

# THE EFFECT OF THE THINK-TALK-WRITE (TTW) STRATEGY ON THE ELEVENTH GRADE STUDENTS' DESCRIPTIVE WRITING SKILLS AT SMKS 1 TAMANSISWA PEMATANGSIANTAR

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## Abstract

The purpose of this research was to determine whether there was a positive and significant effect of the Think-Talk-Write (TTW) strategy on students' ability to write descriptive texts at the eleventh grade of SMKS 1 Tamansiswa Pematangsiantar. This study employed a quantitative research design. The population of the research consisted of all eleventh-grade students, while the samples were class XI AKL and XI KS. To collect the data the researcher used written test and observation. This research confirmed that students taught using the Think-Talk-Write (TTW) strategy achieved better results than those who were not. The study involved two classes: the experimental class (XI AKL) and the control class (XI KS). The post-test mean score of the experimental class was 75.96, which was higher than that of the control class, which scored 68.52. The result of the independent samples t-test showed a significance value (sig. 2-tailed) of 0.011, which was lower than the significance level of 0.05. Therefore, the alternative hypothesis (Ha) was accepted, and the null hypothesis (Ho) was rejected, indicating a significant difference in students' post-test scores between the experimental and control classes. The results suggested that schools, teachers, and other researchers should use the Think-Talk-Write (TTW) strategy because it has been shown to effectively improve students' descriptive writing skills.

**Keyword: Think Talk Write (TTW) Strategy, Descriptive text, Writing**

## INTRODUCTIONS

Writings is one of the essential skill in learnings English, functioning not only as a means of communications but also as a way for student to develop and organize their ideas effectively. It enables learners to express their thoughts clearly and systematically. According to Harmer (2004), as cited in Asrifan (2015), writings is a process that involves several stages, including planning, drafting, revising, and organizing content into a coherent structure. Through writings, student are able to use language accurately while also demonstrating logical thinking. Writings is a complex activity that demands careful planning and thought. Student must use appropriate vocabulary, grammar, and structure while also maintaining clarity and coherence. Writings plays a vital role in academic achievement since student are frequently required to writings essays, reports, and other forms of written expression as part of their schoolwork. Thus, the ability to writings well is a fundamental competency for student, especially in upper secondary educations. Besides, writings is often regarded as one of the most difficult skill for student to master. This is because it involves the ability to generate ideas, choose suitable words, organize informations, and present it in a readable and meaningful format. Moreover, student must also understand different genres or types of texts, each with its own purpose, structure, and language features. One of the important genres taught at the high school level is descriptive text. Descriptive text aims to provide a detailed descriptions of a person, object, place, or event so that readers can imagine it clearly. Gerot & Wignell (1994) as cited in Ashari et al., (2024), explain that descriptive text is a text that contains descriptions given by the author to the reader of a particular matter, such as a person, difference, animal, or event. This genre typically consists of two main components: identifications and descriptions. Although the structure seems simple, many student still face problems when writings descriptive texts effectively. When writings a descriptive text, student are expected to convey meaningful ideas and compose either a short or extended paragraph that effectively describes the subjects. Producing a high-quality descriptive passage requires student to express detailed

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content clearly and accurately. This includes use a broad vocabulary and forming grammatically correct sentences. Moreover, organizing the content properly and use punctuations correctly are also crucial aspects of writings succes. Common challenges student face include the lack of ideas, difficulty use descriptive language, limited vocabulary, and poor organizations of content. Their writings often lacks depth and detail, making it hard for readers to visualize the subjects being described. Moreover, student tend to produce short and undeveloped texts that do not follow the correct structure or contain enough elaborations. As a results, their descriptive writings becomes les effectives and lacks creativity. Based on the problems mentionsed earlier, the researcher did a clasroom observations during her teaching practice at SMKS 1 Tamansiswa Pematangsiantar. The researcher found that many student faced the same difficulties, especially when writings descriptive texts. First, they had trouble expressing their ideas in writings because they lacked vocabulary and didn't know how to arrange words into correct English sentences. Second, many student were not motivated to learn English. This could be because they rarely practiced use English, and their teacher also rarely spoke English in clas. Lastly, the reason for these challenges are the traditionsal way of teaching writings, where lesons are mostly teacher-centered. In such settings, student weren't encouraged to share ideas, interact with peers, or think critically before writings. Writings is often assigned as an individual task without sufficient guidance or collaborative learnings, which results in student feeling uncertain or unprepared when faced with writings tasks. This conditions contributes to low achievement in writings and a lack of confidence among student.

To overcome these obstacles, the researcher believes that student' ability to learn and their motivations are significantly influenced by the effectivenesses of the teaching strategies employed by their teacher. In the teaching and learnings proces, the selections of a suitable instructional strategys plays a crucial role in engaging student and helping them grasp the subjects matter. An effectiveness teaching strategys not only captures student' interest but also facilitates a better understanding of the lesons being delivered to ensure succesful learnings outcomes, it is esential that teacher plan their lesons carefully, select appropriate materials, and choose the most suitable strategys before entering the classroom. Well-prepared instructions enables student to absorb informations more effectively and develop a clearer understanding of the concepts presented. When the strategys aligns with student' needs and the leson objectives, it fosters a more interactive and productive learnings environment.

Among the various strategies available, one that stands out for adressng student' writings difficulties is the Thinks-Talks-Writings (TTW) Strategys. Developed by Huinker and Laughlin (1996) as cited in Tamara and Rusfandi (2021) , say that the TTW strategys gives a chance for the student to organize and test the ideas before the student are expected to writings . This strategys consists of three stages: student start by thinking about the topic individually, then share and discus their thoughts with peers, and finally writings based on their shared understanding. This proces helps improve writings skill by enhancing comprehension and promoting teamwork. Through the TTW strategys, student are not only given time to reflect and proces informations but are also exposed to peer feedback and alternative perspectives during the discussion phase. This helps them refine their understanding and improve the clarity and depth of their writings. According to Alwasilah (2004) as cited in Asmara and Tasri (2020), Collaborative learnings also fosters a supportive environment where student feel more comfortable expressing their thoughts, which can lead to increased writings confidence and better outcomes.

The TTW strategys supports student through a proces that helps them deepen their understanding and prepare better for writings. By involving student in discussion before writings, TTW allows them to brainstorm ideas, clarify concepts, and gather different perspectives, which in turn enhances the quality of their written work. This approach not only encourages collaborations but also helps reduce anxiety about writings.

Several studies have proven the effectivenesses of the TTW strategys in improving writings skill. Research has shown that student taught use TTW tend to produce better-structured and more detailed writings. A studys by Asvini et al., (2020) revealed that student taught use TTW performed better in narrative writings. Similarly, Kamilia (2019), also found the strategys effectiveness in teaching recount texts. In the same vein, Suminar and Putri (2015) concluded that TTW improved student' descriptive writings. Based on the explanations above, the researcher is motivated to conduct a studys on the use of the Thinks-Talks-Writings (TTW) Strategys to help student generate ideas in writings, especially in descriptive texts. This studys aims to find out whether TTW is effectiveness in improving student' ability to expres and organize their ideas in writings. Therefore, the researcher will carry out an experiment studys with the title: "The effects of the Thinks-Talks-Writings (TTW) Strategys on the eleventh grade student' descriptive writings skill at SMKS 1 Tamansiswa Pematangsiantar."

## **REVIEW OF RELATED LITERATURE**

### **1. Definitions of Think-Talk-Writings Strategys**

Think Talk Writings (TTW) is a form of cooperative learnings designed to facilitate the teaching and learnings proces. As explained by Wirda, Deny Setiawan, and Hidayat (2017), this strategys enhances student' comprehension and ability to communicate effectively. Originally introduced by Huinker and Laughlin, TTW stands for “think,” “talk,” and “writings”—three sequential stages that reflect cognitive, verbal, and written procesing. “Think” refers to the ment activity of forming ideas or making decisions, “talk” refers to discussing and exchanging those ideas verbally, and “writings” refers to transferring thoughts into written language for communications or performance.

The TTW strategys begin with student engaging in internal reflections after readings a text. This is followed by a collaborative stage where they communicate and exchange perspectives with peers. The final step involves writings, in which student organize and expres their ideas in written form. Huinker and Laughlin, as cited in Suminar and Putri (2020), describe TTW as a method that provides structured opportunities for student to reflect on and arrange their thoughts before engaging in writings. The proces transitions from individual reflections, to groups discusion, and ultimately to compositions. This sequential communications model helps learners better proces informations and translate their understanding into coherent writings.

Yamin and Ansari explain as cited in Retno et al., (2017) that the Thinks-Talks-Writings (TTW) Strategys is an instructionsal method aimed at enhancing student' writings abilities. This strategys encourages active participations throughout the learnings proces. In the thinking phase, student begin by individually readings a text and taking notes based on their understanding. These notes serve as the foundations for the next phase, where they share and discus their interpretations with peers. This stage, referred to as talk, allows student to interact and exchange ideas collaboratively. During this proces, the English teacher plays a guiding role, facilitating discusion and providing support when needed. Finally, in the writings phase, student organize and develop the ideas they have explored through readings and discusion into a written compositions. This final product reflects the knowledge they have constructed collectively.

From this explanations, TTW can be understood as a strategys that blends individual and groups learnings, especially effectives for teaching writings. The method progreses through three stages: thinking, where student analyze content; talking, where they engage in groups discusion; and writings, where they produce the final text. The sequence is designed to broaden student' perspectives, stimulate creativity, and deepen comprehension. Allowing student to discus their ideas helps clarify uncertainties and leads to more coherent and meaningful writings. Through this collaborative approach, learners become more confident and capable of expresing their thoughts effectively in written form.

### **2. Principles of Think-Talk-Writings Strategys**

Thinks-Talks-Writings (TTW) is an instructionsal strategys designed to help student develop and organize their ideas through structured phases of reflections, discusion, and compositions. The approach allows learners to mently proces informations, interact with peers to clarify understanding, and finally expres their thoughts in written form. This method was introduced by Huinker and Laughlin, who viewed learnings as a socially constructed activity, emphasizing that knowledge is often developed through interactions. The term “think” in this context refers to the ment activity of forming opinions, making decisions, and organizing thoughts. “Talk” involves verbal interactions where student exchange informations and ideas. Meanwhile, “writings” is the phase where learners translate their ideas into written language, making them accesible to readers. According to Huinker, the TTW strategys relies on a sequence of cognitive engagement, peer discusion, and individual writings, making it particularly effectives in small, diverse groups of four to six student tasked with summarizing, explaining, or reflecting on content.

The TTW strategys consists of three main stages:

#### **1. Think**

At the beginning of the proces, student are introduced to a topic that aligns with the core competencies outlined in the lesan plan. They are asked to reflect individually and formulate their initial ideas related to the given topic. This stage fosters critical thinking and personal interpretations before engaging in collaborative work.

#### **2. Talk**

Follows individual reflections, student are placed into small groups for discusion. During this phase, they share their thoughts and respond to one another's ideas. The groups members work together to evaluate

consolidate their understanding, eventually arriving at a shared conclusion. This dialogue allows student to refine their thinking and gain new perspectives.

**3. Writings**

Once the discussion concludes, student return to their individual workspaces to begin writings. Use the outcomes of their groups conversations and the conclusions they formed, student construct their texts in their own words. In this stage, the teacher instructs student to develop a descriptive paragraph or text, drawing on the ideas discussed but presenting them independently in written form.

From the explanations above, TTW serves as a practical method to strengthen writings skill by integrating cognitive reflections, social interactions, and written communications. By moving through these stages—thinking, talking, and writings—student are given structured opportunities to explore ideas, build understanding, and produce coherent written work.

**3. The Applications of Thinks-Talks-Writings (TTW) Strategys in Teaching Writings Descriptive Text**

There are several step in applying Think Talk Writings strategys such as:

- a. The teacher begin by dividing the classroom into several groups, with each groups consisting of four to six student.
- b. The teacher provides a clear explanations about descriptive paragraphs, focuse on both the generic structure and language features relevant to descriptive texts.
- c. The teacher then distributes an image related to the student' familiar surroundings. For example, a picture of Lake Toba is given to each groups as a stimulus for descriptions.
- d. Each student independtly observes the picture and writings short individual notes based on their imaginations (Think phase). For instance, student might describe Lake Toba from their personal perspective. This stage is designed to help student analyze or interpret the visual informations and translate it into their own words.
- e. Student then move into the Talk phase, where they collaborate with their groups members to share and discus the notes they prepared individually. In this groups discusion, each student presents their thoughts, and the groups collectively refines the ideas. For Example of a small note from a student in groups: Lake Toba has cool water and cool air. The goal of this discussion is to gather and organize ideas as a foundations for the next writings phase.

**4. The Advantages and Disadvantages of Think-Talk-Writings Strategys**

**a. Advantages**

Yamin and Ansari mentions that the Thinks-Talks-Writings (TTW) Strategys gives many benefits when used in the classroom, especially in helping student improve their writings skill:

a. Encourages Student to Participate

This method helps student become more active in clas. They don't just sit and listen—they think for themselves, talk with their friends, and then writings down their ideas.

b. Helps Student Work Together

TTW lets student learn how to work in teams. When they talk and share their ideas in groups, they can learn from each other and understand the topic better.

c. Makes Writings Easier

Before student start writings, they already have time to think and talk about the topic. This makes it easier for them to organize their ideas and know what to writings about.

d. Gives Confidence

Some student feel nervous about writings. But after thinking and talking with friends first, they feel more confident when it's time to writings.

e. Improves Communications

The "talk" part of the strategys also helps student speak better and expres their thoughts clearly. This practice in speaking helps them writings more clearly too.

b. Disadvantages

Even though the TTW strategys has many strengths, Yamin and Ansari also explain that there are some things teacher need to be careful about:

a. Takes More Time

Because this method has three parts—thinking, talking, and writings—it usually takes longer to finish the leson compared to regular teaching.

b. Not All Student Join In

Sometimes, only a few student in the groups do the talking while others stay quiet. This can make the groups work les effectives.

c. Needs Good Clas Control

Teacher need to guide student well so they don't go off-topic when discusing. If not managed properly, the groups can waste time or get distracted.

d. Hard for Shy or Quiet Student

Student who are shy or not confident in speaking might find it hard to join the discussion. This could make it harder for them to do the writings part well.

e. Depends on Groups Teamwork

If student don't work well in a groups or don't respect each other's ideas, the activity won't go smoothly, and the results might not be good

## 5. Definitions of Descriptive Text

Descriptive text is a type of writings used to present informations about a subjects in a way that allows readers to form a clear and vivid impresion. Its main functions is to provide detailed explanations that help readers picture the object, person, place, or situations being described. In both educational and real-life contexts, this kind of text helps student develop their ability to observe and expres details through language. Rather than simply listing facts, descriptive writings creates a sensory experience for the reader, engaging sight, sound, touch, smell, or taste to bring the subjects to life.

As explained by Anderson and Anderson (2003) in Humarani et al., (2023) , descriptive writings is used to give a clear image of the subjects by use detailed and specific language. It focuses on making the descriptions come alive rather than just stating general characteristics. Gerot and Wignell (1994) describe descriptive text as a genre aimed at presenting the particular features of someone or something. They highlight that it generally follow a two-part structure: the first part identifies what is being described, and the second part outlines its features in more detail. This format helps ensure that the descriptions is organized and easy for readers to follow.

Meanwhile, Droga and Humphrey (2005) as cited in Reswari et al., (2024) point out that this kind of writings typically uses the present tense, concentrates on one subjects at a time, and includes a range of adjectives and adverbs to give a clearer, more complete picture. These language features make descriptive text useful for developing student' writings skill, especially their ability to expres thoughts clearly and in detail. Overall, descriptive text is a valuable

form of writings because it allows writingsrs to communicate how something appears or feels, giving readers a strong sense of what is being described.

## **6. The Purposes of Descriptive Text**

Descriptive text is essentially used to provide a clear explanations of something to the reader. Its main aim is to help student expres detailed descriptions of specific individuals, places, or objects in written form. One of the key goals of descriptive writings is to transform observations or experiences into language that enables the reader to visualize the subjects being described.

Axelrod and charles identify three primart purposes of descriptive writings :

Based on these purposes, descriptive text serves as a tool for conveying meaningful and visual informations that allows readers to form a ment image of the subjects. It not only informs but also paints a picture through words, often based on the writingsr's personal viewpoint and real-life observations of people, places, or objects.

## **7. Kinds of Descriptive Text**

Descriptive text is one of the foundationsal forms of writings, alongside narrative, expository, and argumentative types. Although it can be integrated with other modes, descriptive writings has its own distinctive structure and purpose. Its main functions is to portray a person, place, or object in such detail that it creates a clear ment picture for the reader. Based on its focus, descriptive text can be groupsed into three main categories: describing a person, describing a place, and describing a thing.

- a. Describing a person  
The Organizations of the paragraph typically depends on the subjects being described. Writingsrs may focus on physical characteristics, personality traits, or both. This can include features such as skin tone, hairstyle, facial structure, body type, and the expresions or mannerisms of the individual.
- b. Describing a place  
How the informations is presented will also rely on the writingsr's intent and the specific features of the locations. The descriptive order might follow spatial organizations, moving from general surroundings to more specific details, depending on what the writingsr wants to emphasize.
- c. Describing an object or thing,  
The structure of the paragraph is guided by the nature and features of the item. The writingsr selects and explains relevant details based on what stands out about the object—such as its shape, color, material, or functions—so the reader can visualize or understand it more effectivesly.

## **8. Generic Structures of Descriptive Text**

Descriptive text typically follow a two-part structure. According to Gerot and Peter (1994:208) as cited in Husna (2017), this basic structure is commonly introduced at the junior high school level.

- a. Identifications  
This part introduces the subjects to be described and gives the reader a general idea of what the text will cover. It often includes a brief descriptions or even a definitions of the topic to set the context clearly.
- b. Descriptions  
Which consists of one or more paragraphs that elaborate on the features, qualities, or characteristics of the subjects. Each paragraph usually begin with a topic sentence that outlines the main idea, followed by supporting details that explain or illustrate the feature more thoroughly. These paragraphs are intended to provide specific informations about different aspects of the subjects, building a comprehensive picture for

the reader. The language used in this sections often includes descriptive terms and is closely aligned with the topic being discussed.

### **9. Language features of Descriptive Text**

According to Knapp and Watkins (2005) as cited in Anggun (2016), descriptive text contains several distinctive language features, which can be outlined as follow:

- a. Focus on a Specific Participant  
Descriptive texts generally highlight one particular subjects, object, or individual as the central focus of the descriptions.
- b. Use of Present Tense  
The present tense is predominantly used throughout descriptive writings, as it describes general facts or current attributes of the subjects.
- c. Frequent Use of Linking Verbs (Relational Proseses)  
Linking verbs such as is, are, has, have, and belongs to are commonly used to define, classify, or describe the qualities, parts, or functions of the subjects being discussed.
- d. Inclusion of Actions and Behavioral Verbs (Material and Behavioral Proseses)  
These verbs provide additional detail about the actions and behavior exhibited by the subjects, enriching the descriptions.
- e. Use of Mental Verbs (Mental Proseses)  
Mental verbs are employed to express feelings, thoughts, or perceptions associated with the subjects, adding depth to the descriptions.
- f. Applications of Adjectives and Adverbs  
Adjectives are used to modify nouns and offer specific details about the subjects, while adverbs serve to elaborate on how actions are carried out, contributing to a clearer understanding of the behavior or context.
- g. Use of Adverbial Phrases  
These phrases add supplementary information related to time, place, or manner. They are sometimes structured as embedded clauses functioning as circumstantial elements to enhance clarity and detail.

### **10. Definitions of Writings**

Writings is a fundamental aspect of language learning that plays a key role in effective communications. It allows individuals to convey their ideas, emotions, and knowledge in an organized and permanent form. Brown (2001) as cited in Ashari et al., (2020) explains that writings involve a series of mental activities such as generating content, organizing ideas, continuously improving the work through drafting and editing. He describes it as a way to express internal thoughts that results in clear, written communications. According to Nunan (2003) as cited in Basonggo et al (2016), writings is the process of thinking to invent ideas, thinking about how to express into good writings, and arranging the ideas into statement and paragraph clearly. It requires planning what to say, arranging information logically, and follows rules of the language. Writings combine cognitive and technical skill, such as grammar, structure, vocabulary use, and an understanding of the audience.

Harmer (2004) as cited in Hukom and Huninhatu (2023) defines writings as a way to produce language and express the idea, feeling, and opinion. Writings is a process that is often influenced by constraints of genres, than these elements have to present in learning activities. He emphasizes that writings differs from speaking in that it is more structured and lasting. Writers must make deliberate choices about vocabulary, sentence structure, and formatting to ensure the message is clearly understood. Hyland (2003: 9) as cited in Ashari et al., (2020) states that writings is a way of sharing personal meanings and writings courses emphasize the power of the individual to construct his or her view on a topic. It means that people can give information or their opinion. The order statements by Crosley et al., (2020), suggest that effective writings can be identified through certain features like grammatical complexity, vocabulary depth, and text cohesion. These elements show that writings is not just about expressing ideas, but also about use language in a structured and measurable way.

Based on these expert views, writings can be described as a complex skill that goes beyond simply recording words. It plays a vital role in education, particularly in helping student communicate ideas clearly and develop their

language abilities. Writings allows student to expres their understanding, engage with academic content, and participate more fully in their learnings proces.

### **11. The Purposes of Writings**

Grenville (2001) in Rachman et al., (2024) explains that writings generally serves three main purposes: to entertain, to inform, and to persuade.

1. To entertain

Entertaining writings is typically imaginative or creative in nature. It involves the writingsr expresing personal or fictionsal ideas, often aiming to stir the reader's emotions or interest rather than simply making them laugh. This style is usually found in stories, peoms, plays, or other literary works design for enjoyment or self-expresion.

2. To Inform

Informative writings is intended to share knowledge or convey facts to the audience. It often covers topics such as objects, places, proceses, or events. This form of writings is commonly seen in factual texts like articles, reports, and news pieces.

3. To Persuade

Persuasive writings seeks to influence the reader's thoughts, beliefs, or actions. Writingsrs use this style to present arguments, often backed by evidence or data, to convince readers of a certain viewpoint. Examples include product reviews, opinion pieces, or discusions on debated topics where the goal is to prompt agreement or actions.

### **12. Kinds of Writings**

According to Kane (2015), writings can be categorized into several major types, each serving a different purpose. He identifies four commonly used forms of writings: expository, descriptive, narrative, and persuasive.

- a. Expository writings is intended to present explanations, analysis, definitions, comparisons, or examples based on relevant facts, concepts, or beliefs.
- b. Descriptive writings aims to detail an object, place, or event vividly. This form of writings emphasizes experiences and seeks to portray characters, settings, or scenes in a way that appeals to the reader's senses.
- c. Narrative writings involves telling a story by follows a chronological order. It typically recounts real or fictionsal events and often reflects a character's perspective.
- d. Persuasive writings seeks to influence the reader to accept the writingsr's viewpoint. It is built upon arguments and opinions that are structured to support or refute an idea or claim.

### **13. Components of Writings**

Jacobs et al. (1981:31) in Shanorra et al., (2021), says there are five key components that contribute to effectives writings:

- a. Content

The mesage within a piece of writings should be clearly expresed so that readers can easily grasp the intended meaning and gain the necessary informations. Strong writings requires content that is unified and complete, meaning all ideas relate to one central theme and are fully developed. These qualities are often referred to as unity and completenes.

- b. Organizations

Organizations refers to how a writingsr arranges and presents ideas logically. The structure of a text plays a vital role in helping the mesage flow clearly and cohesively. Writingsrs use various methods to organize their thoughts, and this aspect of writings is commonly known as order.

- c. Vocabulary

Vocabulary is a crucial aspect of language in writings. Writingsrs must carefully select words to form sentences and paragraphs effectivesly. The proper and accurate use of vocabulary enhances the clarity and precision of the mesage, especially in both general and technical writings. Referring to a dictionary can support the development of vocabulary.

- d. Language Use

This component relates to the proper applications of grammar in writings. Effectives grammar usage supports clarity and formal expresion in written communications. It involves several elements, such as subjects-verb

agreement, singular and plural noun forms, and the correct use of regular and irregular verbs. Mastering grammar allows writingsrs to construct well-formed and accurate sentences..

#### **14. The Procees of Writings**

According to Donald Graves in Saleh and Muhayyang (2021), there are five esential stages in the writings procees that asist student in improving their writings skill and help them construct coherent paragraphs. These stages include: prewritings, drafting, revising, editing, and publishing.

a) Prewritings

This stage is focused on idea generations. Writingsrs begin by brainstorming, listing, outlining, silent reflections, discussing with peers, or freewritings to gather and organize their thoughts. In other words, prewritings is the phase where student plan and develop their ideas before beginning the actual writings.

b) Drafting

Drafting represents the initial attempt at composing the text. At this point, student should concentrate more on organizing their ideas and expresing them coherently rather than worrying about the accuracy of grammar, spelling, or punctuations. Sufficient time should be allotted during this stage to allow the free flow of ideas without interruptions from surface-level corrections.

c) Revising

This step is central to refining the writings. Writingsrs return to their drafts to reshape and improve them by adding or removing content, reorganizing ideas, and enhancing clarity and flow. Revising focuses on the structure and coherence of the piece. According to Graves, not every draft needs to be revised; student can choose which ones to improve, while others can be kept as part of their writings journey

d) Editing

After the first draft is complete, student review their work for mistakes or areas that require improvement. This step involves identifying errors in content, structure, or mechanics and making the necessary revisions. Editing ensures that the text becomes clearer, more concise, and closer to the final version.

e) Final Version

The final version is developed once all revisions and edits have been made. This completed version may vary significantly from the original draft, as it reflects all the adjustments implemented during the editing stage. Unneeded parts are often omitted, and the overall clarity and flow of the writings are enhanced. Once finalized, the text is ready to be shared with readers. Unlike writings in isolations, follows a structured procees helps improve the effectiveness and quality of student writings.

#### **15. Previous of Research**

Several studies have been conducted to explore the impact of the Thinks-Talks-Writings (TTW) Strategys on student' writings abilities. These previous finding support the implementations of TTW as an effectiveness learnings strategys in writings instructions, especially in the context of English language learnings.

A studys by Asvini et al.,(2020) indicating that the TTW strategys had a meaningful effect on the student' writings performance.

In a similar studys, Kamilia (2019) found that the TTW strategys enhances student' ability to writings recount texts effectively.

Further research conducted by Andika and Ali (2021). Their results indicated a clear improvement in student' descriptive writings, as reflected by the rejections of the null hypothesi.

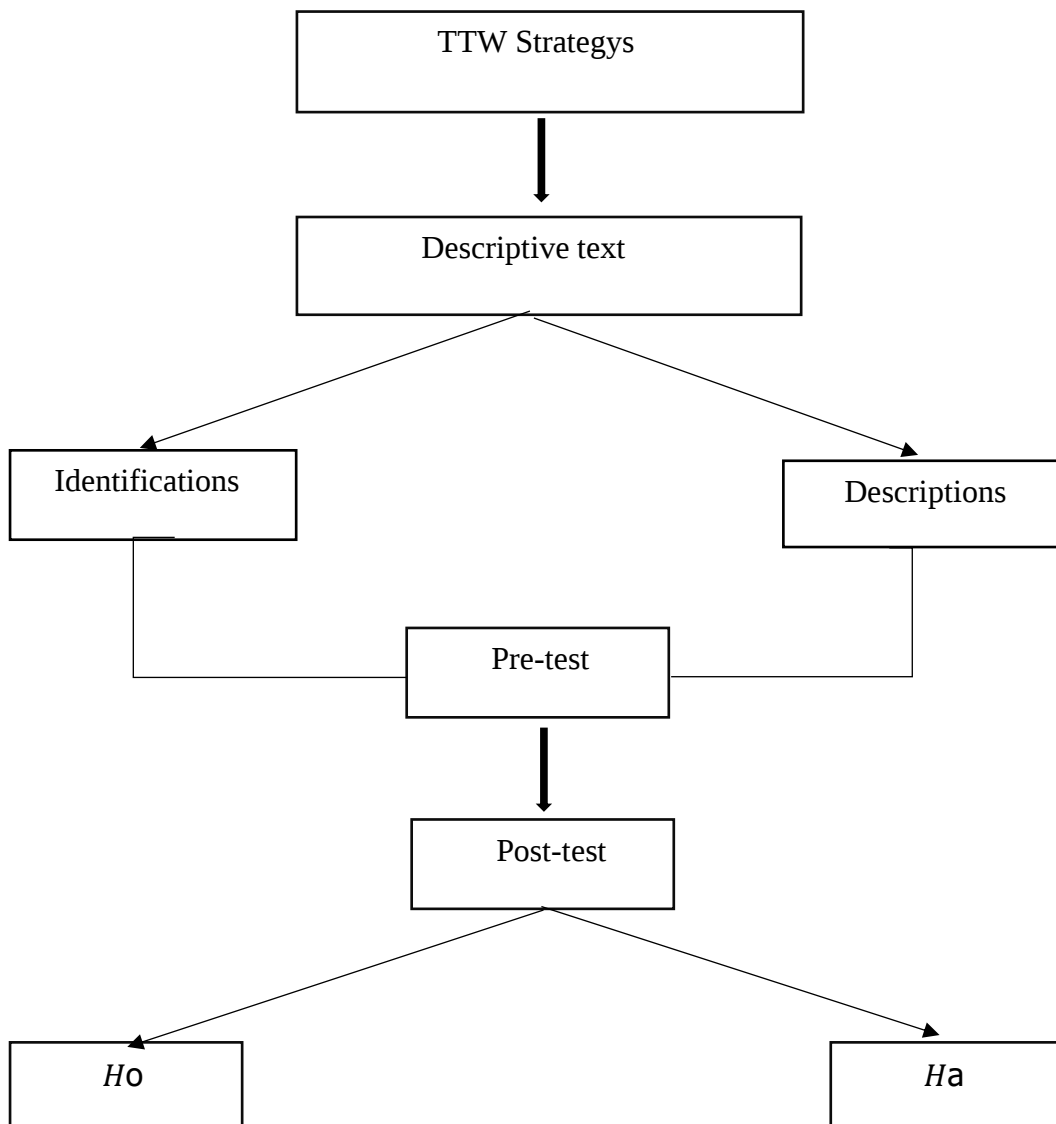
Suminar and Putri (2015) also explored TTW's effectiveness in their studys on Teaching Writings Descriptive Text. The finding indicated a significant difference between the performance of student taught use TTW and those who were not, demonstrating the strategys's effectiveness in improving descriptive writings.

Another relevant studys was conducted by Nurjanna and Nasrullah (2018) indicating a statistically significant effects of TTW on student' writings performance.

Overall, the above studies consistently show that the TTW strategys has a beneficial impact on student' writings skill across various text types, including narrative, recount, and descriptive texts. These finding provide strong support for use TTW as an instructional strategys to help student develop their ideas, organize their thoughts, and expres them effectively in writings.

## 1. 6 Theoretical Framework

Figure 2.1 Theoretical Framework



Writings is one of the essential skill in English language learnings. It is not only a medium of communications but also a means through which learners develop, organize, and express their thoughts. As stated by Brown (2001), writings is a complex process that involves cognitive and linguistic abilities. It requires student to generate ideas, organize their thoughts, and present them clearly and effectively in written form. Writings also enables learners to explore language use more consciously, as it demands precision in grammar, vocabulary, punctuations, and coherence.

One of the teaching strategies used to support the learning process is the Think-Talks-Writings (TTW) Strategies. In this study, the strategy is expected to help student overcome the challenges they face when writing descriptive texts. Although there are various cooperative learning models available for teacher, the researcher specifically applies the Think-Talk-Writings approach as a way to enhance student's writing abilities in descriptive text.

This strategy involves three main stages. The first stage is "think," where student are introduced to a topic or issue that connects with their everyday experiences. During this stage, student are encouraged to reflect on the topic, consider possible solutions, and explore ideas related to the issue. The second stage is "talk," where student communicate their thoughts with peers. Through group discussion, they collaborate to organize, revise, and evaluate their ideas. The final stage is "writings," where each student individually composes a written text based on the ideas

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and solutions developed during the discussion. This process allows student to summarize their understanding and express their conclusions in written form.

The selections of descriptive text as the focus of this research is intended to build student's writings proficiency. Through this text type, student learn to express ideas with careful attentions to key elements such as content, structure, word choice, grammar, and writings mechanics.

## RESEARCH METHODOLOGY

### 1. Research Design

Kerlinger as cited in Creswell (2022) says a research design refers to a well-thought-out plan, framework, and method of inquiry created to effectively answer research questions and manage potential variations. In this study, the researcher conducts a study to explore the influence of the Think-Talks-Writings (TTW) Strategies on student's descriptive writings skill.

This research applies a quantitative research method. As explained by Merwe in Kadzamira and Madhu (2024), Quantitative research is a methodical approach focused on evaluating theories, identifying facts, examining connections among variables, and forecasting results. It applies techniques derived from the natural sciences to maintain objectivity, reliability, and the ability to generalize finding.

The research follows a quasi-experiment design, more specifically a non-equivalent control groups design. In this design, there are two participant groups: one experiment groups, which receives instructions use the Think-Talk-Writings strategies, and one control groups, which continues learnings through standards or conventional methods. While the participants are not selected randomly, both groups are chosen based on comparable academic backgrounds to maintain balance.

By comparing the outcomes of both groups, the study seeks to determine whether there is a statistically significant difference in writings performance due to the applications of the TTW strategies.

### 2. Populations and Sample

#### a. Populations

A population is the groups of individuals who become the focus of a research study. These individuals usually share certain characteristics that relate to the topic being examined. In studies conducted in schools, the population often refers to student from a particular grade level who are learning material that fits the research objectives.

In this research, the population refers to all student in grade eleven at SMKS 1 Tamansiswa Pematangsiantar. These student were selected because they are learning descriptive writings, which is directly connected to the purpose of this research.

Out of the whole eleventh-grade groups, the researcher selected two classes to take part in the study: XI KS and XI AKL. The XI KS class functions as the experiment groups and receives instructions through the Think-Talks-Writings (TTW) Strategies, whereas the XI AKL class serves as the control groups and follow conventional classroom instructions. The comparison of writings outcomes between these two groups is intended to determine the effectiveness of the TTW strategies in enhancing student's descriptive writings skill.

#### b. Sample

A sample refers to a portions taken from a larger groups, which is used to represent the whole in a research study. According to Sugiyono (2016), a sample is part of the number and characteristics possessed by the populations. A sample should be selected carefully to ensure it reflects the larger groups and supports the goals the research. By focus on a sample, researcher can study specific characteristics more effectively without involving every member of the populations. The researcher selected student from two eleventh-grade classes at SMKS 1 Tamansiswa Pematangsiantar to be the sample. The classes chosen were XI AKL, consisting of 20 student. And XI KS, with 27 student. Making a total of 47 participant.

Class XI KS was designated as the experiment groups, where student were taught use the Think-Talks-Writings (TTW) Strategies. Meanwhile, Class XI AKL served as the control groups and received writings instructions through conventional methods. These two groups were selected to analyze and compare the improvement of student's writings skill in descriptive text, with and without the implementations of the TTW strategies.

### 3 Instruments the research

The researcher applied a writings test as the primary instrument to examine whether there was a difference in student's writings score before and after the applications of the Think-Talks-Writings (TTW) Strategies. Instruments refer to the tools used to gather data for a research study. As stated by Lodari et al., (2018), research instruments are

the means or devices utilized by researcher to collect data, helping to streamline the proces and generate more structured and manageable results. In this studys, writings asesments were applied as a means to evaluate and score student' performance. The instruments used consisted of tests and documentations. Documentations served as supplementary data to reinforce the research finding.

1. Writings test

The test functioned as a method to gather responses based on specific questions and required student to show their writings competence. It was used to collect key informations. Student in the experiment groups were asked to compose a descriptive text, aiming to evaluate whether the treatment (TTW Strategys) had a significant influence on their writings abilities.

2. Documentations

According to Ghuftron (2018 : 87), documentations is a technique for collecting data in the form of written materials, numerical records, images, reports, and other informations relevant to the research. This method was used by the researcher to complement the test results with additionals supporting evidence. Documentations included items such as student attendance records, achievement score, writings test outcomes, clasroom observations, and other relevant data that could strengthen the credibility of the studys.

#### **4 Techniques for Collecting Data**

To collect the necessary data for this research, the researcher applied three techniques: pre-test, treatment, and post-test. Each step was carefully designed to ases student' writings performance and the impact of the Thinks-Talks-Writings (TTW) Strategys.

1. Pre-test

Before the teaching interventions began, a writings pre-test was given to both the experiment clas and the control clas. The purpose of this pre-test was to determine the student' initial ability in writings descriptive text. Each student was asked to writings a descriptive paragraph based on a given topic. The results of this test served as a baseline to measure student' writings skill before the TTW strategys was implemented.

2. Treatment

After the pre-test, both clases continued with their learnings proces. However, the experiment clas received a special treatment use the Thinks-Talks-Writings (TTW) Strategys, while the control clas was taught use the conventionals teaching method. The TTW strategys involved three main activities: first, student were encouraged to think and make notes about the topic; then they discused their ideas in groups (talk); finally, they wrote their own descriptive text (writings). This proces was carried out over several meetings to help student improve their understanding and ability in writings descriptively.

3. Post-test

Follows the treatment phase, a post-test was conducted for both the experiment control clases. The format of the post-test was similar to the pre-test, where student were again instructed to writings a descriptive text on a new topic. This post-test was aimed at measuring any improvement in the student' writings skill after the learnings proces, and particularly to ases whether the TTW strategys had a significant impact on the student in the experiment groups. The comparison of post tests and pre teste score provided the data needed for further analysis.

#### **5 Techniques of Data Analysis**

To evaluate the data collected from both post tests and pre teste activities in the experiment control groups, the researcher applied several statistical techniques. These step helped determine how effectives the Thinks-Talks-Writings (TTW) Strategys was in improving student' ability to writings descriptive texts. The analysis included the follows procedures:

1. Normality Test

The normality test was conducted to determine whether the sample data were drawn from a normally distributed populations. This test aimed to identify whether the data distributions of the two groups (experiment control) were normal or not. In this studys, the Kolmogorov-Smirnov test was applied with a significance level of  $\alpha = 0.05$ . The data were considered normally distributed if the significance values was greater than 0.05. Conversely, if the values was low than 0.05, it indicated that the data were not normally distributed.

2. Homogeneity Test

The homogeneity test was used to examine whether both groups had equal variances (homogeneous or not). The analysis employed Levene's Statistic in IBM SPS Statistics 26 with a significance level of  $\alpha = 0.05$ .

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Similar to the normality test, the data were regarded as homogeneous when the significance values exceeded 0.05. In contrast, if the values was below 0.05, it was concluded that the data were not homogeneous.

## 3. T-Test

The T-test was utilized to determine which hypothesi was accepted in this research, whether the null or the alternative hypothesi. To find out whether there is a meaningful difference between student who were taught use the TTW strategys and those who were not, the researcher used an independents sample t-test. This test compares the average post-test score from the experiment control clases.

- If the results gives a p-values les than 0.05, it means the difference between the two groups is statistically significant, so the null hypothesi ( $H_0$ ) is rejected.
- If the p-values is more than 0.05, the difference is not considered significant, and the null hypothesi is accepted.

## 4. Effects size

The effects size analysis was conducted to measure the magnitude of the treatment's impact or the level of its significance. This studys employed Cohen's d formula to calculate the effects size, as presented below:

$$(1). \sigma \text{ pooled} = \frac{\text{Std.Deviations 1} + \text{Std.Deviations 2}}{2}$$

$$(2). d = \frac{\text{Mean of groups 1} - \text{Mean of groups 2}}{\sigma \text{ pooled}}$$

To interpret the effects size, the Cohen's d effects size criterion wauased as the basis for determining the level of significance. The effects sizecriteria for Cohen's d are:

- 0-0.20 = **weak effect**
- 0.21-0.50= **modest effect**
- 0.51-1.00= **moderate effect**
- > 1.00= **strong effect**

## RESEARCH FINDING AND DISCUSION

This chapter shows the finding the research and the discusion.

### Research Finding

#### 1. Descriptions of the Data

This sections displays the data gathered from two sets of tests given to the experiment control clases. The tests included a pre-test, conducted at the start of the studys and a post-test, carried out after the treatment was completed.

##### a. Data Results of Experiment Clas

In the experiment clas, the data revealed that the average score of the pre-test was 65,32 with the highest score being 85 and the lowest 40. In contrast, the post-test results showed an improvement, with the mean increasing to

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75,96 where the highest score reached 88 and the lowest was 60. This indicates that the post-test outcomes were better than the pre-test, with an average gain of 10.72 points. The detailed results are presented in Table 4.1.

**Table 4.1**  
**Student' Score of Experiment Clas**

| Student' ID          | Experiment Clas |           | Gained Score |
|----------------------|-----------------|-----------|--------------|
|                      | Pre-Test        | Post-Test |              |
| A1                   | 81              | 85        | 4            |
| A2                   | 65              | 60        | -5           |
| A3                   | 73              | 85        | 12           |
| A4                   | 43              | 63        | 20           |
| A5                   | 85              | 83        | -2           |
| A6                   | 61              | 73        | 12           |
| A7                   | 66              | 75        | 9            |
| A8                   | 53              | 66        | 13           |
| A9                   | 74              | 70        | -4           |
| A10                  | 62              | 69        | 7            |
| A11                  | 66              | 78        | 12           |
| A12                  | 68              | 80        | 12           |
| A13                  | 80              | 87        | 7            |
| A14                  | 40              | 71        | 31           |
| A15                  | 56              | 72        | 16           |
| A16                  | 66              | 73        | 7            |
| A17                  | 78              | 80        | 2            |
| A18                  | 62              | 79        | 17           |
| A19                  | 70              | 83        | 13           |
| A20                  | 50              | 67        | 17           |
| A21                  | 68              | 85        | 17           |
| A22                  | 88              | 88        | 0            |
| A23                  | 58              | 77        | 19           |
| A24                  | 44              | 64        | 22           |
| A25                  | 84              | 86        | 2            |
| $\Sigma$             | 1633            | 1899      | 268          |
| <b>Mean</b>          | 65,32           | 75,96     | 10,72        |
| <b>Maximum Score</b> | 85              | 88        | 31           |
| <b>Minimum Score</b> | 40              | 60        | -5           |

b. Data Results of Control Clas

In contrast to the experiment clas, the control clas achieved a slightly high average score on the pre-test, which was 63,96 from a total of 25 student, with the highest score recorded at 82 and the lowest at 40. Similar to the

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experiment clas, the control clas also showed an improvement in the post-test, where the mean improved to 68,52. These finding are presented in the follows table.

**Table 4.2**  
**Student' Score of Control Clas**

| Student' ID          | Control Clas |           | Gained Score |
|----------------------|--------------|-----------|--------------|
|                      | Pre-Test     | Post-Test |              |
| A1                   | 56           | 60        | 4            |
| A2                   | 44           | 50        | 6            |
| A3                   | 40           | 46        | 6            |
| A4                   | 56           | 56        | 0            |
| A5                   | 77           | 76        | -1           |
| A6                   | 82           | 84        | 10           |
| A7                   | 77           | 80        | 3            |
| A8                   | 55           | 60        | 5            |
| A9                   | 51           | 51        | 0            |
| A10                  | 73           | 78        | 5            |
| A11                  | 72           | 78        | 6            |
| A12                  | 68           | 80        | 12           |
| A13                  | 50           | 58        | 8            |
| A14                  | 70           | 74        | 4            |
| A15                  | 68           | 70        | 2            |
| A16                  | 66           | 66        | 0            |
| A17                  | 50           | 75        | 25           |
| A18                  | 56           | 66        | 10           |
| A19                  | 62           | 59        | -3           |
| A20                  | 54           | 73        | 19           |
| A21                  | 82           | 69        | -13          |
| A22                  | 74           | 69        | -5           |
| A23                  | 74           | 77        | 3            |
| A24                  | 77           | 78        | 1            |
| A25                  | 65           | 80        | 15           |
| $\Sigma$             | 1599         | 1713      | 122          |
| <b>Mean</b>          | 63,96        | 68,52     | 4,88         |
| <b>Maximum Score</b> | 82           | 84        | 25           |
| <b>Minimum Score</b> | 40           | 46        | -13          |

## 2. Data Analysis

In the data analysis sections, the post tests and pre teste score from both clases were statistically examined use a T-test, which represented the use of inferential statistics. Before applying the T-test, it was necessary to check whether the data were normally distributed and whether the sample variances were homogeneous. In additions, the researcher carried out an effects size analysis to measure the degree of effectiveness of the Think-Talk-Writings strategys in this studys. Thus, normality and homogeneity tests were conducted prior to the T-test and effects size analysis. All statistical calculations were procesed use SPS 26 for Windows, while the effects size was computed manually with reference to the supporting data derived from the T-test.

### a. Normality Test

To examine the normality, the Kolmogorov-Smirnov test was applied, as shown in Table 4.3. The results indicated that the significance values of the pre-test in the experiment clas was 0.200, while in the control clas it was

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0.182. Since both values are greater than  $\alpha = 0.05$  ( $0.200 > 0.05$ ;  $0.182 > 0.05$ ), the pre-test data were considered normally distributed.

Meanwhile, the post-test revealed a significance values of 0.200 for both the experiment control clases. These results confirm that the post-test data were normally distributed, as the significance values exceeded  $\alpha = 0.05$  ( $0.200 > 0.05$ ;  $0.200 > 0.05$ ).

**Table 4.3**  
**Normality Test Results of Post tests and pre teste in Experiment Clas**

| Tests of Normality                    |                                         |                                 |    |       |               |    |      |
|---------------------------------------|-----------------------------------------|---------------------------------|----|-------|---------------|----|------|
|                                       | Clas                                    | Kolmogorov-Smirnov <sup>a</sup> |    |       | Shapiro-Wilk  |    |      |
|                                       |                                         | Statisti<br>c                   | df | Sig.  | Statisti<br>c | df | Sig. |
| results of student'<br>writings skill | Pre-Test<br>Experiment<br>(TTW)         | .090                            | 25 | .200* | .961          | 25 | .433 |
|                                       | Post-Test<br>Experiment<br>(TTW)        | .122                            | 25 | .200* | .952          | 25 | .271 |
|                                       | Pre-Test Control<br>(Conventionsal)     | .145                            | 25 | .182  | .951          | 25 | .260 |
|                                       | Post-Test<br>Control(Conventi<br>onsal) | .141                            | 25 | .200* | .928          | 25 | .080 |

\*. This is a low bound of the true significance.

a. Lilliefors Significance Corrections

## b. Homogeneity Test

The homogeneity test was conducted to examine whether the samples in both clases had similar variances. In this studys, the Levene Statistic was applied with a significance level of  $\alpha = 0.05$ . The data presented in the follows table display the results of the homogeneity test for the pre-test.

**Table 4.4**  
**Homogeneity Test**

| Test of Homogeneity of Variance       |                                         |                     |     |        |      |
|---------------------------------------|-----------------------------------------|---------------------|-----|--------|------|
|                                       |                                         | Levene<br>Statistic | df1 | df2    | Sig. |
| results of student'<br>writings skill | Based on Mean                           | 1.523               | 3   | 96     | .214 |
|                                       | Based on Median                         | 1.287               | 3   | 96     | .283 |
|                                       | Based on Median and<br>with adjusted df | 1.287               | 3   | 83.064 | .284 |
|                                       | Based on trimmed<br>mean                | 1.463               | 3   | 96     | .229 |

Referring to the table above it was known that the sig/p values from each data was high than 0,05 it means that the data is homogeny. Hence, it can be concluded that the data from both clases were homogeneous.

## c. Statistical Hypothesi Testing

Since the collected data had been confirmed to meet the requirements of normality and homogeneity, further analysis was carried out to test the research hypothesi use a T-test. The T-test results provided answers to the research questions regarding the effectiveness of the Think-Talk-Writings strategys. In additions, the finding were supported by effects size calculations. In conducting the T-test, the post-test score and gained score of both the experiment control groups were compared, and the outcomes can be seen in the follows table.

### 1. Post-Test Results

Table 4.5 presented the T-test analysis of the post-test score between the experiment groups, which received the Think-Talk-Writings strategys, and the control groups, which was taught through lecturing and groups discusion. The results were interpreted use the "equal variances asumed" row, with a significance level of  $\alpha = 0.05$  (5%). Based

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on the table, the independents samples test produced a p-values (sig. 2-tailed) of 0.011. Since the p-values (0.011) is low than  $\alpha = 0.05$ , the null hypothesi is rejected and the alternative hypothesi is accepted. This indicates that there is a statistically significant difference in the experiment groups.

**Table 4.5**  
**T-Test Results of post-test Score**

| Independents Samples Test          |                            |                                         |      |                              |        |                 |                 |                       |                                           |        |
|------------------------------------|----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|--------|
|                                    |                            | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |        |
|                                    |                            | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |        |
|                                    |                            |                                         |      |                              |        |                 |                 |                       | Low                                       | Upper  |
| results of student' writings skill | Equal variances asumed     | 2.793                                   | .101 | 2.655                        | 48     | .011            | 7.120           | 2.682                 | 1.727                                     | 12.513 |
|                                    | Equal variances not asumed |                                         |      | 2.655                        | 44.095 | .011            | 7.120           | 2.682                 | 1.715                                     | 12.525 |

## 2) Gained Score Results

Apart from the T-test analysis of the post tests and pre teste score, the gained score between the two tests were also examined, as presented in Table 4.6. The independents samples test produced a p-values (sig. 2-tailed) of 0.000. Since this values is low than the significance level of  $\alpha = 0.05$  (5%), the null hypothesi was rejected and the alternative hypothesi was accepted. This indicates that the gained score of the experiment clas showed a statistically significant difference.

**Table 4.6**  
**T-test Results of Gained Score**

| Independents Samples Test |                            |                                         |      |                              |        |                 |                 |                       |                                           |       |
|---------------------------|----------------------------|-----------------------------------------|------|------------------------------|--------|-----------------|-----------------|-----------------------|-------------------------------------------|-------|
|                           |                            | Levene's Test for Equality of Variances |      | t-test for Equality of Means |        |                 |                 |                       |                                           |       |
|                           |                            | F                                       | Sig. | t                            | df     | Sig. (2-tailed) | Mean Difference | Std. Error Difference | 95% Confidence Interval of the Difference |       |
|                           |                            |                                         |      |                              |        |                 |                 |                       | Low                                       | Upper |
| Gained Score              | Equal variances asumed     | 1.308                                   | .259 | 5.756                        | 48     | .000            | 6.720           | 1.168                 | 4.373                                     | 9.067 |
|                           | Equal variances not asumed |                                         |      | 5.756                        | 46.742 | .000            | 6.720           | 1.168                 | 4.371                                     | 9.069 |

## 3. Effects size

The effects size analysis was conducted to determine the magnitude of the effect, follows the hypothesi testing that indicated the use of Thinks-Talks-Writings (TTW) Strategys had an influence on student' descriptive writings

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skill. This test aimed to measure the level of significance of the observed effect. The present study employed Cohen's *d* formula for the analysis. According to Cohen's *d* criteria, the levels of effects size are classified as follow:

- 0 – 0.20 = Weak effect
- 0.21 – 0.50 = Modest effect
- 0.51 – 1.00 = Moderate effect
- >1.00 = Strong effect

In calculating the effects size, the researcher utilized the groups statistics from the post-test results obtained in the previous analysis. The data are displayed in the follows table:

**Table 4.7**

| Groups Statistics                  |                                  |    |       |                 |                 |
|------------------------------------|----------------------------------|----|-------|-----------------|-----------------|
|                                    | Clas                             | N  | Mean  | Std. Deviations | Std. Error Mean |
| results of student' writings skill | Post-Test Experiment (TTW)       | 25 | 75.64 | 7.947           | 1.589           |
|                                    | PostTest Control(Conventions al) | 25 | 68.52 | 10.802          | 2.160           |

Based on the table above, the mean score of post-test in experiment clas is 75.64 and in the controlled clas is 68.52. Additionsally, the standards deviations of experiment clas is 7.947 meanwhile controlled clas is 10.802 Then, the effects size is calculated by use Cohen's *d* analysis with the formulations below:

Formulations:

$$(1). \sigma \text{ pooled} = \frac{\text{Std.Deviations 1} + \text{Std.Deviations 2}}{2}$$

$$(2). d = \frac{\text{Mean of groups 1} - \text{Mean of groups 2}}{\sigma \text{ pooled}}$$

Calculations:

$$(1). \sigma \text{ pooled} = \frac{7.947 + 10.802}{2} = 9.37$$

$$(2). d = \frac{75.64 - 68.52}{9.37} = 0.75$$

Based on the calculations above, the results of the effects size is 0.75. It indicates that the size effect is moderate. In other words, the effects of use think-Talk-Writings on student' writings descriptive skill is moderate.

## Discussion

Based on the research finding, it was revealed that the Thinks-Talks-Writings (TTW) Strategys was effectively used in teaching descriptive text writings. This effectiveness was evident from the significant difference between student taught use the Thinks-Talks-Writings (TTW) Strategys and those taught through conventional learnings methods. Moreover, these finding are in line with previous studies conducted by Kamilia (2019) and Ambarsari (2018), which also demonstrated that the Think-Talk-Writings strategys was an effective writings technique to enhance student' writings skill. .

Based on the research method, the teaching and learnings proces was divided into three stages. The first stage involved administering a pre-test to both the experiment control clases to determine the student' writings ability before being taught use the Thinks-Talks-Writings (TTW) Strategys. The second stage was the treatment phase, during which the experiment clas received instructions through the Thinks-Talks-Writings (TTW) Strategys in writings descriptive texts. The third stage was administering a post-test to both clases (experiment control) to measure the student' writings ability after the treatment was given. The experiment clas pre-test result in an average of 65.32 while the control clas had an average of 63.96, showing only a slight difference of 1.36 points.

Therefore, the finding indicated that teaching through the Thinks-Talks-Writings (TTW) Strategys had a significant positive effect on student' writings performance and effectively improved their ability to writings descriptive texts. This results was supported by Misnah (2017), who stated that the Thinks-Talks-Writings (TTW) Strategys was designed to enhance student' comprehension skill. The implementations of the Thinks-Talks-Writings (TTW) Strategys in writings instructions served as an effective alternative to increase student' enthusiasm, interest, and active participations during the learnings proces. Through this strategys, student were encouraged to expres their

ideas, communicate, and share with others. As Huinker and Laughlin (1996) explained, the Thinks-Talks-Writings (TTW) Strategys trained student to think critically and develop their communications skill through sharing.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the finding presented in Chapter IV, it was confirmed that the Think-Talk-Writings strategys was considerably effectives in improving student' ability to writings descriptive texts. This conclusion is supported by the results of the independents samples T-test, which produced a p-values (2-tailed) of 0.011 in the post-test. Since the significance level used in this research was  $\alpha = 0.05$  (5%), and the obtained p-values was smaller than  $\alpha = 0.05$ , the results indicated statistical significance and effectiveness. In other words, because the p-values  $< 0.05$ , the null hypothesi was rejected, and the alternative hypothesi was accepted. Additionsally, the effects size values of 0.75 further supports that the Think-Talk-Writings strategys was effectives in enhancing the descriptive writings skill of the eleventh-grade student at SMKS 1 Tamansiswa Pematangsiantar.

### **Suggestions**

Based on the finding and discussions presented in the previous chapter, several suggestions are offered to individuals closely related to this research. The suggestions are outlined as follow:

1. For English Teacher

Implementing intensive readings activities in the clasroom helps create an interactive learnings atmosphere between teacher and student. Therefore, teacher should ensure that every student actively participates in the learnings proces. In additions, teacher are encouraged to modify and adapt the step of intensive readings based on their creativity to design engaging and effectives clasroom activities.

2. For Student

Intensive readings serves as a helpful strategys to guide student in understanding texts. The vocabulary exercises provide learners with opportunities to comprehend the passage by identifying the meanings of various words. Furthermore, the intensive readings chart aids student in recognizing both the main ideas and supporting details within the text.

3. For Future Researcher

The finding of this research may serve as a reference or foundations for future research related to the applications of intensive readings in teaching readings comprehension. It is suggested that future researcher develop more effectives and creative activities beyond those used in this studys. Any limitations encountered in the present research can be addressed through innovative approaches in applying intensive readings to different populations, samples, or language skill.

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# THE EFFECT OF THE THINK-TALK-WRITE (TTW) STRATEGY ON THE ELEVENTH GRADE STUDENTS' DESCRIPTIVE WRITING SKILLS AT SMKS 1 TAMANSISWA PEMATANGSIANTAR

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