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**INVESTIGATING THE EFFECT OF THINK TALK WRITE (TTW) STRATEGY ON STUDENTS' NARRATIVE WRITING ACHIEVEMENT: A QUASI-EXPERIMENTAL STUDY**

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**Abstract.** *This study aimed to investigate whether the application of the Think-Talk-Write (TTW) strategy could enhance the writing ability of second-year students at MAN Polman. This research employed a quasi-experimental design. The population consisted of second-year students at MAN Polman in the academic year 2012/2013. A sample of 40 students was selected from two classes using a cluster random sampling technique, and was then divided into two groups: an experimental group and a control group. The primary difference between the two groups lay in the teaching techniques used during the treatment. While the experimental group was taught using the TTW strategy, the control group received instruction through conventional methods. The instrument used in this study was a narrative writing test. Based on the data collected, the results showed that the post-test scores of the experimental group were significantly higher than those of the control group. This was demonstrated by the mean post-test score of the experimental group (77.85), which was higher than that of the control group (51.65). Moreover, the t-test value (3.58) exceeded the critical value of the t-table (2.042), indicating a statistically significant difference. Therefore, it can be concluded that the application of the TTW strategy effectively enhanced the students' narrative writing ability.*

**Keywords:** *Think-Talk-Write, Narrative Text, Writing Ability.*

## INTRODUCTION

Writing is widely recognized as a fundamental language skill that serves a vital role in human communication, enabling individuals to convey ideas, express emotions, and interact within a social context. As emphasized by Adelstein and Pival (1980), the ability to write clearly and effectively is essential across all areas of life and professions, forming a crucial foundation for success. Despite the acknowledged importance of writing, preliminary observations at Madrasah Aliyah Negeri (MAN) Polewali Mandar indicated that many students continue to encounter substantial challenges in this area, particularly in generating ideas and demonstrating creativity. Such difficulties often result in a lack of interest and motivation, which in turn hampers their ability to produce coherent and meaningful written work. In the context of writing instruction, students require not only frequent practice to achieve learning objectives but also the capacity to develop and organize ideas that inform their writing. Without this, they may become disengaged and struggle to complete writing tasks effectively.

Within English language education, various text types—including narrative, descriptive, recount, exposition, and others—are utilized to support instructional goals. This study specifically focuses on narrative texts, as they present engaging stories that can stimulate students' imagination and foster greater enjoyment in reading and writing activities, thereby making it easier for students to construct simple texts.

However, writing instruction at MAN Polman has predominantly relied on conventional, teacher-centered approaches, which provide limited opportunities for students to explore their ideas, think creatively, or engage collaboratively. As noted by Nurhayati in Lisda (2007), the application of appropriate instructional strategies can address both teaching challenges and students' learning difficulties. One such approach is the Think-Talk-Write (TTW) strategy, introduced by Huinker and Laughlin (1996), which systematically guides students through stages

of individual reflection, peer discussion, and organized writing. According to Andriani (2009), this strategy not only facilitates students' comprehension and idea development but also enhances their ability to communicate and articulate their thoughts in written form. Given these considerations, this study seeks to investigate the extent to which implementing the TTW strategy can improve the narrative writing skills of second-year students at MAN Polman, with the broader aim of fostering a more active, creative, and collaborative learning environment.

## RESEARCH METHOD

This study employed a quasi-experimental design with a nonequivalent control group to investigate the effectiveness of the Think-Talk-Write (TTW) strategy in enhancing students' narrative writing skills. The participants were 40 second-year students of MAN Polewali Mandar selected through cluster random sampling from a total population of 100 students. The experimental group received instruction using the TTW strategy, involving stages of individual thinking, group discussion, and writing, while the control group was taught through conventional methods. Data were collected using pretests and posttests focused on narrative writing tasks. Students' writings were assessed using an analytical scoring rubric adapted from Jacobs et al (1981) in Asgari (2012): covering content, organization, vocabulary, language use, and mechanics. Statistical analyses included mean score calculation, standard deviation, and independent t-tests to determine the significance of differences between groups. This methodological approach aimed to provide robust evidence on the impact of TTW on students' writing proficiency.

## FINDINGS AND DISCUSSION

### FINDINGS

The findings of this research deal with students' classification score on writing ability, students' score in writing components, the mean score, standard deviation, and t-test of pretest and posttest.

#### TTW in action

<b>Think</b>	<p>Students at this phase will think of an answer by individually . the teacher will provide time for 10 minutes for students to think . and student will write their thought on small paper. For example :</p> <ol style="list-style-type: none"> <li>1. Who is prince raden putra and dewi limaran ? <i>Student's answer : Prince Raden Putra and Dewi Limaran is a couple living in a palace.</i></li> <li>2. Who is the snail <i>Student's answer : The snail is powerful witch</i></li> </ol> <p>Based on answer above students started to do this task with a good answer</p>
<b>Talk</b>	<p>Students tried to discuss what they had been done in thinking phase, teacher give 35 minutes to discuss with their group. And in this phase teacher give opportunities to the students to talk their ideas. For example :</p> <p><i>Students A : " Dewi limaran was arrogant. She didn't like to see a snail because It was ugly and disgusting.</i></p> <p><i>Studenta B : Yeah , I was agree. That's way she was changed her into a golden snail by powerful witch.</i></p>

<b>Write</b>	<p>Students wrote what they had been done in thinking and talking process by their own word . for example</p> <p><i>"Long time ago, there was a farmer couplee who hadn't had any children . They prayed to God for a child then a giant hears what they said. Then giant gave them a cucumber seed. they took care of the planting so carefully. Month later, a golden cucumber grew from the plant. they when found a beautiful baby inside of cucumber. They named of the baby was Timun Mas".</i></p> <p>In the forth meeting , students started to express their ideas well. They had known what they should write in their paper .</p>
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### 1. Students' classification score of students' pretest and posttest

Frequency and Percentage Distribution of Students' Writing Scores in Pre-Test and Post-Test of Experimental and Control Groups

Tabel 1. The frequency and rate percentage of pretest and post-test of experimental and control group

No.	Classification	Score	Pre-test				Post-test			
			Experimental		Control		Experimental		Control	
			F	%	F	%	F	%	F	%
1	Excellent	96 – 100	-	-	-	-	1	5	-	-
2	Very Good	86 – 95	-	-	-	-	3	15	2	10
3	Good	76 – 85	-	-	-	-	9	45	2	10
4	Fairly Good	66 – 75	2	10	-	-	4	20	5	25
5	Fair	56 – 65	5	25	2	10	3	15	5	25
6	Poor	36 – 55	13	65	18	90	-	-	6	30
7	Very Poor	<35	-	-	-	-	-	-	-	-
Total			20	100	20	100	20	100	20	100

Based on the data presented, the results reveal a significant improvement in the writing ability of the experimental group after being taught using the Think-Talk-Write (TTW) strategy. Before the treatment, the majority of students in the experimental class (65%) were classified as *Poor* (scores 36–55), with only 10% reaching the *Fairly Good* level (66–75), and none achieving higher categories. Similarly, the control class also showed low proficiency, with 90% in the *Poor* category and 10% in *Fair*. However, after the implementation of TTW, there was a marked shift in the experimental group's performance. The proportion of students achieving *Excellent* (96–100) rose to 5%, *Very Good* (86–95) to 15%, and *Good* (76–85) to 45%, with no students remaining in the *Poor* category. Meanwhile, although the control group showed slight improvement, with some students moving into the *Very Good* and *Good* categories, 30% still remained in the *Poor* level, and no students reached *Excellent*. These findings indicate that the TTW strategy was notably effective in enhancing students' narrative writing skills compared to the conventional method, as evidenced by the substantial increase in higher-level classifications within the experimental group.

## 2. Students' classification of score in writing components

The following table showed the mean score and standard deviation of students' score in pre test and post-test. The scores are presented based on five elements namely content, organization, vocabulary, language use, mechanics.

Tabel 2. The distribution of students' pretest and posttest scores in the experimental and control groups by writing components.

Component	Group	Excellent–Very Good (%)	Good–Average (%)	Fair–Poor (%)	Very Poor (%)
Content	Pre-Exp	0	0	55	45
	Post-Exp	35	55	15	0
	Pre-Control	0	5	15	80
	Post-Control	5	45	30	20
Organization	Pre-Exp	0	20	55	25
	Post-Exp	25	70	0	5
	Pre-Control	0	10	45	45
	Post-Control	20	45	25	10
Vocabulary	Pre-Exp	0	20	55	25
	Post-Exp	25	75	0	0
	Pre-Control	0	0	50	50
	Post-Control	15	35	35	15
Language Use	Pre-Exp	0	0	55	45
	Post-Exp	5	35	60	0
	Pre-Control	0	0	30	70
	Post-Control	0	20	40	40
Mechanics	Pre-Exp	0	0	15	85
	Post-Exp	0	20	60	20
	Pre-Control	0	0	5	95
	Post-Control	0	10	20	70

Note:

*Pre-Exp* = Pretest Experimental Group

*Post-Exp* = Post-test Experimental Group

*Pre-Control* = Pretest Control Group;

*Post-Control* = Post-test Control Group.

Based on the data presented, it is evident that the experimental group, which received instruction through the Think-Talk-Write (TTW) strategy, showed notable improvements across all five writing components compared to the control group taught by conventional methods. In terms of content, the experimental group progressed from having no students in the Excellent–Very Good or Good–Average categories in the pre-test to 35% and 55% respectively in the post-test, while drastically reducing the proportion in the Fair–Poor and eliminating the Very Poor category entirely. A similar pattern emerged in organization, where students shifted significantly from Fair–Poor (55%) and Very Poor (25%) classifications to predominantly Good–Average (70%) and Excellent–Very Good (25%) after treatment.

In vocabulary, the experimental group demonstrated remarkable progress, moving from only 20% in Good–Average and none in Excellent–Very Good to 75% and 25% respectively by the post-test. Language use also improved, although more moderately, with 40% of students reaching the Good–Average and Excellent–Very Good levels combined, compared to none in the pre-test. Mechanics remained the most challenging aspect, yet improvements were still observed; the number of students in the Good–Average and Fair–Poor categories rose to 80% combined, significantly reducing the proportion of Very Poor. In contrast, the control group exhibited only slight gains across all components, with many students still concentrated in the Fair–Poor and Very Poor categories by the post-test. These findings suggest that the TTW strategy effectively enhanced students’ abilities, particularly in developing content, organizing ideas, and employing appropriate vocabulary, thereby supporting its use in teaching narrative writing.

### 3. Mean score and standard deviation

Mean score and standard deviation of students’ pretest and posttest presented in the following table:

Table 3. Mean score and standard deviation of students’ pretest and posttest

Group	Pretest		Posttest	
	Mean Score	Standard Deviation	Mean Score	Standard Deviation
Experimental	51.65	9.64	77.85	9.21
Control	46.75	5.88	64.05	14.58

Table 3 indicated that in the experimental group, the mean score of the students’ pretest was 51.65 with a standard deviation of 9.64, whereas the mean score of the posttest increased substantially to 77.85 with a standard deviation of 9.21. In comparison, the control group demonstrated a mean pretest score of 46.75 with a standard deviation of 5.88, and a posttest mean score of 64.05 with a standard deviation of 14.58. These results suggest that prior to the intervention, both groups exhibited relatively similar performance levels, falling within the “poor” classification. However, following the instructional treatment, particularly the application of the TTW strategy in the experimental group, there was a marked improvement in mean scores, elevating the students’ writing performance into the “good” category. Additionally, the narrower standard deviation in the experimental group’s posttest implies more consistent learning outcomes among students compared to the control group. This finding highlights the effectiveness of the TTW strategy in enhancing students’ writing ability not only in terms of average achievement but also in minimizing performance disparities within the group.

### 4. T-test and T-table

For the level significance ( $\alpha$ ) = 0,05 and degree of freedom (df) = (N1 + N2-2 = 38), the value of t-table is 2.024. The following table showed the result of the calculation.

Table 4. T-test and t-table of the students’ pretest and posttest

Variables	T-test value	T-table value
Pretest	1.94	2.042
Posttest	3.58	

As shown in Table 4, the t-test value for the pretest was 1.94, which was lower than the t-table value of 2.042 (1.94 < 2.042). This result indicated that there was no statistically significant difference between the mean

scores, leading to the rejection of the hypothesis. Conversely, the t-test value for the posttest was 3.58, which exceeded the t-table value ( $3.58 > 2.042$ ). This finding suggested that the difference between the mean scores was statistically significant and thus supported the acceptance of the hypothesis. Therefore, it could be concluded that the application of the TTW (Think-Talk-Write) strategy effectively improved the students' narrative writing ability.

## DISCUSSIONS

The findings of this study indicate that the implementation of the TTW (Think-Talk-Write) strategy led to significant improvements in students' narrative writing abilities. These gains were observed across multiple components, including content, organization, vocabulary, and language use, suggesting that the TTW approach effectively supported students in generating, organizing, and articulating their ideas. This enhancement can be attributed to the structured stages inherent in the TTW strategy. By first engaging students in a thinking process to explore the topic, followed by collaborative discussions, and finally guiding them to compose texts in their own words, TTW provided opportunities for deeper processing and idea development. This sequence likely contributed to the students' increased confidence and ability to express their thoughts in written form.

These findings align with the theoretical framework proposed by Huinker and Laughlin (1996), who emphasized that TTW facilitates critical thinking, discussion, and the organization of ideas prior to writing, thereby improving writing outcomes. Furthermore, the results are consistent with prior studies by Abdul Mutakdir (2011), Supriyono (2012), and Dwitya (2007), which similarly reported that TTW positively impacted students' writing performance.

Although the study demonstrated substantial improvements in most writing components, the gains in mechanics were relatively modest. This suggests that while TTW effectively fosters idea development and linguistic organization, additional focused instruction may be necessary to address specific aspects such as spelling, punctuation, and capitalization. It should also be noted that this study was limited by the relatively short duration of the intervention. As a result, the long-term impact of the TTW strategy on students' writing proficiency remains unclear. Future research is therefore recommended to investigate the effects of extended TTW implementation and to explore its applicability across various writing genres and educational contexts.

## CONCLUSION AND SUGGESTION

The findings of this study demonstrated that the hypothesis was tenable, as shown by the higher mean posttest score of the experimental group compared to the control group, with a t-test value of 3.58 exceeding the critical value of 2.042. The implementation of the TTW strategy effectively facilitated students in generating and organizing their ideas through its structured stages of thinking, discussing, and writing, enabling them to express their thoughts more clearly. In contrast, the control group primarily engaged in reading teacher-provided texts and identifying narrative events, which reflected a more teacher-centered approach. These results are consistent with previous studies that have highlighted the positive impact of TTW on writing skills. Furthermore, this study revealed that the use of TTW not only enhanced students' writing performance but also increased their engagement with

narrative texts by encouraging them to explore and articulate their ideas. Therefore, it is recommended that the TTW strategy be implemented more widely to further develop students' writing proficiency.

For suggestion In light of the findings of this study, several suggestions can be offered. Teachers are encouraged to provide greater motivation, adopt effective instructional strategies, and design meaningful assignments to improve students' English achievement throughout the teaching and learning process. They are also advised to be more creative and enrich their teaching materials; the implementation of the TTW strategy is particularly recommended, as it has been shown to enhance students' writing abilities. Likewise, students are expected to engage more actively and study diligently, especially in learning English, to further develop their language proficiency. Finally, considering that the duration of the treatment in this study was relatively short, it is suggested that future researchers conduct studies with longer intervention periods to examine more thoroughly the long-term effects of the TTW strategy on students' writing performance.

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