



The Use of TTW (Think, Talk, Write) Strategy in Developing Student's Writing English Narrative Text (*Penggunaan Strategi Pikir, Bicara, Tulis dalam Pengembangan Kemampuan Menulis Teks Naratif Bahasa Inggris Siswa*)

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Article Info	Abstract
Article history: Received: 12 August 2025 Revised: 19 August 2025 Accepted: 20 August 2025 Keywords: Narrative Text Writing English TTW Strategy Kata Kunci: Teks Naratif Menulis Bahasa Inggris Strategi TTW	The objective of this research is to find out whether Think-Talk-Write (TTW) strategy develop students' writing skill in narrative text. To achieve the objectives, this research employed a quantitative experimental method using one group pre-test and post-test design. The population of this research was the ninth grade students of SMPN 1 Bulango Timur, consisting of 29 students. Data were collected through writing tests on narrative texts before and after treatment. The results show that the TTW strategy gave a positive effect on students' writing skill. The mean score of the pre-test was 23.65, while the mean score of the post-test increased to 39.03. The statistical analysis used Wilcoxon Signed-Rank Test because the post-test data were not normally distributed. The result of the test showed a significance value of $p < 0.001$ and an effect size of -1.000, indicating a strong and significant improvement in students' writing ability after the treatment. The increase in scores proves that Think-Talk-Write strategy effectively enhances students' understanding and ability in writing narrative texts. From the data above, it can be concluded that the use of Think-Talk-Write (TTW) strategy is effective in developing the students' writing skills in narrative texts. It provides structured stages that encourage students to think critically, collaborate through discussion, and express ideas in written form. Abstrak Tujuan dari penelitian ini adalah untuk mengetahui apakah strategi Think-Talk-Write (TTW) mengembangkan keterampilan menulis siswa dalam teks naratif. Untuk mencapai tujuan ini, peneliti menggunakan metode eksperimen kuantitatif dengan desain one group pre-test and post-test. Partisipan penelitian adalah 29 siswa kelas sembilan SMPN 1 Bulango Timur. Data dikumpulkan melalui tes menulis yang dilakukan sebelum dan sesudah perlakuan. Hasil penelitian menunjukkan bahwa strategi TTW berdampak positif pada keterampilan menulis siswa. Rata-rata skor pre-test adalah 23,65 dan meningkat menjadi 39,03 pada post-test. Karena data post-test tidak terdistribusi normal, maka digunakan Wilcoxon Signed-Rank Test. Hasil penelitian menunjukkan nilai signifikansi $p < 0,001$ dan effect size -1,000, yang berarti ada peningkatan yang kuat dan signifikan dalam tulisan siswa setelah menggunakan strategi tersebut. Peningkatan skor menunjukkan bahwa strategi Think-Talk-Write membantu siswa memahami dan meningkatkan tulisan naratif mereka. Dari data di atas, dapat disimpulkan bahwa strategi Think-Talk-Write (TTW) efektif dalam meningkatkan keterampilan menulis naratif siswa. Strategi ini menawarkan langkah-langkah yang jelas yang

membantu siswa berpikir kritis, mendiskusikan ide, dan menulis dengan lebih baik.

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1. INTRODUCTION

Writing, as one of the essential language skills, enables students to express their thoughts, experiences, and ideas in a clear and structured manner. Particularly in the context of English as a Foreign Language (EFL), writing is often considered the most challenging skill because it requires the integration of idea organization, appropriate vocabulary use, accurate grammar application, and overall coherence (Harmer, 2004; Celce-Murcia, 2001). At the junior high school level, especially among ninth-grade students, the challenges in producing narrative texts become even more pronounced due to limited vocabulary, low self-confidence, and difficulties in developing ideas in English (Hasanah, 2019; Belangi, 2018). For instance, Rahmawati (2020) noted that students often struggle to develop plots and manage storylines, resulting in flat and less engaging writing.

To address these challenges, a variety of strategies have been introduced in EFL writing instruction. One prominent approach is the Think-Talk-Write (TTW) strategy, developed by Huinker and Laughlin (1996). This model begins with independent thinking about the topic, continues with group discussion, and concludes with writing based on the knowledge gained. Together, these stages support cognitive learning, social interaction, and written production in a systematic manner (Huinker & Laughlin, 1996). Follow-up studies, such as Zulkarnaini (2011), confirmed that TTW enhances students' writing fluency and text organization, particularly when applied in collaborative classroom environments.

While previous research has highlighted the effectiveness of TTW in teaching descriptive and recount texts (Hasanah, 2019; Belangi, 2018), studies on its application in teaching narrative writing remain limited, especially at the junior high school level in Indonesia. A study by Putri (2022) found that although TTW was effective in helping students construct recount texts systematically, its adaptation to narrative texts, which demand structural elements such as orientation, complication, and resolution, has not yet been widely explored. In addition, scholars such as Brown and Lee (2015) argue that narrative writing in language learning provides opportunities for students to explore creativity and moral values, thereby enriching their language learning experience.

Furthermore, the implementation of the *Merdeka* curriculum (independent curriculum) in Indonesia emphasizes student-centered learning, functional literacy development, and contextualized language use (Kemendikbud, 2023). The curriculum encourages students not only to understand the social function and structure of texts, including narrative texts, which are intended both to entertain and to deliver life lessons, but also to write in a way that reflects character values and moral messages (Kemendikbud, 2023; Suryani, 2024). For example, in narrative writing, students are expected not only to recount events but also to communicate deeper meanings such as perseverance, honesty, or empathy, which align with the broader goals of *Merdeka* curriculum (Suryani, 2024).

Given the research gap, the limited empirical studies on TTW in teaching narrative writing at the junior high school level, this study aims to address the issue through a quasi-experimental design using pre-tests and post-tests. The focus is to systematically evaluate whether and to what extent the TTW strategy improves students' ability to construct narrative texts, specifically in terms of content (the clarity and development of ideas), structure (the arrangement of orientation, complication, and resolution), vocabulary (range and appropriateness), and grammar (morphosyntactic accuracy). This research will be conducted at SMPN 1 Bulango Timur, providing a concrete contextualization of the ongoing implementation of the *Merdeka* curriculum.

2. RESEARCH METHODOLOGY

This study employed a quantitative method with a specific pre-experimental design: the one-group pre-test and post-test design. This design was chosen to directly measure the impact of a specific treatment on a single group of subjects. By administering a pre-test before the intervention (the implementation of the TTW

strategy) and a post-test afterward, the researcher could compare scores to determine if a significant improvement in students' writing skills occurred. As supported by Creswell (2014), this design is practical for a pilot study or a small-scale research project aimed at evaluating the immediate effects of an intervention, providing a strong empirical basis for the effectiveness of the treatment in a particular context. Although it lacks a control group, which can limit the generalizability of the findings, it provides valuable insights into the direct effect of the TTW strategy on student performance.

2.1. Data and Source of Data

The primary data source for this study was 29 ninth-grade students at SMPN 1 Bulango Timur. The sampling technique used was purposive sampling, a non-probability method where subjects are selected based on specific criteria relevant to the research question. In this case, the criterion was the diversity of students' English proficiency levels. This approach, as noted by Etikan, Musa, & Alkassim (2016), ensures that the sample is representative of a range of abilities, allowing the findings to reflect the effect of the TTW strategy across a broader spectrum of student skills. The data collected were quantitative, consisting of numerical scores from the students' writing tests.

2.2. Technique of Collecting Data

The main data collection technique was a writing test, administered as both a pre-test and a post-test. The pre-test was given at the beginning to measure students' baseline narrative writing skills before any intervention. The treatment phase consisted of four meetings, during which students actively engaged in TTW activities using narrative texts such as "*Lutung Kasarung*" and "Snow White." This structured approach, where the writing task is preceded by thinking and talking stages, is consistent with Vygotsky's (1978) sociocultural theory, which emphasizes that learning is a social process and that interaction with peers can facilitate cognitive development. The post-test was administered after the treatment to measure the students' writing abilities following the intervention. Students' writing quality was scored using a comprehensive scoring rubric that evaluated five key aspects: content, organization, vocabulary, grammar, and sentence structure. This rubric-based assessment provides a more objective and detailed evaluation of writing performance, as argued by Brown (2004), who highlights the importance of using clear criteria for assessing complex skills like writing.

2.3. Technique of Analyzing Data

Quantitative data analysis was performed using JASP software. The first step was to conduct a normality test on the post-test scores. The result indicated that the data were not normally distributed, which prevented the use of a parametric test. Consequently, the researcher chose a non-parametric statistical test, the Wilcoxon Signed-Rank Test. This test is highly appropriate for a one-group pre-test and post-test design, as it is specifically designed to compare two related scores from the same sample without requiring the assumption of a normal distribution (Field, 2018). The test determined whether there was a statistically significant difference between the pre-test and post-test scores, providing empirical evidence for the effectiveness of the TTW strategy in improving students' narrative writing skills.

3. RESULTS AND DISCUSSIONS

3.1. Results

The findings of this study reveal a significant and positive impact of the Think-Talk-Write (TTW) strategy on students' narrative writing skills. This improvement is evident not only in the statistical data but also in qualitative changes in students' writing abilities. The results indicate that TTW provides a meaningful contribution to EFL writing instruction, especially in contexts where students experience persistent difficulties in organizing ideas, developing vocabulary, and maintaining coherence.

3.1.1. Statistically Significant Improvement

Quantitatively, the research provides strong evidence that TTW is highly effective. The average score increased from 23.65 in the pre-test to 39.03 in the post-test, and the Wilcoxon Signed-Rank Test yielded a p -value < 0.001 , confirming that the difference was statistically significant. This indicates that the intervention had a direct impact on students' writing performance. These results are consistent with findings by Putri (2022), who also reported a significant increase in students' writing scores after the application of TTW in recount texts. Similarly, Setiawan and Rukmini (2018) emphasized that structured cooperative learning strategies can produce measurable improvements in students' writing, particularly when they are systematically guided through pre-writing, drafting, and revising stages.

3.1.2. Qualitative Shift in Score Categories

Beyond statistical significance, a qualitative analysis of score classifications provides richer insights. Prior to the intervention, all 29 students (100%) were in the "*Poor*" category, scoring below 60. Following the treatment, five students (17.24%) moved to the "*Fair*" category (60–69), signaling the beginning of meaningful improvement. Although the majority (82.76%) remained in the "*Poor*" category, nearly all students showed progress within their score range. This indicates that TTW was particularly effective in helping low-proficiency learners overcome initial barriers in narrative writing. These findings align with Vygotsky's

(1978) theory of the *Zone of Proximal Development (ZPD)*, which posits that learners advance when scaffolded through social interaction and guided collaboration. TTW's "Talk" stage, in particular, offers scaffolding that enables students to bridge the gap between current ability and potential development.

This shift also resonates with Graham and Perin's (2007) meta-analysis on writing instruction, which concluded that collaborative and process-based writing approaches foster gradual but meaningful improvement, especially for struggling writers. Although the students have not yet reached the "Good" or "Excellent" categories, their progress demonstrates that TTW can serve as a foundation for long-term skill development.

3.1.3. Impact of the TTW Strategy on the Writing Process

The effectiveness of TTW lies in its systematic three-stage process: *Think*, *Talk*, and *Write*.

1. **Think:** This stage forces students to think critically about story elements like plot, characters, and setting. It helps them overcome one of the biggest challenges in writing: a lack of ideas.
2. **Talk:** Group discussions allow students to share ideas, receive peer feedback, and collaboratively build a story framework. This interaction reduces writing anxiety and enriches the vocabulary and sentence structures they will use.
3. **Write:** This stage is the culmination of the thinking and talking process, where students feel more prepared and confident to put their ideas into writing.

These findings reinforce Harmer's (2004) assertion that pre-writing and drafting stages are critical in the writing process, both of which are strongly supported in the TTW framework. Moreover, they validate Huinker and Laughlin's (1996) original conception of TTW, which emphasizes the interdependence of cognitive and social processes in producing quality writing. The success of TTW in this study also echoes the research of Kurniasih and Syafryadin (2020), who found that collaborative learning strategies enhance not only writing performance but also students' motivation and confidence in language learning.

Although full mastery of narrative text writing was not achieved by all students, this study clearly demonstrates that the TTW strategy is an effective tool for initiating and fostering progress in EFL writing skills. Its effectiveness lies not only in measurable score improvement but also in qualitative shifts that signify the beginning of students' journey toward proficiency. Importantly, TTW appears particularly beneficial for low-achieving students, offering them a structured and supportive environment to gradually build their competence. These results provide a strong basis for future research, which could explore long-term implementation, integration with digital tools, or adaptations for other text genres within the *Merdeka* curriculum framework.

3.2. Discussions

The results of this study demonstrate that the Think-Talk-Write (TTW) strategy significantly improves students' narrative writing skills, both in terms of quantitative achievement and qualitative progress. While not all students reached full proficiency, the evidence suggests that TTW plays a crucial role in initiating and sustaining improvement, particularly among low-achieving learners. The following discussion connects these findings to broader theoretical perspectives and empirical studies.

3.2.1. TTW as a Process-Oriented Strategy in EFL Writing

The success of TTW in this study highlights the importance of process-oriented approaches in EFL writing instruction. As Harmer (2004) argues, effective writing instruction should not focus solely on the final product but also on the stages of idea generation, drafting, and revision. The *Think* stage of TTW stimulates idea generation, the *Talk* stage provides scaffolding through peer collaboration, and the *Write* stage facilitates drafting and composition. These stages align with the process writing model widely endorsed in second language pedagogy (Hyland, 2003).

Moreover, TTW's emphasis on collaboration resonates with Vygotsky's (1978) sociocultural theory, which underscores the role of social interaction in cognitive development. In this study, students reported feeling more confident and motivated when engaging in peer discussions, which supports previous findings by Kurniasih and Syafryadin (2020) that collaborative writing strategies not only improve linguistic competence but also enhance learner autonomy and reduce writing anxiety.

3.2.2. Implications for Low-Ability Learners

A noteworthy finding of this study is that TTW benefits not only higher-achieving students but also those with very limited writing skills. Prior to the intervention, all students were in the "Poor" category, and while most remained in that range after the treatment, their scores increased substantially. Five students even advanced to the "Fair" category, representing a meaningful threshold shift in ability. This supports Graham and Perin's (2007) conclusion that struggling writers particularly benefit from structured and scaffolded instruction, as it helps them gradually internalize the conventions of written discourse.

These results also align with studies in Indonesian contexts. For instance, Belangi (2018) and Hasanah (2019) both reported that TTW significantly enhanced students' writing performance in descriptive and recount

texts. The current study expands this evidence by demonstrating that TTW can be equally effective in narrative writing, which requires more complex structures and creativity.

3.2.3. Relevance to *Merdeka* Curriculum

The findings are particularly significant within the framework of *Merdeka* curriculum, which emphasizes student-centered learning, literacy development, and contextualized language use (Kemendikbud, 2023). Narrative writing under this curriculum is not only about producing coherent texts but also about embedding character education and life values. Suryani (2024) highlights that narrative texts in *Merdeka* curriculum encourage learners to reflect moral values such as honesty, empathy, and perseverance.

The TTW strategy complements these goals by encouraging students to explore ideas collaboratively (social values), reflect on characters and storylines (cognitive engagement), and finally express values in written form. The integration of cognitive and affective domains through TTW thus aligns with the holistic orientation of *Merdeka* curriculum.

3.2.4. Comparison with Global Research Trends

Globally, there has been increasing interest in integrating collaborative learning and socially mediated writing strategies in EFL and ESL contexts. For example, Storch (2013) found that peer interaction in writing tasks enhances learners' grammatical accuracy and textual coherence. Similarly, Nguyen (2021) demonstrated that group-based pre-writing discussions in Vietnamese EFL classrooms led to significant improvements in narrative writing quality. The findings of this study support these global trends, showing that socially oriented writing strategies like TTW are effective across diverse cultural contexts.

However, one limitation observed is that TTW alone may not be sufficient to move the majority of students beyond the "*Poor*" category. This suggests that TTW should be combined with other strategies, such as explicit grammar instruction (Ferris, 2011) or digital writing tools (Hyland & Hyland, 2019), to provide more comprehensive support.

3.2.5. Pedagogical Implications

Based on these findings, several pedagogical implications can be drawn:

1. Integration in Curriculum: TTW should be integrated into EFL writing classes as a structured and collaborative approach to support both struggling and proficient learners.
2. Scaffolding and Feedback: Teachers should maximize the *Talk* stage for scaffolding and peer feedback, ensuring that students exchange constructive ideas.
3. Gradual Skill Development: TTW can serve as an entry point for students with limited writing skills, who may later transition to more advanced strategies such as peer editing, portfolio writing, or genre-based approaches.
4. Alignment with *Merdeka* curriculum: TTW supports literacy and character-building goals by engaging students in meaningful, value-oriented narrative writing.

The findings confirm that TTW is not merely a mechanical technique but a pedagogically sound strategy that integrates cognitive, social, and affective dimensions of learning. Within the context of *Merdeka* curriculum and broader EFL pedagogy, TTW provides a practical and theoretically grounded pathway for improving students' narrative writing skills. Although further interventions are needed to achieve higher levels of proficiency, this study lays the groundwork for broader implementation and future research that could explore its integration with digital learning environments, teacher training, and curriculum development.

4. CONCLUSION AND SUGGESTIONS/RECOMMENDATIONS

4.1. Conclusion

Based on the findings, it can be concluded that the Think-Talk-Write (TTW) strategy is effective in developing the narrative text writing skills of ninth-grade students at SMP Negeri 1 Bulango Timur. This success is reflected in a significant increase in students' average scores, which jumped from 23.65 on the pre-test to 39.03 on the post-test. Statistical analysis using the Wilcoxon Signed-Rank Test further strengthened this finding with a p-value of < 0.001 , indicating that the difference in results before and after the intervention was statistically significant and not due to chance. This improvement was driven by the structured stages of TTW, which helped students overcome common writing hurdles, such as difficulty in formulating ideas and organizing narrative structures. Although the majority of students are still in the "Poor" category, the shift, where 5 students successfully moved up to the "Fair" category, is a strong indication of positive progress. This change shows that the TTW strategy succeeded in fostering individual development, even if it has not yet led to optimal mastery for the entire group. Therefore, this study successfully addressed its research objective and answered the problem formulation, providing empirical evidence that TTW is a valuable tool for facilitating the narrative writing process, particularly in helping students organize ideas, build story structures, and write more coherently and logically.

4.2. Suggestions/Recommendations

Based on the findings, the Think-Talk-Write (TTW) strategy is an effective and practical approach for enhancing students' narrative writing skills. To maximize its potential, teachers and educators are advised to integrate TTW holistically into the learning process. Rather than using it as a one-time method, TTW can serve as a framework that supports the entire writing process, from pre-writing to the final draft. Teachers can incorporate the "Think" stage for brainstorming and idea development, the "Talk" stage for group discussions and peer-review, and the "Write" stage as the culmination of the entire process.

Furthermore, the success of the TTW strategy can be significantly enhanced by combining it with foundational skills exercises, such as vocabulary and grammar. As explained by Peregoy and Boyle (2008), effective writing instruction must integrate various language components, including phonology, lexicon, and syntax. Therefore, before students begin the writing stage, teachers can provide a list of thematic vocabulary or conduct mini-lessons on the correct use of the past tense in narrative texts. This combination will equip students with the necessary linguistic tools to express their ideas more accurately and effectively. Additionally, according to Wenden (1991), encouraging active student participation at every stage of TTW is crucial. Teachers should foster a collaborative and safe classroom environment where students feel comfortable sharing ideas and engaging in discussions.

For future researchers, these findings open the door for further exploration to expand the understanding of TTW. Subsequent research is recommended to adopt an experimental design that includes a control group. This will provide stronger evidence of the causality and effectiveness of TTW compared to conventional teaching methods. Moreover, it is important to test the effectiveness of TTW on other text types, such as descriptive or argumentative texts, and at different educational levels, from elementary to high school. This will help determine the extent to which the TTW strategy can be generalized. Finally, researchers might consider qualitative or mixed-method studies to complement the quantitative analysis. In-depth interviews with students and teachers, classroom observations, and a qualitative analysis of student writing can provide a deeper understanding of how TTW influences students' motivation, confidence, and cognitive processes in writing, as emphasized by Creswell (2014).

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