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THE INFLUENCE OF THINK TALK WRITE LEARNING MODEL ON STUDENTS' WRITING SKILLS

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ABSTRACT

The purpose of this study is to ascertain how the Think Talk Write learning model affected eighth grade students' ability to create announcement texts at SMPN 18 Tasikmalaya throughout the 2023–2024 school year. This study used a quasi-experimental strategy with a quantitative focus. The research sample comprised of 40 eighth-grade students, with 20 students from class VIII-D as the experimental group and 20 students from class VIII-A as the control group. The data was collected utilizing pretests and posttests. The pretest was given to both groups before the treatment. Following treatment, both groups were given a post-test. The results of both tests were analyzed using an independent sample t-test with SPSS. The average pretest score in the experimental class employing the Think Talk Write learning model was 56.35, and 51.65 in control class taught with conventional method. Meanwhile, the average posttest score of experimental class after the treatment using Think Talk Write was 80.70, and 71.40 in the control class. These results show that students in the experimental class achieved the learning outcomes more successfully than those in the control class. Furthermore, statistical testing (t-test) revealed a significant difference in average posttest scores between experimental and control classes, with a Sig. (2-tailed) value of $0.013 < 0.05$. This suggests that the Think Talk Write model plays a significant role on the students' ability to produce announcement texts among eighth-grade students at SMPN 18 Tasikmalaya in the 2023/2024 academic year.

Keywords: Think Talk Write, Writing Skills, Announcement text

INTRODUCTION

Writing is one of the four language skills that the pupils should learn and master. It involves using language to express ideas, feelings, or desires in written form, including words, sentences, and paragraphs. The ability to write is crucial for the development of students' English language skills because, according to Putri & Aminatun, (2021), "writing can provide benefits in clarifying students' ideas in their written work, consequently enhancing their comprehensibility." Additionally, the act of writing helps students remember information they have learned, enhances learning focus, better understanding and retention of material over a longer period. Furthermore, writing provides significant benefits for the mental, intellectual, and social development of students. This is because writing involves various essential skills, such as expressing ideas, enhancing thinking skills, improving

language proficiency, problem-solving, social collaboration, and fostering creativity (Moybeka et al., 2023). Therefore, writing skills are very important for students.

Based on the K-13 curriculum 2013, one of the learning goals that junior high school students should achieve in learning English is to build communication skills in both oral and written form in order to achieve information literacy. There are several sorts of texts with different social function, generic structure, and linguistic features taught in junior high school. One of those is announcement text. Announcement text is one type of mandatory text that must be mastered by eighth grade junior high school students. Announcement text is a type of text that functions as a means of conveying information regarding an upcoming event (Syafitry & Kardena, 2021).

Written in the basic competency (KD) 4.12, students are expected to be able to write special texts in the form of very short and simple messages and announcements related to school activities, while taking into account social functions, text structure, and linguistic elements correctly and according to context. Announcement texts are considered simple and frequently used in daily life, making them suitable for beginning to learn writing. Announcement texts are commonly encountered in various situations, such as at school or in the community. Mastering this skill provides a strong foundation for students to develop their overall writing abilities.

However, based on research there are many EFL students who have difficulties in writing English texts. Many students struggle with writing English texts due to challenges in vocabulary and grammar (Alisha et al., 2019). The lack of mastery in vocabulary and difficulties with grammar pose significant hurdles for students during the writing process. Furthermore, the majority of students encounter difficulties in effectively conveying their ideas in writing (Balansa et al., 2023). Apart from that, students often lose motivation in learning English, especially writing (Amalia et al., 2021). This occurs because of their varied English proficiency levels (e.g. reading and writing ability). Additionally, there are three factors that cause writing difficulties, lack of proficiency, lack of knowledge, and lack of effective strategies (Bulqiyah et al., 2021)

To overcome this problem, it is necessary to choose the right learning strategy (Tamara & Rusfandi, 2019). There are many types of learning approaches that can be chosen as alternatives to overcome these problems. The Think Talk Write (TTW) learning model is one of the options to apply. The TTW model emerged as an alternative learning model that can help students write announcement texts, by involving the process of thinking first, discussing with friends, and then writing down their ideas. This helps

students develop their understanding, improves writing organization, enriches vocabulary, and provides a motivational boost to them through social interaction. Thus, the TTW learning model can be an effective solution for improving students' writing skills.

There have been several previous studies examining the TTW learning model for English language learning. The researcher has found previous studies on the impact of the TTW model on students' writing skills in recount texts. This study was conducted by (Aprilia et al., 2022), The study demonstrated a significant improvement in students' writing skills when the TTW model was applied. Another study by (Simangunsong et al., 2023) focused on implementing the TTW learning model to enhance students' writing abilities in short story texts. The findings showed that the TTW method effectively contributed to improving students' writing skills in short story texts. The difference between past studies and this study is in the text employed. While previous research focused on students' writing skills in argumentative texts and short stories, this study concentrates on students' writing skills in announcement texts.

REVIEW OF THE LITERATURE

Writing is a very important language skill studied because it can provide life skills for anyone who might need it. According to (Aziz et al., 2022) explained that writing is the last form of language skill mastered by students after listening, speaking and reading. From these skills, students can express thoughts, ideas and feelings through written language. According to Agnes et al. (2021), “writing involves expressing ideas, conveying opinions, and presenting arguments related to information and communication through written language.” Bakeer (2018) also stated that writing is the ability to organize letters, words, and sentences using a particular language to communicate a message or information in a way that readers can easily understand. In summary, writing is a way to express feelings, ideas, and thoughts through text. It is a crucial productive skill in human life and is often seen as the most challenging skill for English language learners to master.

According to Jacobson et al. (2003), “there are five components of writing those are contains, organization, vocabulary, language use, and mechanics.” Writing involves a step-by-step process that requires attention to various important factors namely planning, drafting, editing, and final version (Harmer, 2004; Sorenson, 2009). Teaching writing has principles that serve as the main foundation in the learning process. These principles serve as guidelines for teachers to guide students in developing their writing skills. Prewriting activities, peer assistance, setting specific goals, assessment and feedback are principles in

teaching writing that important to implement (Graham et al., 2012; Chung et al., 2021; Liu et al., 2001; Vygotsky, 1978).

The TTW learning model was introduced by Huinker and Laughlin. According to Ansari and Martinis (2012), “Think Talk Write (TTW) is a learning method that involves 3 to 5 students.” In these groups, students are asked to read and share ideas with their classmates, then express these ideas in writing. Additionally, Huda (2013) explained that TTW is a strategy that facilitates fluent practice of both spoken and written language. This strategy is predicated on the notion that learning is a social action. It triggers students to think, talk, and write about a topic. Suminar and Putri (2018) added that the TTW strategy gives students the opportunity to gather ideas, discuss, and develop ideas in small groups, then write down their opinions after receiving feedback from each other. Thus, the TTW model can be used to develop students' writing fluency and practice language before writing it (Aprilia et al., 2022). The teacher's role in the TTW learning model is only as a facilitator and motivator in learning (Budi & Aditia, 2022). Therefore, this learning paradigm engages students to be more active and take a more dominating role than the teacher.

The TTW learning model offers numerous advantages that enhance students' learning experiences. According to Shoimin (2018), the TTW model promotes the development of meaningful solutions to understand teaching materials, encourages critical and creative thinking through open-ended questions, and actively involves students through group interactions and discussions. This engagement helps students become accustomed to thinking and communicating with peers, teachers, and themselves. Supporting this, Widayanti and Lingga, (2023) highlights that TTW allows students to interact and collaborate while discussing their findings or notes with group members, which directly involves them in the learning process and increases their motivation. In summary, the TTW model, as outlined by these experts, significantly contributes to developing students' critical thinking skills, promotes effective communication and discussion, and ensures a student-centered learning approach that enables teachers to guide the learning process effectively. However, this model also has weaknesses as stated by Widayanti & Lingga (2023), “the weaknesses of the Think Talk Write model are as follows: (1) this learning model is less successful in large classes, for example some time is lost because the teacher helps students find solutions to problems or discover theories related to student worksheets; (2) not all group members are active in this learning model.” In summary, they have pointed out some drawbacks of the TTW learning model. When

students work in groups, there is a risk of losing confidence, especially if some students dominate. Teachers also need thorough preparation of materials to avoid difficulties in implementing the strategy. Apart from that, the TTW model will delay time if the teacher teaches in a class that is too large.

According to Brutu et al. (2019), “an announcement is a message shared with the public or media to give information. Its main goal is to let people know what the information is about, when it's happening, and where it applies.” Furthermore, Syafitry & Kardena (2021) defined that announcement text as a type of writing that informs about an upcoming event. Announcements can be communicated through two methods, directly (spoken) or indirectly (written). From the statements above, it can conclude that the announcement text is a text designed to convey detailed information regarding upcoming events and notification of a problem which aims to be understood by readers by being able to answer the basic questions such as what, when, where, who, why, and how whether it is conveyed orally or in writing.

METHODOLOGY

This research employed the experimental method, a quantitative approach used to investigate the impact of an independent variable on a dependent variable (Sugiyono, 2021). In this study, the researcher aimed to examine the effect of the TTW learning model on students' writing skills. The method that the researcher used in this research is quasi-experimental research. According to Sugiyono (2017) a quasi-experiment is research that almost resembles a real experiment. The purpose of this study is to directly assess the influence of one variable on other variables, as well as to test the causal link hypothesis. The quasi-experimental design includes both an experimental and a control class, but the control class is unable to fully manage external variables that impact experiment implementation.

This study comprised two categories of variables: dependent and independent. The dependent variable is the variable measured in an experiment to see how it is impacted by changes in another variable. Meanwhile, the independent variable is the one that is controlled in an experiment to see how it affects the dependent variable. In this research, the independent variable is the TTW learning model, while the dependent variable is students' writing skills. Population refers to a broad category that includes objects or subjects with specific qualities and characteristics chosen by researchers for study and drawing conclusions (Sugiyono, 2021). The eighth grade students of *SMPN 18*

Tasikmalaya in the 2023/2024 academic year were involved as population in this research, as follows:

Table 1. *The number of populations*

No	Class	Male	Female	Total
1	VIII A	14	10	24
2	VIII B	15	14	29
3	VIII C	21	7	28
4	VIII D	17	10	27
Sum of population				108

The sample for this study was selected using purposive sampling. The researcher chose the sample based on the teacher's recommendations and the students' average grades in both classes. Class VIII-D was determined as the experimental group and class VIII-A as the control group consisting of 20 students in each class. The following is a table of sample demographics for the experimental and control classes:

Table 1. *Sample Demographic Data (Control Class)*

No.	Aspect	Percentage (%)	Descriptions
1.	Male	55 %	11 students
2.	Female	45 %	9 students
3.	Age < 14 years old	30 %	6 students
4.	Age > 14 years old	70 %	14 students
5.	English Learning Experience	100%	<2 years

Table 3. *Sample Demographic Data (Experimental Class)*

No.	Aspect	Percentage (%)	Descriptions
1.	Male	50 %	10 students
2.	Female	50 %	10 students
3.	Age < 14 years old	20 %	4 students
4.	Age > 14 years old	80 %	16 students
5.	English Learning Experience	100%	<2 years

Data Collection

This study employed pretest and posttest as the data collection technique. These tests were conducted to gather information about students' writing abilities. The research was carried out over four meetings. At the beginning, students take a pretest to assess their initial skills related to the material to be taught. Following the pretest, the teaching and learning process in the experimental class was conducted using the TTW model, while in the control class using conventional methods.

In the first meeting, students learned about announcement texts, including their social function, structure, and language features. In meetings two through four, students in both classes wrote announcement texts with different themes in each meeting. The themes were chosen by the students themselves, allowing them to select topics of interest. After

completing the entire learning process, students in both classes took a posttest to measure their learning outcomes after the instruction was carried out

Here is a table comparing the teaching models used in the experimental and control classes.

Table 2. *Comparison of Teaching Models Used in the Experimental and Control Classes*

Aspect	Experimental Class	Control Class
Teaching Model	Think-Talk-Write (TTW)	Conventional
Teaching Approach	Interactive and collaborative	Lecture and presentation
Learning Stages	<ol style="list-style-type: none"> Think: Students individually reflect and gather ideas Talk: Group discussion to share ideas and discuss text structure Write: Writing texts based on discussion outcomes 	<ol style="list-style-type: none"> Lecture: Teacher explains the concept Class Discussion: Students ask questions and the teacher clarifies concepts Individual Practice: Students write texts on their own
Teacher's Role	Facilitator, providing guidance during discussions and writing	Information provider, giving direct explanations and instructions
Students' Role	Active, involved in thinking, discussing, and writing	Passive, receiving information and instructions from the teacher
Student Engagement	High, students actively think, discuss, and write	Low, student engagement mostly involves listening and occasionally asking questions

FINDINGS AND DISCUSSION

Descriptive Statistics Analysis

Descriptive statistical analysis in this study attempts to explain and characterize research data, which includes the amount of data, maximum value, minimum value, average value, and standard deviation. This analysis was carried out using SPSS v. 29.0 for Windows. The table below shows the results of descriptive statistical analysis calculations.

Table 7. *The Results of the Descriptive Statistical Test*

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest of control class	20	31	69	51.65	11.490
Posttest of control class	20	56	88	71.40	9.757
Pretest of experimental class	20	31	75	56.35	11.856
Posttest of experimental class	20	56	100	80.70	12.732

Based on the findings of descriptive statistical analysis shown in above table, it shows that the control group, ranging from 31 to 69 for the pretest, has a standard deviation of 11.490. After the treatment, posttest scores for the control group increased, ranging from 56 to 88, with a mean of 71.40 and a standard deviation of 9.757. Meanwhile, for the experimental group, pretest scores ranged from 31 to 75, with a mean of 56.35 and a standard deviation of 11.856. After receiving the treatment, posttest scores for the experimental group showed improvement, ranging from 56 to 100, with a mean of 80.70 and a standard deviation of 12.732.

Table 7 shows that the average pretest score for the control class is 51.65, whereas for the experimental class it is 56.35. This suggests that the abilities of students in the control and experimental classes are reasonably equal prior to being provided treatments in the form of the TTW learning model for the experimental class and the conventional learning model for the control class. Whilst, as for posttest, the control class' score is 71.40, while the experimental class is 80.70. This shows that students in the experimental class, who received the TTW learning model treatment, achieved higher scores than students in the control class, who used the conventional learning model.

Hypothesis Testing

Before the hypothesis test is conducted, a hypothesis prerequisite test is first carried out. This prerequisite test aims to ensure that the data used meet certain conditions required for the hypothesis test results to be considered valid. The prerequisite tests include the following:

Normality test

To test whether the data in both experimental and group normally distributed, normality test was conducted using the Shapiro-Wilk test. The data is considered normally distributed if the Asymp. Sig. (2-tailed) value is greater than 0.05; in contrast, if the Asymp. Sig. (2-tailed) value is less than 0.05, the data are regarded non normally distributed. The table below shows the normality test conducted in this study.

Table 8. *Normality Test Results*

		Tests of Normality		
			Shapiro-Wilk	
hasil belajar	Kelas	Statistic	Df	Sig.
	pretest control	0.926	20	0.131
	posttest control	0.905	20	0.051
	pretest eksperimen	0.950	20	0.364

posttest eksperimen	0.930	20	0.158
a. Lilliefors Significance Correction			

According to the findings of the normality test analysis provided in Table 8, the Asymp. Sig. (2-tailed) values for the pretest and posttest in both the control and experimental groups are all larger than 0.05, suggesting that the data are normally distributed. The control group has an Asymp. Sig. value of 0.131 for the pretest and 0.051 for the posttest. Meanwhile, in the experimental group, the Asymp. Sig. value for the pretest is 0.364, and the posttest is 0.158.

Homogeneity Test

The homogeneity test determines if the samples have the same variance. The data evaluated are from the posttest scores in the experimental and control classes. The researcher used the following criteria in this test.

- 1) If the significance value (sig) exceeds 0.05, the null hypothesis (Ho) is accepted, indicating that the data are homogenous.
- 2) Conversely, if the significance value (sig) < 0.05, the null hypothesis (Ho) is rejected, indicating that the data are not homogeneous.

The following are the results of the homogeneity test conducted:

Table 9. *Homogeneity Test Results*

Test of Homogeneity of Variance					
		Levene Statistic	df1	df2	Sig.
hasil belajar	Based on Mean	0.497	1	38	0.485
	Based on Median	0.796	1	38	0.378
	Based on Median and with adjusted df	0.796	1	36.353	0.378
	Based on trimmed mean	0.420	1	38	0.521

Based on Table 9, the Levene statistic for the test scores is 0.497, with a probability or significance (sig.) value of 0.485. This indicates that the sig. value is higher than 0.05 ($0.485 > 0.05$). Regarding this data, the researcher determines that the homogeneity test for the announcement text writing test scores has a sig. value larger than 0.05, therefore Ho is accepted, suggesting that the posttest data have the same variance or are homogenous.

T-test

After conducting prerequisite tests and confirming that the data are normally distributed and homogeneous, thus meeting the criteria for parametric analysis, the researcher used an independent t-test to examine the effect of the TTW learning model on

students' ability to write announcement texts. This test aims to determine whether the research hypothesis is accepted or rejected. The hypotheses in this research are as follows:

- 1) Ha: The use of the Think Talk Write technique significantly improves students' writing ability.
- 2) Ho: The use of the Think Talk Write has no significant influence on students' writing ability.

The decision criteria are:

- 1) If the p-value (Sig. 2-tailed) is greater than 0.05, then Ho is accepted and Ha is rejected.
- 2) If the p-value (Sig. 2-tailed) is less than 0.05, then Ho is rejected and Ha is accepted.

Table 10. *Independent Sample T-Test Results*

		Independent Samples Test		
		t-test for Equality of Means		Mean Difference
		One-Sided p	Two-Sided p	
hasil belajar	Equal variances assumed	0.007	0.013	-9.300
	Equal variances not assumed	0.007	0.014	-9.300

Based on Table 10, the Sig. (2-tailed) value is 0.013, which is less than 0.05 ($0.013 < 0.05$). This result also shows that there is a substantial difference in the average posttest scores of the control and experimental groups. This suggests that the TTW learning model significantly improves students' ability to write announcement texts. Thus, the alternative hypothesis (Ha) is accepted, whereas the null hypothesis (Ho) is rejected.

CONCLUSION

After conducting the research, the researcher concluded that the problem statement formulated prior to the study was accurately addressed. The research results indicate that the Think Talk Write learning model has a significantly greater impact on students' ability to write announcement texts compared to conventional teaching methods. This is evident from the comparison between the average posttest scores in the experimental and control classes.

The average pretest score in the experimental class using the TTW model was 56.35, and the average posttest score was 80.70. In contrast, the average pretest score in the control class using conventional teaching methods was 51.65, and the posttest score was 71.40. Thus, the learning outcomes in the experimental class were more successful compared

to those in the control class. To sum up, based on statistical analysis comparing the average posttest scores between the experimental and control classes (t-test), it was found that the Sig. value (2-tailed) was less than 0.05, specifically $0.013 < 0.05$. This indicates that the Think Talk Write model significantly influences the ability to write announcement texts among eighth grade students at SMPN 18 Tasikmalaya in the academic year 2023/2024.

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