outcomes in secondary education, meeting both pedagogical goals and 21st-century learning demands.

2.6. Procedure of Writing Through Think-Talk-Write

Think-Talk-Write (TTW) is regarded as one of the effective strategies for learning how to write. According to Yamin and Ansari (2008, p. 85), TTW is a learning strategy designed to enhance students' comprehension skills. This strategy encourages students to be actively engaged in the teaching and learning process. In this study, the procedure of writing through the TTW strategy is adapted from the framework proposed by Batubara, Bastari, and Nurmalina (2024), with adjustments made to suit the context of writing instruction. The stages of implementing the Think-Talk-Write strategy in teaching writing are outlined as follows:

Opening Activities

1. The students respond to the teacher's greeting.

2. The students listen and respond as the teacher checks attendance.
3. The students answer the teacher's questions related to their pre-test experience.
4. The students share the difficulties they encountered during the pre-test.
5. The students and the teacher collaboratively discuss common errors found in the pre-test results.
6. The teacher provides a trigger question to stimulate students' critical thinking related to the topic.

Example:

- a. *“Why do people need to express their opinion in a clear and logical way?”*
 - b. *“How to makes your argument strong?”*
 - c. *“What happens when an argument has no clear reason or evidence?”*
7. The students pay attention as the teacher explains the learning objectives.

Main Activities

8. The students pay attention as the teacher explains the material about analytical exposition text, including:
 - Purpose
 - Generic structure (Thesis – Arguments – Reiteration)
 - Language features (Simple Present Tense, Relational Processes, Internal & Causal Conjunctions, Linking Words)
9. The teacher provides a trigger question to stimulate students' critical thinking related to the example of analytical exposition topic.

Example: *“What is the first thing that comes to your mind when we talk about cigarettes? danger? Please give your reasons”!*
10. The teacher provides an example of analytical exposition text about Cigarettes Are Dangerous for Our Health.
11. The teacher asks students to read the text voluntarily, one paragraph for each student.
12. The teacher asks the students to identify the thesis, arguments and the conclusion of the text.

13. Students are divided into small groups, each consisting of 5 members.

Think Phase

14. The teacher displays an image related to the topics (an educational, social, or environmental issue).

15. After that, the teacher asks the students about each topic. For example, “*What do you think about students having to wear uniforms?*”

Here is the topic:

- Should students wear school uniforms?
- The use of smartphones during lessons
- The impact of homework on student mental health
- The influence of social media on teenagers
- The importance of tumbler

16. The teacher then writes down all the ideas shared by the students and introduces the different topics that will be assigned to each group, with each group receiving a different topic. At this stage, the focus is on improving the students’ vocabulary to support their writing skills.

17. The teacher asks each group’s presentative to come forward and pick a topic randomly from the prepared topic cards. Each representative takes one card, bring it back to their group.

18. Students are asked to think individually about the topic. They take notes, analyze arguments, and write down their initial ideas. This step is intended to enhance the organization aspect of their writing.

Talk Phase

19. Students then discuss their ideas within their groups.

20. Students share individual viewpoints, compare arguments, and refine them collectively. This helps students develop stronger reasoning, deeper understanding, and also their content aspect.

Write Phase

21. Students write individual analytical exposition paragraphs based on the group topic and prior discussion. In this phase students increase their mechanic aspect of their writing.

Closing Activities

22. One student from each group is asked by the teacher to present what they have written as the group representative.
23. The teacher collects all the students' writings and returns them in the next meeting.
24. The teacher asks students to draw a conclusion from the day's activities and provides evaluation and reinforcement about the lesson.
25. The students respond to the teacher as the lesson is formally closed.

By employing the TTW Strategy, students not only enhance their analytical exposition writing skills but also develop critical thinking, collaboration, and communication abilities. This strategy encourages them to engage deeply with the content, leading to a more meaningful and effective writing experience.

2.7. Advantages and Disadvantages of Writing Through Think-Talk-Write

The Think-Talk-Write (TTW) Strategy has been recognized as an effective strategy in teaching writing, offering several advantages that significantly enhance the learning process. First, TTW is known to improve students' critical thinking skills. By requiring students to think independently before discussing their ideas, the Strategy engages higher-order thinking. Arends (2012) highlights that this structured reflection and discussion encourage students to analyze and synthesize information, ultimately leading to a deeper understanding of the material.

Another advantage of the TTW Strategy is that it boosts students' confidence in writing. "The students would not be shy because they were interacting with their peers, not their teacher. They were able to discuss what they had constructed in *think* phase" (Setiawan,

Sujana, & Apgrianto, 2021, p. 37). By organizing their ideas and receiving feedback during the *talk* phase, students feel more prepared and assured when they transition to the writing phase, making the task less intimidating and more approachable.

Additionally, TTW fosters a collaborative learning environment. The Strategy allows students to engage in meaningful interactions with their peers, enriching their comprehension of the material. According to Yamin and Ansari (2012), taking notes helps students expand their knowledge while simultaneously improving their thinking and writing. However, this technique has some disadvantages in addition to its advantages. For instance, students might only write in response to the teacher's questions during the *think* phase, which could lead to their writing having little information about those questions (Sujana, Setiawan, & Apgrianto, 2017, p. 38). To maximize the benefits of TTW, teachers must thoughtfully plan and adapt the Strategy to meet the needs of their students and the constraints of their teaching environment.

2.8. Theoretical Assumption

The theoretical assumption of this study is grounded in the belief that the Think-Talk-Write (TTW) strategy significantly enhances students' writing skills, particularly in composing analytical exposition texts. This assumption is supported by various educational theories and empirical research that highlight the benefits of integrating thinking, speaking, and writing into the learning process. Firstly, the TTW approach aligns with the idea that cognitive development is fostered through social interaction. By engaging in group discussions during the *talk* phase, students can deepen their understanding and recall of the material, positively influencing the quality of their writing. Through collaborative discussions, they clarify and refine their thoughts, developing the critical thinking skills essential for effective writing.

Additionally, the TTW strategy draws on constructivist learning principles, which emphasize active engagement through reflection and discovery. In the *think* phase,

students individually reflect on and organize their ideas before sharing them in groups. This reflective practice is believed to help them develop a stronger grasp of the concepts related to analytical exposition writing, resulting in more coherent and structured compositions during the *write* phase. Writing, as a process, involves several stages: planning, drafting, and revising. The TTW strategy supports this iterative nature by breaking down the writing task into smaller, more manageable steps. By emphasizing these stages, the TTW Strategy encourages students to refine their work continuously, which is essential for the development of effective writing skills.

Empirical evidence further validates the effectiveness of the TTW Strategy in enhancing students' writing skills. Multiple studies have demonstrated significant improvements in students' writing skills when using TTW, providing further support to the assumption that this strategy addresses common challenges students face, such as idea generation, organization, and language use. In conclusion, the theoretical assumption underlying this study is that the TTW strategy fosters cognitive development, promotes constructivist learning, and utilizes an iterative writing process to help students become more proficient in analytical exposition writing. This assumption forms the foundation for exploring the impact of TTW on students' writing skills.

2.9. Hypothesis

The hypothesis of this research can be formulated:

1. There is a significant improvement in students' writing skills after the students are taught through Think-Talk-Write strategy.
2. Content is the most improved writing aspect in students' writing after the students are taught by using Think-Talk-Write strategy.

This chapter already discussed the literature review of the research, including writing, teaching of writing, Think-Talk-Write (TTW), teaching of writing through TTW,

procedure of writing through TTW, Procedure of writing through TTW, advantages and disadvantages of writing through TTW, theoretical assumption, and hypothesis.

III. METHODS

This chapter discusses the design, the population and sample, the research instruments, data collecting techniques, research procedures, data analysis and hypothesis testing.

3.1. Research Design

This study is employed a group pre-test post-test design within a quantitative research framework. This design aimed to address the research question: Is there any significant improvement in students' writing skills after are taught through Think-Talk-Write method. Which aspect of writing will improve the most after the students are taught through Think-Talk-Write method. Participants will complete a pre-test and a post-test following the treatment. The research design is illustrated as follows (Setiyadi, 2018):

T1 X T2

T1 : Pre-test

X : Treatment (Teaching writing analytical exposition text using Think-Talk-Write method)

T2 : Post-test

The researcher was conducted in four meetings; in the first meeting the students were asked to do pre-test. Then, in the second and the third meetings, the students received treatment using Think-Talk-Write method. The last meeting was used for the post-test to measure the students' improvement following the use of Think-Talk-Write method. The researcher used a *paired sample t-test* to analyze the data for the first research question. After that, the researcher compared the scores of each writing aspect to answer the second research question.

3.2. Data Sources

This section discussed the data sources in the study, specifically focusing on the population and sample. The population represented the broader group from which the data were drawn, while the sample referred to the selected subset of individuals who participated in the research. Both the population and sample played a crucial role in ensuring the validity and reliability of the study's findings.

3.2.1. Population

According to Sugiyono (2013), The population is defined as a generalized area consisting of objects or subjects with specific qualities and characteristics that determined by the researcher to be understood and then concluded. The population of this research was the twelfth-grade students of Tunas Mekar Indonesia Senior High School in Bandar Lampung. There were two classes with 23 and 24 students in the twelfth grade, so the total number of the population was 47 students.

3.2.2. Sample

A sample represents a subset of the population, selected or determined according to specific characteristics and sampling techniques (Sugiyono, 2013). In this research, the researcher took one class twelfth grade, which consists of 17 students of Tunas Mekar Indonesia Senior High. The sample was chosen purposively based on relevance to the research objectives, the teacher recommendation and the students' availability to participate in the research.

3.3. Data Collecting Technique

This study was conducted in four meetings. The first meeting was for the pre-test. The next two meetings were for the treatment and implementation of the Think-Talk -Write method. The last meeting was for the post-test. The research utilized pre-test and post-test instruments to assess students' analytical exposition writing skills before and after the intervention using the Think-Talk-Write method. The procedures for conducting this research are as follows:

3.3.1. Pre-test

The pre-test was conducted at the beginning of the research to discover students' analytical exposition writing skills before the treatment was given. The students were asked to write an analytical exposition text on a given topic. The writings were assessed using Jacob' rubric, which focused on five key aspects, namely:

- **Content**

Content pertains to the writer's ability to generate and develop ideas that are relevant to the assigned topic. It measures the degree to which the text demonstrates depth, originality, and clarity of thought. Effective content requires not only the presence of a central idea but also adequate supporting details that enrich and clarify the message. Inaccurate or irrelevant content may weaken the communicative value of the writing, regardless of its structural correctness.

- **Organization**

Organization assesses the logical arrangement of ideas and the coherence of the text. A well-organized piece of writing presents information in a clear, sequential manner, often guided by a recognizable introduction, body, and conclusion. This aspect evaluates the use of cohesive devices, paragraph unity, and transitions, which contribute to the reader's ability to follow the writer's train of thought. Disorganization, on the other hand, can obscure meaning and impede comprehension.

- **Vocabulary**

Vocabulary refers to the range and precision of words used by the writer to convey meaning effectively. A rich and varied vocabulary allows for greater accuracy and nuance, enabling the writer to communicate ideas more precisely. This aspect also evaluates the appropriateness of word choice in terms of register, collocation, and context. Limited vocabulary may lead to repetitive expressions, ambiguity, or a failure to fully articulate the intended message.

- **Grammar**

Grammar evaluates the writer's mastery of grammatical structures and syntactic patterns. It includes the correct use of verb tenses, subject-verb agreement, word order, and other grammatical conventions necessary for clarity and

accuracy. Strong language use contributes to the overall fluency of the text, while frequent grammatical errors can disrupt the flow of communication and reduce the text's effectiveness.

- **Mechanics**

Mechanics encompass the technical conventions of writing, such as spelling, punctuation, capitalization, and paragraph formatting. While often considered surface features, mechanics play a crucial role in ensuring that the writing is accessible and reader-friendly. Consistent adherence to mechanical rules enhances clarity and professionalism, whereas repeated errors may distract the reader and undermine the credibility of the text.

3.3.2. Treatment

The researcher was conducted treatment in two meetings. Each meeting took about 90 minutes. The activities presented are as follows:

Treatment 1: The students were given an explanation of analytical exposition text. The researcher gave the students example of analytical exposition text about "*Cigarettes Are Dangerous for Our Health*" and also discussed about it. The students were divided into several groups, and each group was given a different topic. After that, the students were asked to think individually about the topic and write down their arguments or ideas. Then, the students were asked to shared, discussed, and compared their ideas within their groups. After the discussion, the students were asked to write an individual analytical exposition text based on the group topic and the prior discussion to complete Draft 1.

Treatment 2: The students were given a review of the explanation about analytical exposition text. Then researcher explained the important points related to the aspects of writing and provided an example of the analytical exposition text titled "*Breakfast Should Not Be Skipped*". The students were asked to find and correct some mistakes in the text together. After that, the students worked in pairs to exchange and review each other's writing. Then, the students were given around 15 minutes to think and correct their friend's work individually based on the aspect of

writing. Afterward, the students discussed with their partner to clarify their work. Finally, the students were asked to revise their writing into Draft 2.

3.3.3. Post-test

The post-test was administered after the treatment to measure the improvement in students' analytical exposition writing skills following the intervention. The post-test was similar in structure to the pre-test, with the same writing instructions. The same rubric was used to evaluate the students' responses, allowing for a direct comparison of their performance before and after the treatment.

3.4. Research Instrument

In this research, the researcher utilized a writing test as the research instrument. There were two parts of the writing test, the first one was pre-test and the second was post-test. The subjects were required to write an analytical exposition essay consisting of 250 words minimum by selecting one of three topics delivered by the teacher. In addition to providing the writing prompt, the researcher developed the procedure of the method along with the characteristics of analytical exposition text.

3.5. Scoring Criteria

The researcher analyzed the students' written works to evaluate their writing skills and to ensure that the treatment contributed to the improvement of their writing skills

3.5.1. Scoring Rubric System

Both the pre-test and post-test were assessed using a detailed scoring rubric to ensure consistent and objective evaluation of students' writing. The rubric, which was adapted from Jacobs et al. (1981), provided clear criteria across key components of writing, including content, organization, vocabulary, grammar, and mechanics. This comprehensive rubric allowed the researcher to systematically identify specific strengths and weaknesses in students' analytical exposition writing skills.

Table 3.1. Scoring Rubric of Writing by Jacob et al. (1981)

Aspect	Criteria	Score
Content 30%	Excellent to very good: Knowledge, substantive, through development of thesis, relevant theory.	30-27
	Good to average: Some knowledge subject, adequate range, limited development of thesis, mostly relevant to the topic but lacks details.	26-22
	Fair to poor: Limited knowledge of subjects, little substance, inadequate development of the topic.	21-17
	Very Poor: Does not show knowledge of subjects, no substantive not pertinent, not enough to evaluate.	16-0
Grammar 20%	Excellent to very good: Effective complete constructions, few errors of agreement, tense, number, word order, function, and preposition.	25-22
	Good to average: Effective but simple construction, minor problems in complex construction, several errors of agreement, and prepositions but seldom obscured.	21-18
	Fair to poor: Major problems in simple construction, frequent errors in negotiation, agreement, tense, number, word, and meaning confusion.	17-11
	Very poor: Virtually no mastery of sentence construction rules, dominated errors, does not communicate, and not enough to evaluate.	10-5

Organization 20%	Excellent to very good: Fluent expression, ideas clearly stated/supported, well-organized, logical sequencing.	20-18
	Good to average: Loosely organized but the main ideas stand out, limited support, logical but sequence and development.	17-15
	Fair to poor: Non-fluent, ideas are confused or disconnected and lack logical sequence and development.	14-10
	Very poor: Does not communicate, has no organization, not have enough to evaluate.	9-7
Vocabulary 20%	Excellent to very good: Sophisticated range, effective words/idioms, and usage, word form mastery, appropriate register.	20-18
	Good to average: Adequate range, occasional errors or idiom choice, usage but meaning not clear.	17-15
	Fair to poor: Limited range, frequent errors of idiom/words, meaning confused or not clear.	14-10
	Very poor: Essentially translation, little knowledge of English vocabulary, not enough to evaluate.	9-7
Mechanic 5%	Excellent: Few errors in punctuation, spelling, and capitalization/used correctly.	5
	Good: Occasional errors of punctuation, spelling, and Capitalization	4
	Fair:	3

	Numerous errors of punctuation, spelling, and capitalization	
	Very poor: No mastery of convention, dominated by errors of punctuation, spelling, and capitalization	2

3.5.2. Writing Score Sheet

The score sheet functioned as an instrument to assist the researcher in assessing students' writing performance, which was then transformed into a total score. The sheet was designed according to five key aspects of writing, as follows:

The Score Sheet of Writing Test

Name :
Student Number :

Table 3.2. Writing Score Sheet

No	Proficiency Description	Criteria				Score
		Very Poor	Fair to Poor	Good to Average	Excellent to Very Good	
1	Content	13-16	17-21	22-26	27-30	
2	Language Use	5-10	11-17	18-21	22-25	
3	Vocabulary	7-9	10-13	14-17	18-20	
4	Organization	7-9	10-13	14-17	18-20	
5	Mechanic	2	3	4	5	
Total						

Total Score Categorizing		
Letter	Score	Description
A	86 – 100	Excellent to Very Good
B	71 – 85	Good to Average
C	65 – 70	Fair to Poor
D	0 – 55	Very Poor

3.6. Procedure of Research

This study was conducted through several systematic stages to determine whether the Think-Talk-Write method could improve students' writing skills in analytical exposition texts. The procedures of this research are described as follows:

3.6.1 Determining the Problems

The problems were identified through interviews with English teachers at Tunas Mekar Indonesia Senior High School. The findings revealed several issues in students' writing skills. First, students' writing frequently shows poor organization, including unclear introductions, underdeveloped body paragraphs, weak transitions, and ineffective conclusions. Second, many students have difficulty developing and sustaining a clear thesis or main idea throughout their texts. In addition, their arguments are often insufficiently supported, irrelevant, or poorly elaborated, which reduces the overall effectiveness of their analytical exposition writing. These difficulties are further intensified by limited constructive feedback and the application of monotonous teaching methods. Therefore, this research was conducted to address students' writing problems by implementing the Think-Talk-Write method.

3.6.2. Research Preparation

In this preparation stage, the researcher prepared the research instruments, including the writing tests (pre-test and post-test) and the scoring rubric based on Jacobs et al. (1981). The researcher also selected the learning materials according

to the Merdeka Curriculum and the syllabus for grade XII of senior high school. The material focused on making analytical exposition texts.

3.6.3. Determining Pre-test

In order to discover students' analytical exposition writing skills before the treatment was given, students got pre-test at the first meeting. The students were instructed to write an analytical exposition text based on a given topic.

3.6.4. Conducting the treatments

The treatment was conducted in two meetings. During these meetings, the researcher provided explanations about the teaching material, examples and media such as slides and pictures to support students understanding. Then the researcher taught the students using the Think-Talk-Write method to make analytical exposition text. There were several topics given by the teacher and each group was discussed different topic during the learning process.

3.6.5. Conducting post-test

In the last meeting, a post-test was administered to measure students' writing skills after the implementation of the Think-Talk-Write method. Similar to pre-test, students were asked to write an analytical exposition text. The purpose of the post-test was to determine the improvement in students' writing skills after receiving the treatment.

3.6.6. Scoring the Tests

Both the pre-test and post-test were assessed using the scoring rubric by Jacobs et al. (1981), which evaluates five aspects of writing: content, organization, vocabulary, grammar and mechanics. To ensure scoring reliability, two raters were involved: the researcher as the first rater, and the English teacher as the second rater. The students' final scores were obtained by calculating the average score from the two raters.

3.6.7. Analyzing the Data

The researcher analyzed data using SPSS. A Descriptive Statistics was employed to compare the pre-test and post-test scores in order to determine whether there was a significant improvement after the Think-Talk Write method treatment. In addition, each aspect of writing was analyzed to identify which aspect improved the most.

3.7. Validity and Reliability of the Instrument

In this section consist of two parts: validity and reliability. Checking the validity and reliability is essential for the researcher when conducting the study. As stated by Setiyadi (2006), the quality of a test can be determined through the validity and reliability of its instrument.

3.7.1. Validity

Farhady & Hatch (1982) state that validity refers to how well an instrument measures its intended purpose and aligns with set criteria. Validity indicates the degree to which a test effectively measures what it is meant to measure (Setiyadi, 2006). According to Hatch and Farhady (1982, p. 281), there are two main types of validity: content validity and construct validity.

1. Content Validity

Brown (2000) explains that content validity focuses on the relevance of the test's content, ensuring that it is both representative and comprehensive. Setiyadi (2006) adds that the material should align with the curriculum. In this research, the writing test was designed for twelfth-grade senior high school students, and its content was considered valid because it included a representative range of writing aspects. Additionally, the selected material aligned with the Merdeka Curriculum for twelfth-grade senior high school students, which emphasized Analytical Exposition Texts.

2. Construct Validity

Construct validity is essential for an instrument that measures a single construct through multiple indicators (Setiyadi, 2006). When a test assesses various aspects,

each aspect must show a positive correlation with the others to ensure that they collectively represent the same construct. In this study, the researcher adopted Jacobs (1981) writing aspects, which included content, organization, grammar, vocabulary, and mechanics. Because the test comprehensively covered these five aspects, it was considered to possess construct validity. To strengthen the validity of the instrument, evaluation was conducted by a second rater.

In conclusion, this study focused on writing skills by assessing five key aspects: content, organization, vocabulary, grammar and mechanics. The test aligned with the indicators and objectives outlined in the school syllabus and required students to write an analytical exposition text. Given that the instrument adhered to these criteria, it can be concluded that the instrument used in this study was valid.

3.7.2. Reliability

A test is considered reliable if it produces consistent results over time. According to Farhady and Hatch (1982, p. 243) the reliability of a test refers to the consistency with which it produces results when administered under similar conditions. Since the instruments used in this study consisted of written tests, the researcher used inter-rater reliability to evaluate the consistency of the scoring. To minimize subjectivity or bias, two raters were involved in the inter-rater reliability process.

For this study, the researcher collaborated with a writing teacher to assess students' writing using the criteria proposed by Jacobs et al. (1981). The first rater was the researcher, while the second rater was an English teacher. The researcher ensured that both raters applied the same scoring rubric consistently. The results obtained by the two raters were compared to assess their level of agreement. In order to measure the correlation between the raters' scores, the researcher used the reliability criteria established by Jacobs et al. (1981, p. 90). The reliability of the scoring was measured using the *Rank Spearman Correlation* formula:

$$p = 1 - \frac{6 \cdot \sum d^2}{N(N^2 - 1)}$$

p: Coefficient of rank order

d: Difference in rank correlation

N: Number of students

1-6: Constant number

(Hatch & Farhady, 1982: 206).

The coefficient of rank correlation was then analyzed using the following reliability standards:

1. 0.80000 - 1.0000: very high reliability
2. 0.60000 - 0.7900: high reliability
3. 0.40000 - 0.5900: medium reliability
4. 0.20000 - 0.3900: low reliability
5. 0.00000 – 0.1900: very low reliability

(Arikunto, 2006).

Based on these standards, the writing test should be considered reliable if the reliability coefficient falls within the range of 0.60 to 0.79, which indicates a high level of reliability. In this research the reliability of the pre-test and post-test is presented below:

Table 3.3 Reliability of Pre-test

			Rater1_Pretest	Rater2_Pretest
Spearman's rho	Rater1_Pretest	Correlation Coefficient	1.000	.800**
		Sig. (2-tailed)	.	<,001
		N	17	17
	Rater2_Pretest	Correlation Coefficient	.800**	1.000
		Sig. (2-tailed)	<,001	.
		N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

According to the table above, the reliability of the pre-test was 0.800, which indicates a very high reliability. On the other hand, the reliability of the post-test was shown in the following table.

Table 3.4 Reliability of Post-test

Correlations			Rater1_Posttest	Rater2_Posttest
Spearman's rho	Rater1_Posttest	Correlation Coefficient	1.000	.988**
		Sig. (2-tailed)	.	<,001
		N	17	17
	Rater2_Posttest	Correlation Coefficient	.988**	1.000
		Sig. (2-tailed)	<,001	.
		N	17	17

** . Correlation is significant at the 0.01 level (2-tailed).

From the table above, the reliability of post-test was 0.988, According to Arikunto (2006), a coefficient between 0.800-1.000 indicates very high reliability.

In conclusion, both the pre-test and post-test in this research showed very high reliability, which means that the scoring given by both raters was consistent and reliable

3.8. Normality Test

In this study, the normality test was conducted on the students' pre-test and post-test writing scores to identify whether the score distribution followed a normal distribution. The normality test used was the Shapiro–Wilk Test, as it is considered more appropriate and powerful for small sample sizes ($n < 50$) (Razali & Wah, 2011). If the data met the assumption of normality ($\text{Sig.} > 0.05$), a parametric statistical analysis, Paired Samples t-test, was employed. However, if the data were not normally distributed ($\text{Sig.} \leq 0.05$), a non-parametric statistical analysis, specifically the Wilcoxon Signed-Rank Test, was applied (Field, 2018; Pallant, 2020).

The hypothesis of the Shapiro–Wilk normality test is formulated as follows:

- H_0 : The data are normally distributed.
- H_1 : The data are not normally distributed.

The Shapiro–Wilk test formula is expressed as follows:

$$W = \frac{\left(\sum_{i=1}^n a_i x_{(i)}\right)^2}{\sum_{i=1}^n (x_i - \bar{x})^2}$$

Where:

- W = Shapiro-Wilk test statistic
- $x_{(i)}$ = ordered sample values
- a_i = constants generated from the covariance matrix of the ordered sample
- x_i = sample values
- \bar{x} = mean of the sample
- n = number of observations

The decision-making criteria are as follows:

- If Sig. (p-value) > 0.05, the data are considered normally distributed.
- If Sig. (p-value) ≤ 0.05, the data are not normally distributed.

The normality test in this research was computed using SPSS, and the results determined whether parametric statistical analysis could be applied to test the effectiveness of the Think-Talk-Write method in improving students' writing skills.

3.9. Data Analysis

Tests were served as instruments for collecting data, which the researcher was used to assess students' writing skills through the implementation of Think-Talk-Write method. The data obtained from these tests was analyzed and processed by the researcher. The following steps outline the procedures used to measure students' progress:

3.9.1. Data Analysis of the First Research Question

1. The researcher scored the students' pre-test and post-test based on the predetermined writing rubric.
2. The researcher tabulated the pre-test and post-test scores.
3. The researcher computed the data in SPSS.

4. The researcher conducted a Paired Sample T-test to compare the mean scores of the pre-test and post-test in SPSS.
5. The researcher determined the level of significant by comparing obtained the t-value with the value in the t-table.
6. The researcher concluded whether there was a statistically significant improvement in students' overall writing skills.

3.9.2. Data Analysis of the Second Research Question

1. The researcher input the pre-test and post-test scores for each aspect of writing into SPSS
2. The researcher calculated the mean score of each writing aspect in both tests.
3. The researcher analyzed the improvement of each writing aspect using the statistical computerization of the SPSS by comparing the mean gain score to measure the significance level for each aspect.
4. The researcher identified the aspect with the highest improvement and drew conclusions based on the gain score and statistical results.

3.10. Hypothesis Testing

The researcher analyzed the collected data to determine whether there was a significant improvement in students' analytical exposition writing skills following the implementation of the Think-Talk-Write (TTW) method. To evaluate the effectiveness of the treatment, a *Repeated Measures T-test* was employed.

The formula for testing the hypotheses of this research was:

H1 = Sig. < 0.05

The level of significance for hypothesis testing was set at 0.05, indicating that the probability of making a Type I error was limited to 5%. The hypotheses corresponding to the two research questions were formulated as follows:

1. For the first research question “Is there any significant improvement in students' writing skills after the students are taught through Think-Talk-Write method?”
 - H₀: There is no significant improvement in students' writing skills after the students are taught through Think-Talk-Write method.
 - H₁: There is a significant improvement in students' writing skills after the students are taught through Think-Talk-Write method.

2. For the second research question “Which aspect of writing will improve the most after the students are taught through Think-Talk-Write method?”
 - H₀: There is no significant difference in the improvement of the various aspects of students' writing (content, organization, grammar, vocabulary, and mechanics) after the students are taught through Think-Talk-Write method.
 - H₁: There is a significant difference in the improvement of the various aspects of students' writing (content, organization, grammar, vocabulary, and mechanics) after the students are taught through Think-Talk-Write method.

This chapter has outlined the research design, population and sample, research instruments, data collecting techniques, research procedures, validity and reliability of the instrument, data analysis, and hypothesis testing. The next chapter will present the results and discussion of the research findings.

V. CONCLUSION AND SUGGESTION

This final chapter focuses on the discussion of two points: the conclusion of the research findings and the suggestions for an English teacher who wants to implement Think-Talk-Write strategy in teaching writing and other researcher who wants to conduct an investigation in the same area.

5.1. Conclusions

The findings of this study indicate that the improvement in students' writing skills after the implementation of the Think-Talk-Write (TTW) strategy is not only statistically significant but also pedagogically meaningful. The increase in the students' mean score from 53.882 in the pre-test to 81.179 in the post-test, suggests that the strategy provides sufficient support for students to develop their writing ability. The statistical result of the paired samples t-test ($t = 15.739 > t\text{-table} = 2.1199$; $p < 0.001$) further confirms that the improvement is significant. From the researcher's perspective, this indicates that the TTW strategy plays a substantial role in facilitating students' learning, particularly by guiding them through a clear sequence of thinking, discussing, and writing. This staged process appears to help students overcome common difficulties in writing, especially in generating and organizing ideas.

The most notable improvement in the content aspect, with a gain of 7.206 points, reinforces the assumption that students benefit greatly from the pre-writing stages provided in TTW. Through individual thinking and peer discussion, students are able to explore, clarify, and expand their ideas before transforming them into written form. This suggests that the opportunity to construct meaning collaboratively contributes significantly to the quality of their writing. In addition, the interactive of TTW encourages greater collaboration and active participation among students. The researcher assumes that this supportive learning environment allows students to feel more confident in expressing their ideas, which in turn makes the writing

process more manageable and well-structured. Therefore, it can be argued that the effectiveness of TTW lies not only in improving students' scores but also in enhancing the overall writing process through the integration of cognitive and social learning activities.

5.2. Suggestions

Based on the conclusion above, several suggestions are proposed for English teachers who intend to apply the Think-Talk-Write strategy in writing instruction.

1. Suggestion for Teachers

Based on the challenges encountered during the implementation of the Think-Talk-Write (TTW) strategy, several practical suggestions can be proposed for teachers who intend to apply this strategy in writing classes. First, teachers are recommended to manage classroom time effectively, especially during the Talk phase. Since students tend to be highly engaged in discussion, it is important for teachers to set a clear time limit using tools such as timers and provide structured instructions to keep the discussion focused and efficient. Second, teachers should provide clear modeling and guidance before asking students to begin the activity. The use of model texts, trigger questions, and guided brainstorming is essential to help students understand how to generate and develop ideas. Without proper modeling, students may experience confusion in completing the tasks. Third, teachers are encouraged to give explicit instructions during the discussion phase. For example, students should be guided to exchange ideas, give feedback, and refine their arguments. Teachers may also instruct students that they are allowed to revise or change their point of view after discussion, as this can help them produce more developed and meaningful content. Fourth, teachers need to actively monitor and facilitate group discussions to ensure equal participation among students. Some students may tend to be passive; therefore, teachers should provide encouragement and support to involve all group members in the learning process.

2. Suggestions for Future Researchers

Based on the limitations of this study, several recommendations are proposed for future researchers who are interested in investigating the Think-Talk-Write strategy.

First, future researchers are suggested to conduct studies with a larger sample size and involve more than one class or school in order to obtain more generalizable findings. This study was limited to one class, which may affect the broader applicability of the results. Second, it is recommended that future studies use a more rigorous research design, such as a true experimental design with a control group. This would allow researchers to compare the effectiveness of the Think-Talk-Write strategy with other teaching strategy more accurately. Third, future researchers are encouraged to extend the duration of the treatment. In this study, the implementation was conducted in a relatively short period (two meetings), which may not fully capture the long-term impact of the strategy on students' writing development. Fourth, future studies may explore the implementation of the Think-Talk-Write strategy in different types of texts or different educational levels to examine its effectiveness in various contexts. Finally, future researchers are also recommended to incorporate qualitative data, such as interviews or classroom observations, to gain deeper insights into students' learning processes, engagement, and perceptions toward the strategy.

REFERENCES

- Amilia, I.K., & Sisbiyanto, A. (2016). The Effectiveness of Send a Problem Technique for Teaching Writing Analytical Exposition Text (A Quasi Experimental Study of Eleventh Grade Students of SMAN 8 Semarang in Academic Year 2015/2016). In *ELT Forum: Journal of English Teaching* (Vol. 5, No. 2).
- Anthony, E. M. (1963). Approach, Method, and Technique. In *Language Structure and Language Teaching*.
- Aprilia, A., Sipayung, R., & Purba, M. (2024). The Using of Think, Talk, Write (TTW) Strategy to Improve Students' Writing Skill. *Bilingual: Jurnal Pendidikan Bahasa Inggris*, 6(2), 148-153. 10.36985/8dv8mz98
- Aprilia, Y., Rositasari, T., Septarini, D., & Saraswaty, D. R. (2023). The influence of Think-Talk-Write to improve the tenth-grade students' writing skill at SMA Negeri 2 Sekampung. *English Community Journal*, 6(2), 87-95. <http://jurnal.umpalembang.ac.id/englishcommunity/article/viewFile/5521/3318>
- Arends, R. I. (2012). *Learning to Teach* (9th ed.). McGraw-Hill. <https://hasanahummi.wordpress.com/wp-content/uploads/2017/04/connect-learn-succeed-richard-arends-learning-to-teach-mcgraw-hill-2012.pdf>
- Arikunto, S. (2006). *Prosedur Penelitian: Suatu Pendekatan Praktik*. Rineka Cipta.
- Astuti, E. P., & Zainil, K. (2014). Improving students' writing skill of recount texts by using Think-Talk-Write strategy at Grade VIII-B of MTS SMQ Bangko. *Journal English Language Teaching*, 2(1), 38-41. <https://citeseerx.ist.psu.edu/document?repid=rep1&type=pdf&doi=d4bef4847d3f77398d5a795d759b766842dceeeb>
- Batubara, M. H., Bastari, U., & Nurmalina. (2024). Improving students' ability in writing report text by using the Think Talk Write strategy. *Jurnal As Salam*, 8(1), 1-12. <https://www.jurnal-assalam.org/index.php/JAS/article/view/442/292>
- Bonwell, C. C., & Eison, J. A. (1991). *Active Learning: Creating Excitement in the Classroom*. ASHE-ERIC.
- Brown, H. D. (2007). *Principles of language learning and teaching*. Pearson Education.

- Cahyono. (2009). *Type of Text for Senior High School*. (Retrieved on July 22, 2011) [Http://www.typeoftext.blogspot.com/2009/analyticalexposition.htm](http://www.typeoftext.blogspot.com/2009/analyticalexposition.htm)
- Djamarah, S. B., & Zain, A. (2010). *Strategi Belajar Mengajar*. Rineka Cipta.
- Edelstein, M and Pival. 1998. *The Writing Commitment*. Harcourt Broce Javanovich Publisher.
- Fauziyah, T. R. (2023). Peningkatan Ketrampilan Menulis Teks Prosedur melalui Penerapan Metode Think-Talk-Write. *Jurnal Karya Ilmiah Guru*, 8(3), 835-840. <https://doi.org/10.51169/ideguru.v8i3.536>
- Gerrot, & Wignell. (1994). *Making Sense of Functional Grammar*. Cammeray Gerd Stabler.
- Graham, S., Harris, K. R., & Santangelo, T. (2015). based writing practices and the common core: Meta-analysis and meta-synthesis. *The elementary school journal*, 115(4), 498-522.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Alliance for Excellent Education. https://srsdonline.org/wp-content/uploads/2024/08/ccny_report_2007_writing.pdf
- Hake, R. R. (1998). Interactive-engagement vs traditional methods: A six-thousand-student survey of mechanics test data for introductory physics courses. *American Journal of Physics*, 66(1), 64–74.
- Huinker, D. dan Laughlin, C. (1996). *Talk your way into writing, in communication in mathematics K-12 and beyond*. NCTM.
- Harmer, Jeremy. (2004). *How to teach writing: Effective sentence, paragraph, and essay*. Longman.
- Hasibuan, S. F., Dirgeyasa, I. W., & Murni, S. M. (2018). Improving students' achievement in writing narrative text through application of think talk write strategy. In *3rd Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2018)* (pp. 539–542). Atlantis Press. <https://www.atlantis-press.com/proceedings/aisteel-18/55909161>
- Hatch, E., & Farhady, H. (1982). *Research Design and Statistics for Applied Linguistics*. Rowley, Mass: Newbury House.
- Hayes, J. R., & Flower, L. S. (1983). *A Cognitive Model of the Writing Process in Adults*. Final Report. <https://files.eric.ed.gov/fulltext/ED240608.pdf>

- Hyland, K. (2019). *Second language writing*. Cambridge university press.
- Jacobs, H. L., Zinkgraf, S. A., Wormuth, D. R., Hartfiel, V. F., & Hughey, J. B. (1981). *Testing ESL composition: A practical approach*. Rowley, MA: Newbury House.
- Joyce, B., Weil, M., & Calhoun, E. (2009). *Models of Teaching* (8th ed.). Pearson.
- Kozma, R. B. (1989). *Instructional Strategies and Media Integration*. Educational Technology Publications.
- Kroll, J. F., & Sunderman, G. (2003). *Cognitive processes in second language learners and bilinguals: The development of lexical and conceptual representations*. *The handbook of second language acquisition*, 104-129.
- Moon, J. A. (2006). *Learning journals: A handbook for reflective practice and professional development*. Routledge.
- Nasution, D. K. (2023). The Effect of Think-Talk-Write Strategy in Writing Procedure Text. *Al'adzkiya International of Education and Social (AIOES) Journal*, 4(1), 1-4.
<https://aladzkiyajournal.com/index.php/AIOES/article/view/197/pdf>
- Nasihah, U., & Mubarak, H. (2025). The Implementation of Think Talk Write (TTW) in Teaching Writing Descriptive Text. *Edutech*, 24(3).
<https://doi.org/10.17509/e.v24i3.89954>
- Ningsih, S. E., Aulia, S. S., & Gusmaneli. (2024). Konsep Dasar Strategi Pembelajaran dan Membedakannya dengan Model, Pendekatan, Metode dan Teknik Pembelajaran. *Maximal Journal: Jurnal Ilmiah Bidang Sosial, Ekonomi, Budaya dan Pendidikan*, 1(4).
- Nunan, D. (2003). *Practical english language teaching*. McGraw-Hill/Contemporary.
- Nur'aini, G., Setiawan, D., & Laily, I. F. (2025). Pengaruh model pembelajaran kooperatif tipe think-talk-write berbantuan media flashcard terhadap kemampuan menulis teks deskriptif siswa sekolah dasar. *Journal of Humanities, Social Science, and Education*, 1(5), 183 - 185.
- Oshima, A. and Hogue, A. (1999). *Writing Academic Writing: Third Edition*. Addison Wesley Longman. <https://itnice01.wordpress.com/wp-content/uploads/2009/07/eng.pdf>
- Raimes, A. (1983). *Techniques in teaching writing*. Oxford University Press.

- Richards, J. C., & Renandya, W. A. (Eds.). (2002). *Methodology in Language Teaching: An Anthology of Current Practice*. Cambridge University Press.
- Septiana,R. (2016). *Improving Students' Analytical Exposition Text Writing*
- Setiawan, R., Sujana, I. M., & Apgrianto, K. (2017). The effect of think-talk-write (TTW) technique on students' writing ability. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1), 31–39. <https://ejournal.upi.edu/index.php/ELTTech/article/view/9429/6185>
- Setiyadi, Ag. B. (2006). *Metode penelitian untuk pengajaran bahasa asing pendekatan kuantitatif dan kualitatif*. Graha Ilmu.
- Setiyadi, A. B. (2018). *Metode penelitian untuk pengajaran bahasa asing: pendekatan kualitatif dan kuantitatif. Second edition*. Graha Ilmu
- Shoimin, A. (2018). *Model pembelajaran inovatif dalam kurikulum 2013*. Ar-Ruzz Media.
- Sidauruk, A., Silalahi, D. E., & Herman, H. (2020). The Effect of Problem Based Learning (PBL) on Writing Recount Text at Grade Ten of SMK Negeri 2 Pematangsiantar. *Journal of English Teaching as a Foreign Language*, 6(1), 29-43.
- Sugiyono, D. (2013). *Metode penelitian pendidikan pendekatan kuantitatif, kualitatif dan R&D*. Alfabeta.
- Suminar, R. P., & Putri, G. (2015). The effectiveness of TTW (Think-Talk-Write) strategy in teaching writing descriptive text. *ELT Perspective Jurnal Pendidikan Bahasa Inggris*, 2(2).
- Susanti, S. (2024). The Improvement Of Student Achievement In Writing Skill By Applying Think Talk Write Strategy At MTs Nurul Qur'an. *International Journal of Educational Research*, 1(2), 01–10. <https://doi.org/10.62951/ijer.v1i2.20>
- Tambunan, Y. F., & Saragih, A. (2007). Improving the students' achievement in writing descriptive paragraphs by applying Think-Talk-Write strategy. *Linguistica*, 2(3), 147740.
- Tarigan, H.G. (2008). *Menulis sebagai Suatu Keterampilan Berbahasa*. Angkasa.
- Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.