



THINK- TALK-WRITE (TTW) STRATEGY TO ENHANCE STUDENTS' WRITING ABILITY

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Abstract : This study was intended to analyze the use of Think-Talk-Write (TTW) strategy to enhance students' writing ability along with its benefits and challenges. It used descriptive qualitative as a research design. The subjects of this study were the fourth semester of English Department students at STIT Miftahul Midad Lumajang. Observation and semi-structured interview were conducted in order to collect data. The findings revealed that there were seven procedures of TTW strategy which employed by lecturer in the writing process. Further, students perceived the use of TTW strategy positively. They argued that it could improve communication and collaboration skills, enhance critical thinking abilities, increase confidence in expressing ideas, increase deeper understanding of writing principles, and heighten engagement in the writing process. However, they also encountered some challenges such as the difficulties in organizing thoughts, navigating group discussions, managing time constraints, and maintaining coherence in written compositions. Overall, the findings of this research contribute valuable insights into the implementation of TTW strategy and its impact on students learning experiences. By addressing the challenges identified in the study and leveraging theoretical frameworks to inform instructional practices, educators can enhance the effectiveness of TTW as a learning strategy and support students in developing essential cognitive and metacognitive skills.

Keywords : Think-Talk-Write (TTW) Strategy; Writing Ability

Abstrak : Penelitian ini bertujuan untuk menganalisis penggunaan strategi Think-Talk-Write (TTW) dalam meningkatkan kemampuan menulis mahasiswa serta kelebihan dan tantangannya. Penelitian ini menggunakan desain penelitian deskriptif kualitatif. Subjek dalam penelitian ini adalah mahasiswa semester empat Jurusan Bahasa Inggris di STIT Miftahul Midad Lumajang. Observasi dan wawancara semi-struktural dilakukan untuk mengumpulkan data. Temuan menunjukkan bahwa ada tujuh prosedur strategi TTW yang digunakan oleh dosen dalam proses menulis. Selain itu, mahasiswa merespons penggunaan strategi TTW secara positif. Mereka berpendapat bahwa hal tersebut dapat meningkatkan keterampilan komunikasi dan kolaborasi, meningkatkan kemampuan berpikir kritis, meningkatkan kepercayaan diri dalam menyampaikan ide, meningkatkan pemahaman mendalam tentang prinsip-prinsip menulis, dan meningkatkan keterlibatan dalam proses menulis. Namun, mereka juga menghadapi beberapa tantangan seperti kesulitan dalam mengorganisir pemikiran, mengelola diskusi kelompok, mengelola batasan waktu, dan menjaga kohesi dalam komposisi tulisan. Secara keseluruhan, temuan dari penelitian ini memberikan wawasan berharga tentang implementasi strategi TTW dan dampaknya terhadap

pengalaman belajar siswa. Dengan mengatasi tantangan yang diidentifikasi dalam penelitian ini serta memanfaatkan kerangka teoritis untuk memberikan informasi tentang praktik instruksional, pendidik dapat meningkatkan efektivitas TTW sebagai strategi pembelajaran dan mendukung siswa dalam mengembangkan keterampilan kognitif dan metakognitif yang esensial.

Kata Kunci : Strategi Think-Talk-Write (TTW); Kemampuan Menulis

INTRODUCTION

The acquisition of proficient writing skills is widely acknowledged as a fundamental aspect of students' academic and professional success. Effective writing not only enables individuals to convey their thoughts and ideas but also fosters critical thinking, communication skills, and self-expression (Lee, 2010; Scott, 2015). Despite its paramount importance, some research consistently indicates that many students struggle with writing, experiencing difficulties in generating ideas, organizing thoughts coherently, and communicating meaningfully (Graham et al., 2012). Consequently, educators face the formidable challenge of providing effective writing instruction that meets the diverse needs of students and equips them with the necessary skills to navigate academic and real-world contexts.

In order to response persistent writing instruction challenges, educators and researchers have explored various pedagogical strategies aimed at enhancing students' writing ability. Choosing an appropriate strategy is needed in order to achieve the learning goals (Ummah, 2023). Further, utilizing Think-Talk-Write (TTW) strategy may be the most effective choice to develop students' writing proficiency. Based on constructivist theories of learning, the TTW strategy emphasizes the interconnectedness of cognitive processes, collaborative discourse, and written expression in the writing process (Tavalsky, 2017). Further, refining and expanding the conceptualization of TTW strategy, as part of students' knowledge transformation processes, it involves a structured sequence of three phases; thinking, talking, and writing. During the thinking phase, students engage in reflective activities to generate ideas, organize thoughts, and plan their writing. Subsequently, in the talking phase, students participate in collaborative discussions with peers to share ideas, receive feedback, and deepen their understanding of the topic. Finally, in the writing phase, students translate their thoughts and discussions into written form, producing coherent and structured compositions.

Furthermore, the integration of Think-Talk-Write (TTW) strategy into educational practices resonates profoundly with recent research emphasizing the pivotal role of metacognitive awareness in enhancing writing proficiency. This strategy underscores the significance of students' cognitive reflections on their writing process, encouraging them to articulate their thoughts before translating them into written form. By employing systematic instruction aligned with this approach, educators foster a deeper understanding of writing mechanics and promote critical thinking skills essential for effective written communication

(Deane, 2008; Miller, Scott & McTigue, 2018). It is in line with Zhao (2018) that advocate for a comprehensive approach to language development, intertwining socio-cultural perspectives with practical strategies for enhancing writing proficiency. They emphasize the significance of collaborative discourse in constructing meaning and advancing language acquisition, which resonates with the notion of metacognitive awareness highlighted in recent research. By integrating collaborative conversations into writing instruction, educators create an environment conducive to the reciprocal relationship between speaking and writing skills. In addition, Wiebe (2006) emphasizes on explicit instruction in writing strategies, such as planning and revising, aligns seamlessly with the systematic instruction advocated in the study. These perspectives underscore the importance of fostering a supportive classroom atmosphere that encourages dialogue, peer interaction, and metacognitive reflection to nurture students' writing abilities comprehensively.

Despite the growing interest in utilizing Think-Talk-Write (TTW) strategy to enhance students' writing proficiency, there remains a notable gap in understanding its effectiveness based on factors such as students' language proficiency levels, cultural backgrounds, and instructional settings. As existing studies have primarily focused on assessing the general impact of TTW strategy on writing proficiency, often overlooking potential variations in efficacy across diverse student populations and educational contexts. There are limited attention that has been given to exploring the long-term retention and transferability of writing skills acquired through TTW interventions. Addressing these gaps is crucial for providing comprehensive insights into the optimal implementation of TTW strategy to support diverse learners in order to improve students' writing skills effectively. As stated by Yuswandari (2023) that the use of a learning strategy is influenced by students' own learning style. Given the critical role of writing proficiency in students' academic and professional success, there exists a pressing need for rigorous research to provide empirical insights into the effectiveness of the TTW strategy in supporting writing instruction. By examining the impact of TTW interventions on students' writing ability and identifying factors that may moderate or mediate this relationship, this study seeks to advance knowledge in the field of writing pedagogy and inform evidence-based practices to cultivate competent writers. Additionally, by exploring the potential benefits and challenges associated with the implementation of TTW within educational contexts, the aim of this study is to provide valuable insights for educators, curriculum developers, and policymakers seeking to enhance writing instruction and promote student success.

METHOD

This study employed a descriptive qualitative as a research design. It refers to the broadest sense of research characterized by several key features including the use of natural classroom settings as data sources, the serve of researcher as the primary instrument, and

the detailed description of subject facts (Bogdan & Biklen (2003). Similarly, Ary et al. (2010) asserts that descriptive qualitative research investigates human behavior and social phenomena within natural settings, abstaining from statistical analysis. Consequently, this methodology is utilized for interpreting and presenting data in a descriptive manner. Moreover, Miles, Huberman & Saldana (2014) state that descriptive qualitative research focuses on events within natural contexts, thereby capturing the essence of real-life experiences. Essentially, it adopts a naturalistic approach to generate descriptive data from individuals' verbal or written expressions and observable behaviors, without manipulating the phenomenon under investigation.

The participants of this study were the fourth semester of English Department students at STIT Miftahul Midad Lumajang. The data were collected by using observation and semi-structured interview. Observation focused on the interactions and activities between the lecturer and students, as well as among the students themselves, during the utilization of TTW strategy in the writing process. Further, interview was employed to seek students' responses concerning to benefits and challenges associated with the implementation of TTW strategy based on their perceptions. Here, semi-structured interview is designed to enable researcher addressing certain topics while providing space for the interviewee in order to elaborate or provide additional details as required.

Moreover, the data gained through observations and semi-structured interviews were analyzed in three stages as proposed by Ary et al. (2010); familiarizing and organizing, coding and reducing, and interpreting and representing. Initially, data were repeatedly reviewed and organized to facilitate accessibility. Subsequently, the researcher categorized data into three groups aligned with the study's research questions, discarding irrelevant data. Finally, the interpretation phase involved extracting meaning, providing explanations, and aligning findings with relevant theories, while representation entailed presenting data through various mediums such as text, diagrams, or tables. Overall, the study's data analysis was descriptive in nature.

RESULT AND DISCUSSION

This section provides the findings and discussions derived from the study, and it elaborated based on the problem of this research.

1. Result

Concerning to the research objectives, the results were elaborated in two distinct sections. The first section focused on the implementation of Think-Talk-Write (TTW) strategy to enhance students' writing skill. Dealing with the data gained from the observation, there are seven procedures of TTW strategy that used by lecturer in writing processes. First, the lecturer divided students into several groups which consisted of 3-5 students in each group. Second, the lecturer explained about the material, that is descriptive paragraph. Here, the lecturer talked about generic structure and language features of

descriptive paragraph. Third, the lecturer showed some pictures of Tourist Places in Indonesia such as Kuta Beach, Borobudur Temple, Mount Bromo, Komodo National Park, Bunaken Islands etc. Then, she distributed a different picture to each group. Fourth, students were asked to describe the picture in their imagination and make notes individually. This activity could be defined as "Think" phase. Fifth, students were encouraged to discuss with their group members dealing with the contents of their writing. This activity included in "Talk" phase. Sixth, after students discuss their writing results and shared their ideas, they concluded and expressed it into paragraph description by paying attention to the generic structure and language features of descriptive text. This activity could be referred as "Write" phase. Seventh, in order to review the students writing results, the lecturer asked each group to present their work.

The second section was related to students' responses of Think-Talk-Write (TTW) strategy implementation during writing process. It explored their opinions concerning to the benefits and challenges associated with the use of TTW strategy based on their perceptions. Based on the results of interview, students shared their insights on perceived benefits of TTW strategy, such as improving communication and collaboration skills, enhancing critical thinking skills, increasing confidence to express ideas, a deeper understanding of how to write in a good way and increasing engagement during writing process. Furthermore, students highlighted challenges they encountered when utilizing TTW strategy, including difficulties in organizing thoughts during the initial thinking stage, navigating group discussions effectively, managing time constraints during the writing phase and ensuring coherence in written compositions. Overall, this section provided valuable insights into the varied responses and experiences of students concerning to the implementation of TTW strategy.

2. Discussion

The use of visual stimuli, such as pictures of Tourist Places in Indonesia, into the TTW strategy in the writing process is in line with theories on multimodal learning. Mayer & Moreno (2002) argue that incorporating visual aids can enhance learning outcomes by providing additional cognitive resources for processing information. In the context of writing instruction, visual stimuli can serve as effective prompts for generating ideas and scaffolding students' descriptive writing. By engaging with images of real-world locations, students are encouraged to draw upon their background knowledge and sensory experiences to create vivid and detailed descriptions, thereby enhancing the richness and authenticity of their writing. In other words, the use of images in the TTW process not only stimulates students' imagination but also scaffolds their descriptive writing by providing concrete references for their compositions. This supports the notion that multimodal learning environments, where students engage with diverse types of media, can facilitate

deeper understanding and retention of content (Sankey, Birch & Gardiner, 2010; Bouchey, Castek & Thygeson, 2021).

Further, regarding to the students' responses on the advantages and challenges of TTW strategy, they shed light on the practical implications of implementing this strategy in writing instruction. Their perceived benefits, such as improved communication skills and increased engagement is in line with the constructivist view of learning, which emphasizes the active construction of knowledge through social interaction (Amalia, Makmuri & El Hakim, 2024). In addition, by engaging in reflective discussions and peer feedback sessions, students develop metacognitive awareness of their writing process and learn to identify strengths and areas for improvement in their compositions. It is supported by metacognition theories, where students identified increased confidence in expressing ideas and a deeper understanding of writing principles as key benefits of TTW (Haerazi, et al., 2021).

The integration of TTW strategy to enhance students' writing proficiency aligns with contemporary educational theories on collaborative learning and metacognition. According to Elola & Ozkoz (2010), collaborative conversations play a crucial role in promoting writing proficiency by providing students with opportunities to share and discuss their ideas. The observation of students engaging in group discussions as part of the TTW process resonates with this perspective, highlighting the importance of peer interaction in refining writing skills. In other words, the TTW strategy along with its emphasis on group discussions and peer collaboration provides students with opportunities to engage in meaningful dialogue and co-construct knowledge. By working together to discuss and refine their writing, students not only deepen their understanding of writing concepts but also develop important communication and collaboration skills essential for success in academic and real-world contexts. Further, Harris, Santangelo & Graham (2010) emphasize the significance of metacognitive awareness in writing instruction, particularly in facilitating students' planning, revising, and editing processes. The TTW strategy, with its explicit focus on thinking, talking, and writing phases, provides a structured framework for students to develop metacognitive strategies and reflect on their writing process.

Others prominent aspects that emerges from the study is the challenges that students face when utilizing TTW strategy. These challenges span various stages of the process, from organizing initial thoughts to managing group discussions and ensuring coherence in written compositions. It is in line with theoretical frameworks emphasizing the importance of scaffolding and support in facilitating effective learning experiences (Coulson & Harvey, 2013). Moreover, the difficulties identified in the study underscore the need for instructional strategies that address cognitive and metacognitive skills development. For instance, teaching students effective brainstorming techniques and providing guidelines for structuring group discussions can help alleviate some of the challenges encountered during the initial thinking and group discussion stages. Additionally, time management skills are crucial for students to navigate the writing phase efficiently, suggesting the importance of incorporating time management strategies into TTW instruction. Furthermore, the varied

responses and experiences of students highlighted in the study emphasize the importance of differentiated instruction and personalized learning approaches. By recognizing and addressing individual learning needs and preferences, educators can tailor instructional strategies, such as Think-Talk-Write, to better meet the diverse needs of students. This aligns with theories of differentiated instruction, which advocate for adapting teaching methods to accommodate the unique learning styles and abilities of each student (Subban, 2006; Tomlinson, 2017).

Overall, the findings of this study contribute to the understanding on the role of TTW strategy in writing instruction and highlight its potential to foster students engagement, collaboration, and metacognitive awareness. By aligning with contemporary theories on collaborative learning, multimodal learning, and metacognition, TTW strategy offers a promising framework for enhancing writing skills and promoting meaningful learning experiences for students. In addition, it holds promise as an effective framework for bolstering writing skills and fostering meaningful learning experiences for students by aligning with contemporary theories. Collaborative learning theories underscore the importance of social interaction and cooperative environments in enhancing student engagement and comprehension, a principle TTW strategy incorporates through its emphasis on discussion and interaction before writing. Multimodal learning theories promote the integration of various forms of representation, such as verbal, visual, and kinesthetic, to cater to diverse learning preferences, and it supported by TTW strategy through its multimodal approach to brainstorming and expression. Furthermore, metacognition theories highlight the significance of students' awareness and regulation of their own thinking processes, a key aspect of TTW strategy as it encourages students to reflect on their thoughts before writing. Thus, by integrating these theoretical perspectives, TTW strategy offers a comprehensive strategy for developing writing abilities while nurturing deeper understanding and metacognitive growth among students.

CONCLUSION

In conclusion, this study provides valuable insights into students' experiences with Think-Talk-Write (TTW) strategy and underscore its potential to positively impact on writing instruction. Based on the research findings, TTW strategy includes seven procedures; group formation, material explanation, image presentation, individual brainstorming, group discussion, paragraph composition, and presentation. Further, students perceived the use of TTW strategy positively. They argued that TTW strategy could improve communication and collaboration skills, enhanced critical thinking abilities, increased confidence in expressing ideas, deeper understanding of writing principles, and heightened engagement in the writing process. However, students also identified challenges in the implementation of TTW strategy, such as organizing thoughts, navigating group

discussions, managing time constraints, and maintaining coherence in written compositions. Thus, it is needed to explore the long-term effects of TTW strategy on writing proficiency and to identify effective instructional practices for implementing this strategy in diverse educational contexts.

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