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Nurul Kotimah¹
 Purwo Haryono²
 Hersulastuti³

AN EXPERIMENTAL STUDY OF THE EFFECTIVENESS OF THE THINK TALK WRITE LEARNING MODEL IN TEACHING EXPOSITORY WRITING TO EIGHTH-GRADE STUDENTS AT SMP NEGERI 1 KLATEN

Abstrak

Penelitian ini merupakan jenis penelitian kuantitatif, dengan menggunakan bentuk penelitian eksperimen. Metode penelitian eksperimen diartikan sebagai metode penelitian yang digunakan untuk mengetahui pengaruh perlakuan tertentu terhadap perlakuan lainnya dalam kondisi yang dapat dikontrol, dengan cara memberikan perlakuan tertentu kepada kelompok eksperimen dan memberikan kelompok kontrol sebagai pembandingan. Populasi dalam penelitian ini adalah seluruh siswa kelas VIII SMP Negeri 1 Klaten yang terdiri dari 9 kelompok belajar. Sampel diambil dari kelas VIIIA sebagai kelas eksperimen dan kelas VIIIB sebagai kelas kontrol karena kedua kelas tersebut memiliki kualitas yang hampir sama, terutama dari segi nilai siswa ketika terdaftar di SMP N 1 Klaten. Teknik pengumpulan data menggunakan tes dan dokumentasi. Teknik analisis data menggunakan teknik statistik t (uji-T). Berdasarkan hasil penelitian dan pembahasan dapat disimpulkan bahwa model pembelajaran TTW efektif untuk pengajaran menulis deskriptif. Hal ini dibuktikan dengan uji-t. Hasil uji-t menunjukkan bahwa data post-test keterampilan menulis laporan kelompok eksperimen menunjukkan nilai t sebesar $2,70 > t$ hitung. Hasil uji-t ini menunjukkan efektivitas model pembelajaran TTW dalam pengajaran menulis deskriptif pada kelompok eksperimen. Lebih lanjut, terdapat peningkatan skor rata-rata antara kelompok eksperimen dan kelompok kontrol. Skor rata-rata pada kelompok eksperimen meningkat sebesar 79,45, sedangkan skor rata-rata pada kelompok kontrol hanya meningkat sebesar 65,70. Hasil ini menunjukkan bahwa pengajaran menulis deskriptif dengan menggunakan model pembelajaran TTW lebih efektif daripada pembelajaran tanpa model pembelajaran TTW.

Kata Kunci: Pembelajaran *Think Talk Write*, Efektivitas, Menulis Ekspositori

Abstract

This study is a type of quantitative research, using an experimental research form. The experimental research method is defined as a research method used to determine the effect of certain treatments on other treatments in conditions that can be controlled, by providing certain treatments to the experimental group and providing a control group as a comparison. The population in this study were all students of class VIII of SMP Negeri 1 Klaten consisting of 9 study groups.. The sample was taken from class VIIIA as the experimental class and class VIIIB as the control class because the two classes had nearly the same quality, especially in terms of student grades when enrolled at SMP N 1 Klaten. Data collection techniques used tests and documentation. Data analysis techniques used statistical techniques t (T-test). Based on the research results and discussion presented in the previous chapter, it can be concluded that the TTW learning model is effective for teaching descriptive writing. This was demonstrated using a t-test. The t-test results showed that the post-test data on the experimental group's report writing

^{1,2,3,4)} Program Studi Pendidikan Bahasa, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Widya Dharma
 email:nurulkotimah87@guru.belajar.smp.id¹, pwharyono@gmail.com², hersulastuti@unwidha.ac³

skills showed a t -value of $2.70 > t$ -count. These t -test results demonstrate the effectiveness of the TTW learning model in teaching descriptive writing in the experimental group. Furthermore, there was an increase in the average scores between the experimental and control groups. The average score in the experimental group increased by 79.45, while the average score in the control group only increased by 65.70. These results indicate that teaching descriptive writing using the TTW learning model is more effective than learning without the TTW learning model.

Keywords: Think Talk Write Learning, Effectiveness, Expository Writing

INTRODUCTION

English plays an important role in this era of globalization. Of course, English is a language used as a bridge for international communication. Various global communities use English to interact. Not only as a means of communication between countries, English is now increasingly used in various aspects of life, such as science, technology, social, culture, economy, politics, and art. Most literature in various aspects of life has used English as the language of instruction. Therefore, to obtain information and broaden people's global insight, understanding English is required as a primary key (Andika, 2023).

Writing skill is the expression of ideas, thoughts, or feelings in written form. To write, ideas or concepts can emerge from reading and observing directly or indirectly a problem or an event. This will generate new thoughts to be written down. Writing skills cannot be instantly possessed by students, but must go through regular training and practice.

Writing skills can be improved through learning at school. Through writing activities, students can express ideas, concepts, transfer or convey information, feelings, and skills, and can develop imagination. Writing instruction is one of the competencies that must be mastered by students. To achieve this competency, effective learning activities are required. Writing instruction is given as part of English language learning at school.

Brown, 2014 states that writing is producing or describing graphic symbols that represent a language understood by someone and transferring information to others so that other people can read the graphic symbols if they understand the language and the graphic forms. Writing is used by educated people to record, persuade, convey or report, and influence others, and these purposes can only be achieved properly by people (writers) who are able to organize their thoughts and express them clearly (easy to understand).

Writing activities are expository in nature, which require students to have broad understanding. Expository writing is a type of writing that aims to explain or inform readers about a topic in a straightforward, clear, and logical manner. The goal is to provide accurate and detailed understanding of an idea, main point, opinion, information, or knowledge so that it can produce interesting writing. For students, this is not easy to do. There are several difficulties often experienced by students, one of which is difficulty in the systematic organization of the message being conveyed, expressing, and developing their ideas or concepts. Therefore, students must continuously practice their writing skills so that their ideas can be expressed and developed creatively.

Andika, 2023 states that the competence in writing compositions has not yet reached adequate writing criteria. Students often experience difficulties in developing and expressing information or ideas so that they have difficulty starting writing activities. Students' ability in writing short stories is still very low.

Based on the results of preliminary observations of writing test results, the average student score was 60, while the minimum mastery criterion (KKM) score was set at a minimum of 70. In addition, interview results with the eighth-grade teacher showed that students' literacy level was still below the criteria. Furthermore, based on the results of questionnaire distribution observations to students during learning, there were several problems such as students often feeling bored, lack of learning motivation, and some students still lacking focus and even feeling sleepy, which ultimately caused a lack of effort in the learning process. Teachers as important components in learning are expected to be able to manage the class to be more meaningful by encouraging students to be creative, innovative, and understand the meaning of the material that has been discussed so that it can be applied in real life.

There are various learning models that have been used in expository writing instruction. Each learning model used has a different level of effectiveness. Therefore, an effort is needed to find and develop new learning models in expository writing instruction. Thus, students at school will be more interested and active in learning expository writing.

In this research, the TTW (Think-Talk-Write) model will be used. The TTW (Think-Talk-Write) model is a model that facilitates oral language practice and writing practice fluently. The TTW (Think-Talk-Write) model is chosen in this study because it can encourage students to think systematically, speak, and then write on a particular topic. This model is used to develop writing fluency and train language use before writing (Huda, 2013).

This model is chosen because with this method students are trained to be more active in classroom learning. This model invites students to think independently and discuss the results of their thinking with their group before writing them down. Through the thinking process, the sentence structure that will be arranged becomes more organized. The discussion process, in addition to making students more active, can also increase their insight into writing material.

However, to determine the effectiveness of implementing the TTW (Think-Talk-Write) model in expository writing instruction, a study is needed. This research will be conducted at SMP Negeri 1 Klaten. The TTW (Think-Talk-Write) model is expected to become an alternative and innovation in expository writing instruction for eighth-grade students at SMP Negeri 1 Klaten.

RESEARCH METHOD

This study uses a quantitative approach, namely by using numerical data or data in the form of numbers that can be analyzed through experimental research. Sugiyono (2016) explains that experimental research involves two groups. The first group is the experimental group, namely the group that is given treatment using the English Language Speech Assistant (ELSA) Speak application method in English learning. The second group is the control group, namely the group that uses conventional learning methods.

This research was conducted on ninth-grade students of SMP Negeri 3 Manisrenggo Klaten in the academic year 2025/2026 who are domiciled in Sapen Village, Manisrenggo District, Klaten Regency, Central Java Province. The research was conducted from July 2025 to October 2025. The research subjects were ninth-grade students of SMP Negeri 3 Manisrenggo Klaten in the academic year 2025/2026.

Sugiyono, 2010 explains that population is not only humans but also other natural objects. The population in this study was all ninth-grade students of SMP Negeri 3 Manisrenggo Klaten consisting of 10 study groups. The sample is part of the number and characteristics possessed by the population (Sugiyono, 2010). The sample in this study used purposive sampling because it was taken from two classes based on certain considerations, and class IXA was obtained as the experimental class and class IXB as the control class because both classes have almost the same quality.

RESULTS AND DISCUSSION

Experimental Class Learning Outcomes Data (VIII A)

Table 1 : Descriptive Statistics of Students' English Learning Outcomes of Class VIII SMP Negeri 1 Klaten After Treatment

Statistik Deskriptive	Total value
Mean	79.46
Std. Deviation	8.535
Variance	72.851
Minimum	60

Maximum	95
Normality	0.127

Table 1 shows that the maximum score of the experimental class is 95 and the minimum score is 60, with a standard deviation of 8.535. Table 1 also shows a variance value of 72.851 and a mean of 79.46. A normality value of 0.127 was also obtained, which indicates that data are considered normal if the value is > 0.05 , so the research data are considered normally distributed. Descriptive analysis was also processed manually, producing the same results as the SPSS 22 analysis for the experimental class. From both analyses, it can be seen that there is a difference in learning outcomes after the implementation of the TTW learning model.

Student learning outcomes in the experimental and control classes can be categorized according to the score range established by the Regulation of the Minister of Education and Culture Number 104 of 2014 and adjusted to the curriculum at the school level

Table 2: Distribution of Students' Learning Outcome Scores in the Experimental Class

No	Score Range	Frequency	Percent %	Category
1	0 – 34	0	0	Very Low
2	35 – 54	0	0	Low
3	55 – 64	1	4	Adequate
4	65 – 84	17	61	High
5	85 – 100	10	35	Very High
Total		32	100	

Source : Permendikbud No. 104 Tahun 2014

Based on Table 2, the distribution of English learning outcomes in descriptive writing in the experimental class students can be seen based on frequency distribution categories. In the very low category there are no students (0%), and in the low category there are also no students. In the adequate category there is one student. In the high category there are 17 students, and 10 students are included in the very high category.

Table 3: Descriptive Statistics of Students' English Learning Outcomes of Class VIIIB Without Treatment

Statistik Deskriptive	Toal Value
Mean	65,70
Std. Deviation	7,90
Variance	62,42
Minimum	50
Maximum	80
Normality	0.15

Based on Table 3 above, it can be explained that the maximum score is the highest process skills score obtained by students in the control class after learning using the discussion method, with the highest score of 80, while the minimum score is the lowest score obtained by students, namely 50. The average value or mean is the total of all scores in a distribution divided

by the number of cases. In this case, the average value obtained is 65.70. Furthermore, the standard deviation value is also shown. Standard deviation is a measure that describes the level of data dispersion from the mean value, which is 7.90. In addition, variance is a measure of variability that is very useful, namely the average of the squared differences of each data point from its arithmetic mean. The variance value above shows a value of 62.42 and a normality value of 0.15. The data are considered normal if they have a value > 0.05 , therefore the research data are considered to be normally distributed. The descriptive analysis was also processed manually, and the results obtained are the same as the SPSS analysis in the control class.

Based on the data obtained and the results of the descriptive analysis, the English learning outcomes of class VIIIB students of SMP Negeri 1 Klaten after learning to write compositions using the think-talk-write learning model in the control class or the class taught using the discussion method are categorized as shown in Table 4 below:

Table 4. Categorization of Control Class Learning Outcomes

No	Score Range	Frequency	Percent %	Category
1	0 – 34	0	0	Very Low
2	35 – 54	2	0	Low
3	55 – 64	8	4	Adequate
4	65 – 84	18	61	High
5	85 – 100	4	35	Very High
Total		32	100	

Sumber : Permendikbud No. 104 Tahun 2014

Based on Table 4, the distribution of English learning outcomes in descriptive writing among students in the control class can be seen based on the frequency distribution categories. In the very low learning outcome category, there are no students (0%), while in the low category there are two students (7%). In the fair category, there are eight students (29%). In the control class, there are 18 students in the high category (64%), and there are no students in the very high category (0%).

Normality Test in the Experimental Class

Table 5. Normality Test of Learning Outcomes in the Experimental Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
Eksperimen	.132	31	.200*	.949	31	.183

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Based on Table 5, the significance values obtained are greater than 0.05, namely 0.200 in the Kolmogorov–Smirnov column and 0.183 in the Shapiro–Wilk column. These significance values are greater than 0.05. Therefore, it can be concluded that the students' language learning outcome scores in the experimental class are normally distributed. In addition to the SPSS

analysis showing a normal distribution, the manual data analysis also indicates a normal distribution.

Normality Test in the Control Class

Table 6. Normality Test of Learning Outcomes in the Control Class

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
kontrol	.206	31	.004	.938	31	.096

a. Lilliefors Significance Correction

Based on Table 6, the significance values obtained are greater than 0.05, namely 0.206 in the Kolmogorov–Smirnov column and 0.938 in the Shapiro–Wilk column. These significance values are greater than 0.05. Therefore, it can be concluded that the English learning outcome scores in descriptive writing for students in the control class are normally distributed. In addition to the SPSS analysis, the manual analysis also shows that the data are normally distributed.

Research Hypothesis Testing

The hypothesis test was conducted to verify and answer the research hypotheses. The tests used were the independent sample t-test and the dependent sample t-test, since the samples are not related and come from class VIIIA and class VIIIB.

The calculation of the t-table value:

Significance level (α) = 0.05

t-table = t (α) (df)

= t (0.05) (54)

= 2.70

Based on the results obtained, t-count = 6.08 > t-table = 2.70. This indicates that H_0 is rejected.

The research was conducted at SMP Negeri 1 Klaten with the population consisting of eighth-grade students. Class VIIIA served as the experimental class and class VIIIB as the control class. The sample consisted of 32 students. The purpose of the study was to determine the difference in descriptive writing ability between students who used the TTW model and those who did not, as well as to determine the effectiveness of the TTW model.

Discussion

The effectiveness of the Think Talk Write (TTW) learning model in teaching descriptive writing to eighth-grade students of SMP Negeri 1 Klaten can be determined after students in the experimental group gained learning experience in descriptive writing using this model.

There is a significant difference in English learning outcomes in descriptive writing between students who were taught using the TTW learning model and those who were not. This can be seen from the comparison of the mean scores, where the experimental class obtained an average score of 79.45, while the control class obtained an average score of 65.70. The t-table value in hypothesis testing was 2.70 and the t-count was higher than the t-table value. It can therefore be concluded that H_1 is accepted and H_0 is rejected.

The Think Talk Write (TTW) learning model trains students to prepare themselves mentally for learning by organizing their learning process. The purpose of this process is to develop students' writing skills and encourage them to be more active in developing ideas after being given a stimulus. Students in the experimental group were also trained to discuss with their peers.

Based on the explanation above, it can be concluded that learning to write descriptive texts requires a learning model that supports and matches the conditions of both students and teachers, thereby creating an active classroom atmosphere. This facilitates the development of

students' writing skills. This finding is in line with the research of Iskarimah, Abu Yazid Adnan Quthny, and Hemas Haryas Harja Susetya (2024), which states that the Think Talk Write model, as a cooperative learning model with structured stages of implementation, is more effective than the Student Team Achievement Division (STAD) model in improving students' explanatory text writing skills. Its implementation includes the stages of thinking, speaking, and writing.

The Think–Talk–Write (TTW) learning model is more effective in teaching descriptive writing because its structured visual format can build motivation and direct students' concentration toward writing activities. This finding is consistent with the results of Juliani (2017), who stated that the TTW model is effective in improving students' descriptive writing outcomes. This finding is also supported by the studies of Ayu Siti Aisyah, Tri Astuti, Inda Puspita Sari, and Agung Nugroho (2021), as well as Yuli Faridatun Nadifah and Krisno Budi Prasetyo (2025), which found that the TTW learning model effectively improves students' writing skills.

Therefore, the results of this study support the presented theory and are aligned with the research objectives, namely to determine the differences in descriptive writing skills between students who learn using the TTW learning model and those who do not, and to determine the effectiveness of the TTW learning model in teaching descriptive writing to eighth-grade students of SMP Negeri 1 Klaten.

The large number of studies on writing indicates that writing in schools is an interesting topic to investigate. This is evidenced by the many studies conducted on the effectiveness of the TTW learning model on students' descriptive writing skills. A related study reviewed by the researcher was conducted by Rahayu Saktiningsih (2014) entitled *The Effectiveness of the TTW (Think–Talk–Write) Strategy in Teaching News Text Writing to Eighth-Grade Students of SMP Negeri 4 Sewon Bantul*. The study aimed to: (1) determine whether there was a significant difference in news text writing ability between students taught using the TTW strategy and those taught without it, and (2) test the effectiveness of the TTW strategy in teaching news text writing.

This study was a quasi-experimental study using a pretest–posttest control group design. There were two variables: the independent variable was the use of the TTW strategy, and the dependent variable was news text writing ability. The population consisted of eighth-grade students of SMP Negeri 4 Sewon Bantul. The sample was selected using random sampling, with class VIII B as the control class and class VIII A as the experimental class. Data were collected through a news text writing test. The normality test showed that the data were normally distributed, and the homogeneity test showed that the variances were homogeneous. The data were then analyzed using a t-test at a 5% significance level.

The t-test results on the post-test scores between the control and experimental groups showed a t-count of 9.532 with $df = 49$ and $p = 0.000$. This indicates a significant difference in news text writing ability between students taught using the TTW strategy and those taught without it. The comparison of pre-test and post-test results also showed that the experimental group's t-count was greater than the t-table value at $df = 24$, indicating that the TTW strategy was effective in teaching news text writing.

Research by Dina Fauziah (2025) found that the TTW model increases students' interest in writing through the stages of thinking, discussing ideas, and writing. This model gives students opportunities to process information more deeply, exchange ideas and experiences, and organize their thoughts before writing, thereby increasing their motivation. This is consistent with Khoirun Nisa Hasibuan (2024), who found that the TTW model: (a) increases student enthusiasm and participation, (b) develops critical thinking skills, (c) improves descriptive writing ability, (d) enhances cooperation, (e) reduces confusion and simplifies the writing process, and (f) builds confidence in expressing ideas. This is further strengthened by Yulismayanti and Harziko (2023), who found that the TTW model is effective in improving students' descriptive writing skills.

CONCLUSION

Based on the research results and discussion presented in the previous chapter, it can be concluded that the Think Talk Write (TTW) learning model is effective for teaching descriptive writing. This is proven through the use of the t-test. The t-test results show that the post-test data of the experimental group's descriptive writing skills produced a t-count value greater than the t-table value (2.70). These results indicate the effectiveness of the Think Talk Write (TTW) learning model in teaching descriptive writing in the experimental group. In addition, there was an increase in the mean scores between the experimental and control groups. The experimental group's mean score increased to 79.45, while the control group's mean score increased only to 65.70. These results indicate that teaching descriptive writing using the Think Talk Write (TTW) learning model is more effective than teaching without using the TTW model.

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