

THE THINK-TALK-WRITE METHOD ON STUDENTS' WRITING SKILLS IN RECOUNT TEXT

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Abstrak

Writing is one of the important language skills that allows students to express their thoughts, experiences, and ideas in a structured form. However, many students consider writing in English a difficult and uninteresting activity. The Think-Talk-Write (TTW) method is a cooperative learning strategy that facilitates students to think critically, express their thoughts in discussion, and reveal them in writing. This study used a mixed-methods with explanatory sequential design, quantitative data from 12 students in class 8I was analyzed with a paired sample t-test and ANOVA, while qualitative data from student interviews was analyzed with thematic analysis. The findings showed significant improvement in writing performance, especially in content, organization, and vocabulary. Qualitative results supported these findings, highlighting increased organizational ideas and more enjoyable learning. Challenges included difficulties in idea generation and outline. It is recommended that English teachers implement the TTW method and complement it with explicit instruction in aspects of language and mechanics. Further research is suggested to explore its application in other text genres and digital learning contexts.

Keywords: writing skills; recount text; Think-Talk-Write (TTW) method

INTRODUCTION

Writing ability is a crucial skill in English learning, as it helps students organize their ideas while applying grammar and vocabulary effectively (Kurniasih, 2018; Anh, 2019; Kurniasih et al., 2020). However, many students face challenges in sentence structure, vocabulary, grammar, and mechanics (Toba et al., 2019), making writing a difficult task. A strategic approach is therefore needed to overcome these issues for writing skills (Umamah & Cahyono, 2020; Nasihah & Elfiyanto, 2022).

Recount text, as part of the junior high school English curriculum, trains students to retell past events and develop thinking skills (Utami & Apsari, 2020). However, students often struggle with organizing ideas chronologically and applying suitable vocabulary and grammar (Khairinisaak et al., 2022), which affects the quality of their writing.

The Think-Talk-Write (TTW) method, which involves stages of thinking, discussing, and writing, helps students generate and organize ideas through collaborative learning. It supports writing development, particularly when peer feedback is integrated into discussions (Indahyanti, 2017; Elfiyanto & Fukazawa, 2020, 2021). The TTW method is part of a Cooperative Learning-based learning strategy, which prioritizes cooperation between students in developing understanding (Roisah et al., 2023).

Although it has the opportunity to improve writing skills, the use of TTW in teaching recount texts remains limited. Most studies focus on other text types and overall writing scores without analyzing specific aspects such as content, organization, vocabulary, grammar, or mechanics. In addition, research on students' perceptions of the TTW method is scarce, even though it is important to understand how students experience and respond to the method. Therefore, this study explores the effectiveness of TTW in improving recount text writing and examines students' perceptions to provide insights for teaching English more effectively at the junior high school level.

METHOD

This study used a mixed-method approach with a sequential explanatory design, where quantitative data were first collected through pre-test and post-test, followed by qualitative data collection through interviews to enhance the understanding of the quantitative results (Creswell, 2018). The quantitative design used One Group Pre-Test and Post-Test as a quasi-experimental design to measure changes in students' writing ability before and after the application of the TTW method. Meanwhile, the qualitative data were analyzed with a descriptive qualitative approach using thematic analysis of the results of student interviews regarding their perceptions of the TTW method.

The research was conducted in class 8I of junior high school in Malang with 29 students, but only 12 students took both tests (pre-test and post-test). From the post-test results, two students with the highest and lowest scores were selected for semi-structured interviews to obtain qualitative data.

Quantitative data was obtained from the recount text writing test. Quantitative data were collected from 12 meetings through the first meeting pre-test, treatment of the TTW method for 10 meetings, and the last meeting post-test. The test was using a scoring rubric from Tribble's (1996), covering aspects of content, organization, vocabulary, language, and mechanics. Qualitative data were collected through semi-structured interviews with the highest and lowest scoring students to explore their experiences and barriers during learning using the TTW method. Interview questions were adapted from Suharto's study (2022).

Quantitative data analysis was conducted with a paired sample t-test to see the significant difference between pre-test and post-test, as well as ANOVA to analyze the most improved writing aspects. Qualitative data were analyzed by thematic analysis based on six stages according to Braun and Clarke (2006).

To ensure the validity of the data, this study used expert validation with two experienced validators from school teachers and lecturers of the Universitas Islam Malang as well as member-checking the results of interviews through WhatsApp communication with participants.

FINDINGS

The pre-test revealed an average score of 54.83, with a highest score of 71 and a lowest of 38. In contrast, the post-test showed an average score of 67.41, with the highest score reaching 88 and the lowest 47. This data indicates an increase in the average post-test score by 12.58 points compared to the pre-test. There are two types of prerequisite tests used to ensure that the data meets the required criteria, namely the normality test and the homogeneity test.

Table 1. Tests of Normality

kelompok	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.

score	pretest	.176	12	.200*	.911	12	.220
	posttest	.184	12	.200*	.929	12	.370

In the normality test, if the Sig. value is > 0.05 . That is, Sig. 0.22 for the pre-test and Sig. 0.37 for the post-test. Thus, the pre-test and post-test data can be concluded to be normally distributed. This data was used to test the Shapiro-Wilk because participants are below 50.

Table 2. Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
score	Based on Mean	.775	1	22	.388
	Based on Median	.736	1	22	.400
	Based on Median and with adjusted df	.736	1	21.532	.400
	Based on trimmed mean	.779	1	22	.387

In the Homogeneity test, if the Sig. value is > 0.05 . In the table, that is, Sig. 0.38. so that the data is proven to be homogeneity

After going through the prerequisite test stage, an analysis was conducted to see the effect of the TTW method on students' writing skills used paired sample t-test and ANOVA.

Table 3. Paired Sample t-test

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		Paired Differences					t	df	Significance	
	Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference					One-Sided <i>p</i>	Two-Sided <i>p</i>
				Lower	Upper					
Pair 1	pretest - posttest	-12.583	3.147	.908	-14.583	-10.584	-13.853	11	<,001	<,001

This analysis aims to determine the effectiveness of the TTW method in learning to write. In paired sample t-test if Sig. value of < 0.05 . In the table, the p -value (Two-Sided) is < 0.001 . Therefore, it can be concluded that the difference between the pre-test and post-test scores is highly statistically significant

Table 4. ANOVA

		Sum of Squares	df	Mean Square	F	Sig.
content	Between Groups	84.375	1	84.375	6.135	.021
	Within Groups	302.583	22	13.754		
	Total	386.958	23			
organization	Between Groups	40.042	1	40.042	5.996	.023
	Within Groups	146.917	22	6.678		
	Total	186.958	23			
Vocabulary	Between Groups	48.167	1	48.167	5.099	.034
	Within Groups	207.833	22	9.447		
	Total	256.000	23			
language	Between Groups	32.667	1	32.667	3.769	.065
	Within Groups	190.667	22	8.667		
	Total	223.333	23			
mechanics	Between Groups	7.042	1	7.042	3.981	.059
	Within Groups	38.917	22	1.769		
	Total	45.958	23			

This study also examined the improvement that occurred in each aspect of writing, such as content, organization, vocabulary, language, and mechanics. The ANOVA test is Sig. < 0.05. In the table, the content aspect with a Sig. Value of 0.021, organization with a Sig. Value of 0.023, and vocabulary with a Sig. Value of 0.034, which means there is a significant improvement. The language aspect with a Sig. Value of 0.065 and mechanics with a Sig. Value of 0.059 has not shown a significant improvement.

This study explores students' perceptions of the Think-Talk-Write (TTW) method in learning to write recount texts through interviews with two informants from class 8I, one with the highest score and one with the lowest score. The interviews were conducted on January 24, 2025. The findings show that both students felt the TTW method positively impacted their writing skills by helping them understand text structure better and organize sentences more effectively. They also appreciated the group discussions, which allowed them to exchange ideas and clarify understanding before writing. However, some challenges were noted, such as difficulties in outline and generating ideas. Overall, students showed positive attitudes toward the TTW method, finding the learning process more enjoyable and interactive, which motivated them to engage actively in writing.

DISCUSSION

The outcome of this study indicates that the Think-Talk-Write (TTW) method is effective in improving students' recount text writing skills. The paired sample t-test showed a significant increase in scores ($p < 0.001$), with an average gain of 12.58 points. Both informants stated that the TTW stages helped them organize their texts and develop ideas coherently. ANOVA results revealed significant improvements in content (Sig. = 0.021), organization (Sig. = 0.023), and vocabulary (Sig. = 0.034), supporting Huinker and Laughlin's (1996) theory on the reflective and collaborative nature of the TTW stages. However, language (Sig. = 0.065) and mechanics (Sig. = 0.059) did not show significant improvement, suggesting the need for additional focus on these areas. Differences in improvement aspects align with Mulyarti and Rajab (2025) and Tamara and Rusfandi (2021), these differences may be due to various contextual factors, such as students' backgrounds, the focus of teacher facilitation during the implementation of TTW, the nature of the writing task, and differences in the assessment rubrics used.

Qualitative data from interviews with high- and low-scoring students reinforced the quantitative findings, showing that TTW helped them better understand text structure and organize ideas. The 'Talk' stage, involving group discussions, was especially valuable for exchanging ideas and building understanding, in line with Vygotsky's constructivist theory. Despite the benefits, students still faced challenges in creating an outline and generating ideas. Complementary strategies, such as grammar exercises, are recommended to improve aspects of language and mechanics.

Students expressed positive attitudes toward the TTW method, finding the process enjoyable and motivating due to collaborative discussions. This engagement reduces writing anxiety and boosts confidence. The TTW method aligns with junior high curriculum goals to improve critical thinking and communication skills through collaborative and student-centered learning. Overall, the TTW method is effective in enhancing content, organization, vocabulary, and student engagement in writing recount texts, though additional support is needed for language accuracy and mechanics.

CONCLUSION

This study examines the effectiveness of the Think-Talk-Write (TTW) method in enhancing 8th-grade students' recount text writing skills. Quantitative data showed a significant improvement in pre-test and post-test scores, especially in content, organization, and vocabulary, while language

and mechanics did not show significant progress. This indicates that the TTW method effectively supports idea development and structured writing, but needs an additional approach that focuses on language and mechanics. Qualitative findings revealed that TTW helped students generate and organize ideas more effectively and add to their confidence through individual thinking and group discussion. Overall, TTW is an effective method for teaching recount text writing at the junior high school level.

Several limitations were identified, including inconsistent student attendance reducing participant numbers, the TTW method's limited impact on language and mechanics, and interviews conducted only with students scoring highest and lowest, limiting diversity in qualitative data.

Based on these findings, it is recommended that English teachers implement TTW while integrating digital tools and explicit grammar instruction to improve language and mechanics. Future researchers could explore applying TTW to other text genres, combine it with strategies for language and mechanics improvement, and investigate the use of educational technology to enhance effectiveness.

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