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Available at:

<https://journal.nahnuinisiatif.com/index.php/ARJI>

Volume 7 Number 2 Year 2025

 DOI: 10.61227

 E-ISSN : 2775-0787

 P-ISSN : 2774-9290



842 – 859

The Effectiveness of Think Talk Write (TTW) Strategy in Teaching Writing Analytical Exposition Text Toward Students at SMAN 3 Medan

Artikel dikirim :

2025-04-29

Artikel diterima :

2025-05-13

Artikel diterbitkan :

2025-05-31

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Keywords:

analytical exposition text, effect, Think Talk Write, writing

Abstract: The background of this research is because students of SMA N 3 Medan have weak writing skills in analytical exposition texts due to lack of mastery of vocabulary, grammar, and writing structure. This study aims to examine the effectiveness of Think Talk Write (TTW) strategy in learning to write analytical exposition texts for students in grade XI of SMA Negeri 3 Medan. This study addresses the problem of students' difficulties in writing analytical exposition texts, particularly in organizing ideas and understanding text structures. The study employs a quantitative experimental method with a true experimental design, involving two groups: an experimental class taught using the TTW strategy and a control class taught through conventional methods. The research subjects were 72 class XI students of SMA Negeri 3 Medan who were divided into experimental and control groups. Data were collected through pre-tests and post-tests to measure students' writing performance. The research uses statistical data analysis techniques including normality tests, homogeneity tests, and t-tests. The findings show a significant improvement in the experimental group compared to the control group. The mean post-test score for the experimental group was 84.13, exceeding the control group's mean score of 71.2. In addition, the data collected for this study showed normal distribution. Based on the analysis conducted using the t-test, $T_{count} = 3.11$ was obtained at a significant level of $\alpha = 5\%$, $dk (n-1) = 14$, so $(15-1) = 14$, so $T_{table} = 1.76$. It can be concluded that $T_{count} > T_{table}$ ($3.11 > 1.76$). The implication of the results of this study is that it shows that the Think Talk Write strategy can be widely adopted by English

teachers as a more effective writing learning method than conventional methods to improve students' ability to write analytical exposition texts.

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INTRODUCTION

Writing is a creative process in which someone uses language to compose text that can convey ideas, information and emotions, (Perkins, n.d., 2005) This process is not just about stringing words together, but also involves critical thinking abilities and skills in organizing ideas logically. However, writing is often considered difficult, and many people cannot produce a good essay in one sitting. Writing is frequently perceived as challenging, and numerous individuals struggle to compose a quality essay in a single session. This can be attributed to various factors, including a lack of confidence, insufficient planning, or simply the pressure of having to meet certain standards. To overcome these obstacles, it's essential to break the writing process into manageable steps, allowing for brainstorming, drafting, and revising to occur over time. One factor that contributes to these difficulties is students' lack of motivation in English lessons. Many students feel that their inability to speak English makes the learning process more challenging. Apart from that, the fact that English is not their mother tongue is also one of the causes of difficulties in communicating in this language.

However, writing is typically regarded as tough, and many people are unable to complete a competent essay in a single sitting. One aspect contributing to these challenges is pupils' lack of motivation during English lessons. The main goal of teaching writing is to achieve linguistic competence, communicative abilities, and cultural understanding (Rasulova & Ataulayeva, 2023). First, linguistic competency demonstrates that foreign languages are employed in writing classes with the goal of preparing students to compete with the demands of today's world, where they recognize English as an international language. Second, communication competence is demonstrated when students organize their ideas in written form and can express their perspectives and attitudes in writing. Finally, cultural competency demands students to be able to effectively communicate their views, as well as analyze, compare, and evaluate the facts and events they impart.

Based on the researcher's experience when she was doing Teaching Practice Programmed /*Praktek Pegalaman Lapangan (PPL)* at SMA N 3 Medan, the researcher found that the students lacked in writing. Several factors influence the weak writing ability of students. First, it was carried out by researcher with class for the main idea of their writing Analytical exposition text, and in writing each paragraph there are discrepancies so that the writing lacks connection between each section. Second, students cannot interpret some words, so the sentences written by the students become confused, this happens because the English vocabulary that the students have is still not yet enough and they have difficulty memorizing English vocabulary. Third, when they want to make sentences, students are lazy about arranging words, because there are some students who do not know and understand grammar. Fourth, errors are still found in the use of punctuation and spelling in English. In the end, students do not finish their writing perfectly. The next teachers have not fully applied the recommended models in learning, thus reducing student motivation in learning and this results in weak student writing skills. One of the examples found by researcher is as follows, "The use of technology in

education are beneficial because it helps students to learn better and they can access information easily”, which should have been the use of technology in education is beneficial because it helps students learn better and allows them to access information easily. Error: The subject "The use of technology" is singular, so the verb should be "is" instead of "are." Additionally, "helps students to learn better" is corrected to "helps students learn better" for conciseness, and "they can access" is changed to "allows them to access" for better parallel structure.

Previous research by Trisnani (2020) showed that the Think Talk Write strategy was effective in improving students' mathematical communication skills, while Hastutik (2022) proved the effectiveness of TTW in improving the descriptive text writing skills of junior high school students. In contrast to previous research that focused on mathematics subjects and types of descriptive texts, this study specifically explores the application of TTW strategies in learning to write analytical exposition texts at the high school level using true experimental design and comprehensive statistical analysis. The urgency of this research is very important considering the low writing ability of high school students in English, especially in organizing ideas and understanding the structure of analytical exposition texts, as well as the limited research that specifically examines the effectiveness of TTW on the type of argumentative text in the context of English learning at the upper secondary level, so that the results of this research can make an empirical contribution to the development of more effective writing learning methods.

Finally, by viewing all phenomena above, the researcher tries to help students by using the Think Talk Write strategy (TTW) method and conduct research about this problem with the title of “The Effectiveness of Think Talk Write (TTW) Strategy in Teaching Writing Analytical Exposition Text Toward Students at SMA N 3 Medan”. This study aims to determine the effectiveness of the Think Talk Write (TTW) strategy in improving the analytical exposition text writing skills of class XI students of SMA Negeri 3 Medan.

LITERATURE OF REVIEW

Writing

According to Nunan (2003:88), Writing is a complex cognitive activity that involves a series of thinking processes to produce written and structured text. Writing not only involves the ability to combine words or sentences but also the skill of organizing ideas, thinking about sentence structure. According to (Napitupulu, 2017), writing is a complex cognitive process, and writers must be able to handle many elements at the same time. In this process, the writer must pay attention to content, format, sentence structure, word choice, punctuation, spelling, and font. Writing also requires critical thinking skills and the ability to combine elements such as grammar, vocabulary, and style to create effective communication. According to Oshima and Hogue, writing is a systematic and organized process for communicating ideas in written form. They emphasize that writing is not just limited to pouring out words, but involves important steps such as planning, drafting, revising, and editing writing to achieve clear and effective results. In Brown's view,

writing does not only focus on the result in the form of text finished, but also involves complex processes, such as planning, drafting, and revision. Writers need to pay attention to various aspects, starting from composing appropriate sentences to maintaining a logical flow between the ideas expressed. (Heaton, 1975) asserted that students should possess the following writing abilities: language use mechanical skills, treatment of materials, stylistic abilities, and judgment abilities.

The researcher concludes that writing is not just a medium of information, but writing must involve the ability to express ideas, thoughts or information in the form of written text in a structured way so that readers can understand it.

The writing process consists of various stages that writers must follow to produce good written work. According to (Keraf, 1991) there are several stages that must be carried out to produce structured and clear writing, namely as follows:

1. Prewriting

The prewriting stage is the writing preparation process to obtain and organize ideas, thoughts and problems related to the writing topic. In this stage, the writer chooses a topic, considers the purpose of the writing, type of writing, target audience, and collects and organizes ideas. Through prewriting activities, students can discuss, draw, read, and even write to develop the information needed.

2. Drafting

Drafting is the process of arranging written ideas so that they are arranged in an orderly manner. Writers need to create a writing framework as a guide in preparing the writing process.

3. Revising

Editing is an activity to improve writing by correcting the mechanical elements and content of the writing. This editing is more in-depth because it involves improvements both in terms of the text and the context of the writing.

4. Editing

Revising is improving writing by adding, subtracting, deleting, or rearranging the contents of the essay so that it better suits the reader's needs. Revisions can be made by the author himself or someone else who reviews the writing.

5. Publication

Publication is the activity of providing and informing messages/information to other people. Publication media can be print media or electronic media depending on the target readership.

Analytical Exposition Text

Analytical exposition is one of the texts recommended to be taught in high school. The communicative purpose of an analytical exposition text is to express an opinion that something is true. Analytical exposition is a type of spoken or written discourse that is used to explain, describe, provide information or inform about what is being discussed. According to (Coffin, 2013), analytical exposition text is used to convey arguments or

points of view. Meanwhile, (Mali-Jali, 2013) explains that the social purpose of analytical exposition texts is to defend and support a certain point of view regarding an issue. Thus, analytical exposition can be interpreted as text that functions to convince the reader that the topic raised has significance for discussion or attention, by including supporting arguments and opinions.

Analytical exposition texts aim to convey the author's arguments or views on an issue, by providing in-depth analysis and supporting the opinion with relevant evidence. This text is often used to persuade readers to understand and accept a certain point of view, as well as presenting various information that can help readers evaluate the argument. With a clear structure, including statements of opinion, arguments, and evidence, analytical exposition texts function as a tool to increase awareness and understanding of the topics discussed.

From the explanation above, researcher concluded that analytical exposition text is a type of writing that aims to explain and express the author's opinion about a particular issue or phenomenon. In this text, the researcher does not try to influence the reader to do something, but rather focuses on the importance of the topic being discussed.

According to (Anderson, 2003) analytical exposition texts have distinctive language structures and features. The following is an explanation of the generic structure and language features of this text:

Generic Structure of Analytical Exposition Text

1. Thesis Statement: This section serves to introduce the topic and provide a clear statement of the author's position. This usually includes the opinion or view you wish to convey. For example, "Education must be a top priority in a country's development."
2. Arguments: Here, the author presents several arguments that support the opinion statement. Each argument must be followed by relevant evidence or examples to strengthen the claim. Arguments can be facts, data, or statements from credible sources. For example, "Based on research, good education improves the quality of human resources."
3. Closing (Reiteration): This section repeats or reinforces the opinion statement that was made at the beginning. The conclusion serves to provide a clear conclusion and emphasize the importance of the arguments that have been presented. For example, "Therefore, investing in education is an important step for a better future."

Language Features of Analytical Exposition Text

1. Use of Formal Language: Analytical exposition texts often use formal and objective language, avoiding colloquial language or slang. This aims to maintain the seriousness and credibility of the argument.
2. Use of Connecting Words (Cohesive Devices): Conjunctions such as "however," "additionally," "in addition," are used to connect sentences or ideas. This helps in flowing the argument logically.

3. Use of Active and Passive Voice: Writers can use active sentences to emphasize actions and passive sentences to emphasize results or conditions. For example, "Education should be encouraged" (active) compared to "Education should be encouraged by the government" (passive).
4. Use of Data and Statistics: To support arguments, writers often include data, statistics, or quotes from credible sources. This adds weight to the argument presented.
5. Adverbs and Adjectives: Appropriate use of adverbs and adjectives helps add detail and clarity to an argument. For example, "High quality education" or "Significantly improved."
6. By understanding the structure and features of this language, writers can compose analytical exposition texts that are effective and persuasive, and help readers understand and digest information better.

Think Talk Write

according to (Iru and Arihi 2012), TTW is a learning model that is carefully designed to direct students to think, exchange opinions and write down discussion results, so that learning objectives can be achieved. This model uses small groups that encourage collaboration, discussion, sharing knowledge, communication, and helping each other in understanding the subject matter. In TTW, students are expected to actively carry out three main activities: thinking, speaking and writing.

The Think Talk Write (TTW) method is a learning strategy that aims to increase student involvement in the learning process. This method involves three main stages:

1. Think:

Students are given time to reflect on the topic or question asked. Here, they are expected to think about their ideas or opinions individually.

2. Talk:

After thinking, students discuss with their classmates. At this stage, they share thoughts, listen to other people's views, and interact actively.

3. Write

At the end of the discussion, students are asked to write down their thoughts. This can be a summary, reflection, or opinion on the topic that has been discussed.

The researcher concludes that the essence of the Think Talk Write (TTW) strategy is to encourage students to go through a deep-thinking process by reading and reflecting on the material, then discussing to exchange ideas and opinions between them. After the discussion, students are asked to write down the results of their thoughts and conclusions from the discussion. With this approach, TTW helps students develop critical thinking skills, communicate effectively, and organize their ideas in written form, thereby increasing their understanding of the material being studied.

The Procedure in Think Talk Write

The steps in the Think Talk Write learning model according to (Siswanto and Ariani 2016), are as follows:

1. Researchers distribute student worksheets (LKS) containing problems that students must solve. If necessary, give a little guidance.
2. Students read the problem on the worksheet and make small notes about what they know and don't know about the problem. After they make small notes, students try to solve the problem independently. The purpose of this activity is for students to be able to distinguish or unify the concepts read and translate them into their own language. Students discuss with friends and groups to discuss the contents of the notes they make and solve problems individually (talk). In this activity they use their own language and words to convey the ideas generated in the discussion. The discussion is expected to produce solutions to the questions given. Discussions will be effective if there are not too many group members and consist of group members with heterogeneous abilities. The TTW method will be effective if students work in heterogeneous groups consisting of 2 to 6 students who work to explain, summarize or reflect.
3. After the discussion, students individually formulate their knowledge in the form of answers to questions that contain the foundation and relationships between concepts, methods and solutions. They then write these answers in their own language and connect the ideas they gained from the discussion.

The final learning activity is to reflect on the conclusions on the material studied. In addition, students are required to apply the material obtained in the stories they write..

METHOD

Research Design, Population and Sample

This study used a true experimental design with two groups, the experimental class and the control class. design with two groups, namely experimental class and control class. Sugiyono (2015) stated that experimental research methods could be interpreted as research methods used to seek the effect of certain treatments on others under controlled conditions. This research used a true experimental model because the sampling was random and the population consisted of more than two classes. This research divided the participants into two groups, namely the Experimental group and the Control group. According to (Sugiyono, 2021) a true experiment is a real experiment because, in this design, the researcher could control all external variables that affected the course of the experiment. The experimental group was taught using the Think-Talk-Write strategy, while the control group was taught using conventional teaching methods to find out the difference between the pretest and post-test. This research consisted of two variables, namely the independent variable symbolized by "X," which was the learning method using the Think-Talk-Write strategy, and the dependent variable symbolized by "Y," which was the students' writing skills.

The population of the study was the 11th grade students of SMA Negeri 3 Medan, with the the sample was taken randomly, there are 72 students enrolled in all four classes combined. The research instrument was an analytical exposition text writing test analytical exposition given in the form of pre-test and post-test. The data were statistically analyzed using normality test, homogeneity, and t-test to test the research hypothesis. Procedure The research procedure included giving a pre-test, treatment with the TTW strategy in the experimental class and the conventional method in the control class, as well as giving a post-test to measure the performance of the experimental class control class, and giving post-test to measure the effectiveness of the TTW strategy.

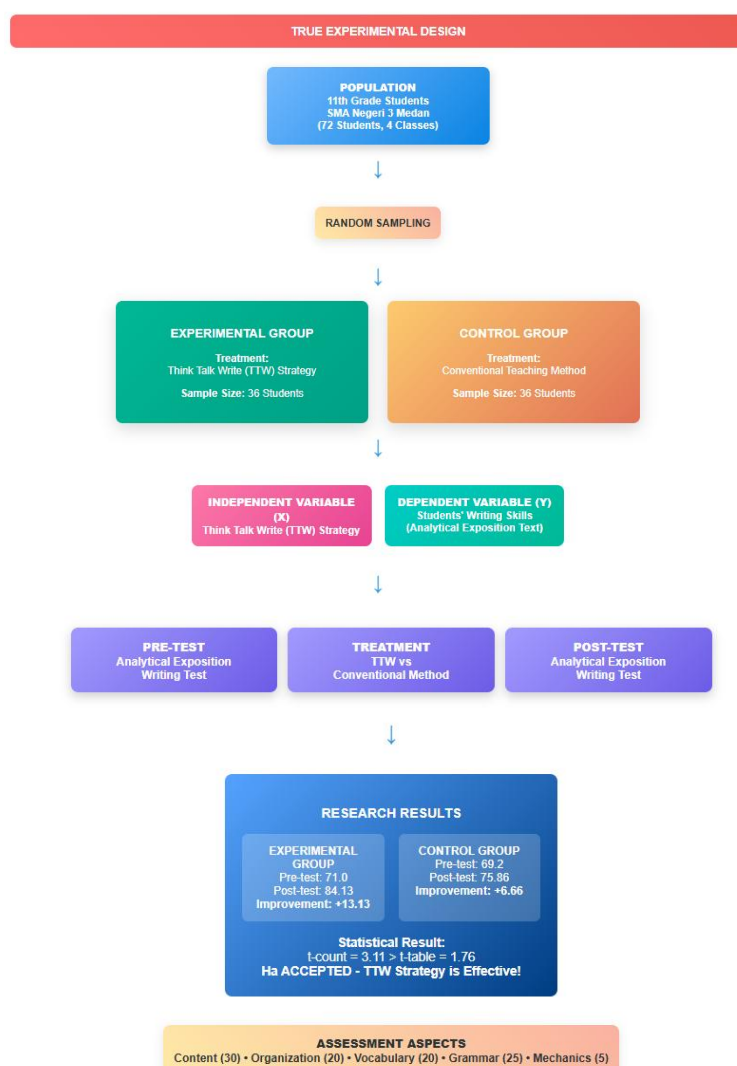


Figure 1. Research Design

Scoring of the Test

Assessment forms are designed to collect data and information needed to assess and evaluate a subject or situation. They offer a structured and standardized method to collect relevant data and assess criteria such as performance, knowledge, opinion skills,

or others. Depending on the purpose of the assessment, these forms do not provide a single score.

Table 1. Scoring the Test Weigle (2002:114)

| Aspect | Level | Score | Criteria |
|-------------------|------------------------|-------|---|
| Content (30) | Excellent to very good | 27-30 | Complete, concise, relevant information to the topic described. |
| | Good to average | 22-26 | Sufficient information, less dense, partly relevant to the topic, limited thesis development |
| | Fair to poor | 17-21 | Information is limited, not concise, less relevant to the topic being described, topic development is inadequate. |
| | Very poor | 13-16 | Not relevant to the topic depicted, does not show knowledge of a subject. |
| Organization (20) | Excellent to very good | 18-20 | Ideas are expressed clearly, logically and concisely. |
| | Good to average | 14-17 | Ideas are unclear, logical sequence but not complete and sufficient density. |
| | Fair to poor | 10-13 | The ideas are unclear, the story sequence is illogical, and the density is lacking. |
| | Very poor | 7-9 | The presentation of ideas is not communicative, the sequence is illogical, and the value is not worthy. |
| Vocabulary (20) | Excellent to very good | 18-20 | Use of standard vocabulary, correct word choice. |
| | Good to average | 14-17 | Use of standard vocabulary, inappropriate word choice, but does not change the meaning. |
| | Fair to poor | 10-13 | There is non-standard vocabulary, incorrect vocabulary often occurs which changes the meaning. |
| | Very poor | 7-9 | There is a lot of use of non-standard vocabulary. |
| Grammar (25) | Excellent to very good | 22-25 | The language used is good and correct, there are no errors in language use. |
| | Good to average | 18-21 | The language used is good, there are errors in language |

| | | | |
|--------------|------------------------|-------|--|
| | | | use but it does not change the meaning. |
| | Fair to poor | 11-17 | The language used is not appropriate, there are errors in language use and changes in meaning. |
| | Very poor | 5-10 | There are many mistakes and no communication. |
| Mechanic (5) | Excellent to very good | 5 | Mastering the rules of writing |
| | Good to average | 4 | There is a spelling error but it does not change the meaning. |
| | Fair to poor | 3 | Spelling errors often occur which change the meaning. |
| | Very poor | 2 | Does not know the writing rules, there are lots of spelling mistakes, not worth the grade. |

Table 2. The Level of the Student's Score

| No | Range of the score | Levels |
|----|--------------------|-----------|
| 1 | 90-100 | Excellent |
| 2 | 81-89 | Very good |
| 3 | 71-80 | Good |
| 4 | 60-70 | fair |
| 5 | <59 | poor |

Technique of Analyzing Data

The steps that were taken in analyzing the data are:

1. Calculating the mean of students' before and after treatment. (Sudjana,2005).

$$x = \frac{\sum f_1 x_1}{\sum f_1}$$

Where:

f_1 : frequency

x_1 : interval class

X : mean

2. Used the following formula to calculate the standard deviation of S 1 and S 2 before and after the treatment.

$$S^2 = \frac{n \sum f_1 x_1^2 - (\sum f_1 x_1)^2}{n(n-1)}$$

Where:

n: Amount of data

χ_1 : interval class

3. Liliefors normality test, which consists of: (Sudjana, 2005)

- a. Observing X_1, X_2, \dots, X_n should be raw numbers $Z_1, Z_2, \dots, \dots, Z_n$ by using this formula:

$$Z_1 = \frac{x_1 - \bar{x}}{s}$$

Where:

χ_1 : The score obtained by the 1st student

\bar{x} : Average score

s: standard deviation

- b. Calculate the opportunity $F(Z_1) = F(Z < Z_1)$ by using a list of the standard normal distribution.
- c. Calculate Z_1, Z_2, \dots, Z_n that state with $S(Z_1)$
- d. Calculate $F(Z_1) - S(Z_1)$ and determine the absolute value.
- e. Accepting and rejecting the normal distribution of the study can be compared with L_0 and criticism taken from the Liliefors test table with a 0.05 and $L_0 < L$ test criteria.
4. The homogeneity of variance test is used, as indicated by the Bartlett Test, to determine whether the data is homogeneous or not (Sudjana, 2005).

$$X^2 = \ln 10 \left\{ B - \sum_i (n_i - 1) \log S_i^2 \right\}$$

Criteria of testing:

If $X_{count} < \text{Table 2}$. This proved that the population variance is homogeneous

5. Statistical hypothesis Hypothesis testing, used t-test formula by Arikunto, namely:

$$t_0 = \frac{M_1 - M_2}{SEM_1 - M_2}$$

Where:

t_0 : t observation

M_1 : Mean post-test

M_2 : Mean pre-test

$SEM_1 - M_2$: Standard error difference between the two groups

To test at the 5% significance level, the above formula is used. List = 0.05 from the t distribution list $dk = (n-1)$, with the rule that if $t_{count} > t_{table}$, then H_a is accepted and H_0 is rejected.

RESULT AND DISCUSSION

Findings

Based on the result of calculation above that the mean of pre-test and post test it is obtained the $T_{count} = 3,11$ at significant level $\alpha = 5\%$, $dk (n-1) = (15-1) = 14$, so, $T_{table} = 1,76$. It could be concluded that $T_{count} > T_{table}$ ($3,11 > 1,76$). This indicates that H_0 is rejected and H_a is accepted. This shows that students' abilities are significantly different between before and after using the Think Talk Write (TTW) strategy. The average experimental class pre-test score was 71 with a score range of 56-86, while the average control score was 69.2 with a score range of 55-83. This shows that students' abilities are significantly different before and after using the Think Talk Write (TTW) strategy.

Based on the assessment aspects in the control class before treatment, their average scores were as follows content 20.2, organization 15.6, vocabulary 14.5, grammar 15.6 and mechanics 3.1 while the average pre-test score in the experimental class was content 22.6, organization 12.7, vocabulary 14.1, grammar 15.5, and mechanics 3.4. From this data, it can be seen that before the treatment was given, both classes had major weaknesses, namely in the vocabulary and grammar sections which showed that students still had difficulty using standard vocabulary and using correct language in writing expository analytical text. This is also in line with the researcher's background which states that students often have difficulty in using correct vocabulary and their sentence construction is often messy.

The post-test results after being treated in the control class using the conventional method showed that the average scores of the assessment aspects were as follows: content 18.5, organization 17, vocabulary 15.1, grammar 17.8, and mechanics 3.6. From these scores, there was a significant improvement, especially in the vocabulary and grammar aspects. Although students in the control class were not taught using the Think-Talk-Write (TTW) strategy, this improvement shows that the conventional method applied is still able to have a positive impact on students' ability to write. This indicates that despite not using a particular strategy, the learning process can still improve students' understanding of essential aspects of analytical text writing.

After introducing Think Talk Write (TTW) strategy in the experimental class, their post-test mean soared to 84,13, with scores ranging from 73 to 98. Based on the post-test results, the average scores of the assessment aspects in the class that applied the Think-Talk-Write (TTW) strategy showed significant numbers, namely: content 26, organization 18, vocabulary 17.4, grammar 18.5, and mechanics 4. From this data, it can be seen that the TTW strategy not only succeeded in improving students' abilities in vocabulary and grammar aspects, but also had a positive impact on other aspects such as content and organization. This shows that the implementation of TTW strategy as a whole can effectively improve students' writing skills, so that students are better able to produce quality analytical texts. On the other hand, the control class, which did not undergo Think Talk Write (TTW) strategy, also saw an increase in post-test scores, though not as substantial, averaging 75,86 with scores ranging from 65 to 90. These

results suggest that Think Talk Write (TTW) strategy is more effective in improving post-test scores compared to traditional teaching methods.

Discussion

Research on the effectiveness of Think Talk Write (TTW) strategy in learning to write analytical exposition text at SMA N 3 Medan shows that the use of TTW significantly improves students' writing ability compared to conventional methods. This can be seen from the average post-test score of the experimental group which reached 84.13, much higher than the control group which only obtained an average of 71.2. TTW strategy helps students in organizing ideas and understanding text structure, in line with Vygotsky's Social Constructivism Theory (Vygotsky & Cole, 2018) which emphasizes learning through social interaction and collaborative dialogue, and Bloom's Taxonomy (Limbach & Waught, 2010) which suggests that higher-order thinking skills develop through progressive cognitive processes from remembering to creating. The discussion process in the Talk stage was also effective in improving students' understanding and argumentation skills before writing, and proved to overcome difficulties in organizing ideas and understanding text structure.

The implementation of TTW strategy aligns with Process Writing Theory by Hayes and Flower (1981) which views writing as a recursive cognitive process involving planning, translating, and reviewing, and Collaborative Learning Theory by Johnson and Johnson which emphasizes that students learn more effectively when they work together and share ideas (Johnson & Johnson 2015). The Think stage facilitates cognitive planning and idea generation, the Talk stage promotes collaborative knowledge construction through peer interaction, while the Write stage allows students to transform their thoughts into coherent written discourse. This systematic approach addresses the cognitive and social dimensions of writing, enabling students to develop both individual thinking skills and collaborative communication abilities.

Nevertheless, this study found some limitations, such as the fact that there were still students who experienced problems in the aspects of grammar and vocabulary, although in general their scores improved. These findings are consistent with Krashen's Input Hypothesis and the Zone of Proximal Development theory by Vygotsky, which suggest that language acquisition occurs gradually and requires appropriate scaffolding and comprehensible input to bridge the gap between current and potential language proficiency levels (Dunn & Lantolf, 1998). TTW implementation also requires time and teacher readiness to facilitate discussions and guide students at each stage. Overall, the TTW strategy is highly recommended to be applied in learning to write analytical exposition texts, and teachers are expected to use it more often to improve students' motivation and writing ability. Future research is suggested to test TTW on other text types or combine it with other strategies to overcome the limitations on grammar and vocabulary aspects.

Implications of Research Results

Based on the results of this study, there are several important implications for the world of education, especially in learning to write English. The pedagogical implications suggest that the Think Talk Write (TTW) strategy can be widely adopted by English teachers as an alternative to more effective learning methods than conventional methods, as it has been proven to be able to significantly improve students' writing skills from an average of 71 to 84.13. The curricular implications indicate the need to integrate collaborative and constructivist approaches in the writing learning curriculum, which allows students to develop critical thinking skills through the think, talk, and write stages in a systematic manner. The practical implications for educational institutions are the need for teacher training in implementing the TTW strategy, given that this method requires the readiness of teachers to facilitate discussions and guide students at each stage, as well as the provision of sufficient learning time to accommodate the collaborative discussion process.

CONCLUSION

Based on the results of data analysis in the previous chapter, it can be seen that eleventh-grade students at SMA N 3 Medan received an increase in their writing ability from implementing Think Talk Write (TTW) strategy in their lessons. This means that there is a significant influence on Talk Write (TTW) strategy on students' ability to write analytical exposition text in the eleventh-grade of SMA N 3 Medan.

Suggestion for the teacher, Implement a variety of teaching techniques in the classroom to maintain student engagement and prevent boredom, especially when utilizing Think Talk Write for teaching writing. For the students, Although the students have a great imagination, they are sometimes at a loss to express it. By using the previous Think Talk Write strategy, the authors hope to gain knowledge on how to communicate their ideas so that they can continue writing new ideas. The students should increase their knowledge and do a lot of practice to improve their writing ability. The author suggests that future researchers explore additional factors influencing students' narrative writing abilities for further investigation.

The limitations of this study include a limited sample size (72 students from one school), the duration of treatment that is not clearly stated, the focus only on the analytical exposition text, and the lack of control over external variables such as motivation and background of students, in addition to this study has not explored the teacher's perspective and learning process in depth through observation or interviews.

For follow-up studies, it is recommended to conduct multi-site research with a larger and representative sample, explore the effectiveness of TTW on various types of texts (narrative, descriptive, argumentative), apply mixed-methods research by triangulating data through classroom observation and interviews, conduct longitudinal studies to see student ability retention, develop special strategies to overcome grammar and vocabulary weaknesses, examine TTW adaptation with digital technology assistance,

as well as exploring the implementation of TTW at different levels of education (junior high school, college) and in the context of blended or online learning, so that a more comprehensive understanding of the effectiveness of TTW strategies can be obtained in various learning contexts.

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