


EVALUATE THINK-TALK-WRITE STRATEGY: A MODERN APPROACH FOR TEACHING WRITING AT SMA PERINTIS 1 BANDAR LAMPUNG

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<p>Info Article Received : 02 September 2024 Revised : 01 Oktober 2024 Accepted : 04 November 2024 Publication : 31 Desember 2024</p>	<p>Abstract: <i>This study aims to evaluate the effectiveness of the Think-Talk-Write (TTW) strategy in improving students' writing skills of 10th-grade at SMA Perintis 1 Bandar Lampung. The research employs a mixed-method approach with a quasi-experimental design involving two groups: an experimental group using the TTW strategy and a control group using traditional teaching methods. Data were collected through pre-tests, post-tests, interview, and questionnaire to gain insights into students' perceptions of the TTW strategy. The results indicate that the TTW strategy effectively enhances students' writing skills, with the experimental group demonstrating better writing improvements compared to the control group. Additionally, students who participated in the TTW strategy reported increased confidence and interest in writing analytical exposition texts. In conclusion, the TTW strategy can be an effective approach to addressing students' writing challenges, while supporting the implementation of the Kurikulum Merdeka. The implications suggest that teachers can use the TTW strategy to foster critical thinking and improve students' writing skills in the classroom.</i></p>
<p>Keywords: Analytical Exposition, Kurikulum Merdeka, Students' Experience, Think- Talk-Write Strategy, Writing Skill</p>	
<p>Kata Kunci: Eksposisi Analitis, Kurikulum Merdeka, Pengalaman Siswa, Strategi Think-Talk- Write, Keterampilan Menulis</p>	<p>Abstrak: Penelitian ini bertujuan untuk mengevaluasi efektivitas strategi Think-Talk-Write (TTW) dalam meningkatkan kemampuan menulis analitis siswa kelas 10 di SMA Perintis 1 Bandar Lampung. Metode penelitian ini menggunakan pendekatan campuran dengan desain kuasi-eksperimental yang melibatkan dua kelompok: kelompok eksperimen yang menggunakan strategi TTW dan kelompok kontrol yang menggunakan metode pembelajaran tradisional. Data diperoleh melalui pre-test, post-test, wawancara, dan kuesioner untuk memahami persepsi siswa terhadap strategi TTW. Hasil penelitian menunjukkan bahwa strategi TTW mampu meningkatkan keterampilan menulis siswa, dengan siswa dalam kelompok eksperimen menunjukkan peningkatan kemampuan menulis yang lebih baik dibandingkan dengan kelompok kontrol. Selain itu, siswa yang mengikuti strategi TTW mengungkapkan peningkatan kepercayaan diri dan minat dalam menulis teks eksposisi analitis. Kesimpulannya, strategi TTW dapat menjadi pendekatan efektif dalam mengatasi kesulitan menulis siswa, sekaligus mendukung penerapan Kurikulum Merdeka. Penelitian ini merekomendasikan bahwa guru dapat menggunakan strategi TTW untuk mengembangkan keterampilan berpikir kritis dan kemampuan menulis siswa di kelas.</p>
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INTRODUCTION

English is considered a foreign language in Indonesia and is a fundamental part of the national curriculum, taught from primary to secondary school levels (Mappiasse & Bin, 2014). Its inclusion underscores the importance of English in the educational system, where fluency in the language is not only an academic requirement but a critical skill for engaging with the global community (Barrett & Liu, 2016). Proficiency in English provides opportunities for students to access broader knowledge and participate in international discourse, making it essential in a rapidly globalizing world. Many scientific journals, technical manuals, and educational resources are predominantly available in English, which means that strong language skills are necessary for utilizing these materials effectively (Yahya et al., 2019; Gilakjani, 2017). Thus, mastering English enhances students' academic and career prospects, offering them a competitive edge locally and internationally (Goris et al., 2019).

In the context of English language learning, students must develop four core skills: listening, speaking, reading, and writing. Writing is often emphasized in English syllabi because it enables students to communicate ideas coherently and critically (Barrot, 2019; Thamarana & Narayana, 2016). Effective writing helps students articulate complex thoughts, organize information logically, and reflect deeper understanding of various subjects (Klein & Boscolo, 2015; Singh et al., 2017). Despite its importance, writing is frequently perceived as the most challenging skill to master. This is due to the complexities involved in organizing ideas, applying grammar correctly, and developing an adequate vocabulary (Zhang & Koda, 2017). These difficulties often result in students struggling to produce clear and well-structured written texts, highlighting the need for targeted instructional support.

One particular area where writing challenges become evident is in the composition of analytical exposition texts, which are part of the curriculum for Indonesian high school students in grade 10. Analytical exposition texts require students to present well-reasoned arguments, offer explanations, and express viewpoints clearly and logically. However, students often encounter difficulties in structuring their ideas, understanding content, and using proper grammar and vocabulary, which affects their ability to write effectively in this genre.

To address such challenges, the Indonesian Ministry of Education, Culture, Research, and Technology (Kemdikbudristek) introduced the *Kurikulum Merdeka* in the 2022/2023 academic year. This curriculum aims to foster independent learning

through structured teaching modules that replace traditional lesson plans (RPP) (Aeni et al., 2024; Zidan & Qamariah, 2023). While the *Kurikulum Merdeka* offers new pedagogical frameworks, its effectiveness depends largely on the teaching methods employed. Thus, English teachers must adopt strategies that align with this curriculum and effectively address students' learning needs, particularly in writing skills.

One promising strategy is the Think-Talk-Write (TTW) approach, which encourages students to reflect on ideas, discuss them collaboratively, and then translate their thoughts into written form Suminar & Putri (2015). This approach promotes cooperative learning and provides a structured process for students to refine their ideas before writing. Research indicates that TTW not only improves students' writing skills but also enhances their critical thinking abilities, making it a suitable method for tackling the challenges associated with writing analytical exposition texts.

Given the ongoing challenges in writing instruction despite the introduction of the *Kurikulum Merdeka*, this study aims to explore the practical implementation of the TTW strategy in teaching analytical exposition texts to first-year students at SMA Perintis 1 Bandar Lampung. Specifically, the research seeks to assess the impact of TTW on students' writing proficiency and gather their perceptions of this instructional method. By addressing current gaps in teaching methodologies and offering insights into the practical application of TTW, this study aims to contribute to the broader discourse on effective English language education in Indonesia. The findings are expected to provide valuable strategies for educators to improve writing instruction, ultimately fostering a more supportive and effective learning environment.

METHOD

This study employed a mixed-method approach, integrating both quantitative and qualitative research methods to analyze the effectiveness of the Think-Talk-Write (TTW) strategy in teaching analytical exposition texts. The quantitative aspect utilized a quasi-experimental design, involving two groups of 10th-grade students from SMA Perintis 1 Bandar Lampung: an experimental group (class 10-1) and a control group (class 10-3). These groups were selected based on their average writing scores, as provided by the English teacher, to ensure comparable baseline abilities. The experimental group was exposed to the TTW strategy, while the control group received traditional instruction.

Data collection included pre-tests and post-tests to assess the students' writing abilities before and after the intervention. The quantitative data from these tests were analyzed using descriptive statistics and paired sample T-tests in the SPSS software, allowing for the measurement of changes in writing performance between the experimental and control groups. This approach provided a statistical analysis of the TTW strategy's effectiveness in improving writing skills. In assessing and analyzing the written test, the researcher will use a set of assessment rubrics proposed by Brown (2004) which include: organization, grammar, vocabulary, and writing mechanism.

The qualitative component aimed to capture students' perceptions and experiences with the TTW strategy. Interview and questionnaire were used to gather detailed feedback from students in the experimental group, offering insights into their subjective experiences. The qualitative data from the questionnaires were analyzed using descriptive analysis, while the interview responses added depth and context to the findings. This combination of quantitative and qualitative methods enabled a thorough evaluation of the TTW strategy's impact within the framework of the *Kurikulum Merdeka*.

Table 1 - List of interview questions

No.	Questions
1	Do you feel more active and engaged in learning when using the Think-Talk-Write strategy? Give your reasons.
2	Do you feel more motivated to learn when using the Think-Talk-Write strategy? Give your reasons.
3	Do you feel more confident in writing analytical exposition texts after using the Think-Talk-Write strategy? Give your reasons.
4	Do you find it easier to understand the material on writing analytical exposition texts when using the Think-Talk-Write strategy? Give your reasons.
5	Are there any aspects that are difficult for you to understand when using the Think-Talk-Write strategy? Give your reasons.
6	Do you feel that your critical thinking skills have improved after using the Think-Talk-Write strategy? Give your reasons.
7	Does the Think-Talk-Write learning strategy foster your interest in writing analytical exposition texts? Give your reasons.
8	Does the Think-Talk-Write learning strategy make it easier for you to develop topics for writing analytical exposition texts? Give your reasons.
9	Do you feel more prepared for exams after using the Think-Talk-Write strategy? Give your reasons.
10	Are there any aspects you wish to see improved in the Think-Talk-Write strategy? Give your reasons.

RESULTS AND DISCUSSION

Results

Students' Writing Score in Pretest and Posttest

The pretest was conducted to measure students' initial writing abilities before the implementation of the Think-Talk-Write (TTW) strategy. Both the researcher and teachers served as assessors for the pre-test and post-test, ensuring the reliability and

validity of the study. To support the findings, student scores from the pre-test and post-test are presented in tables 2. The study utilized six categories for scoring: Excellent, Very Good, Good, Average, Poor, and Very Poor. This comprehensive assessment framework provided a clear and detailed evaluation of students' writing progress throughout the study.

Table 2 - Students' writing score

Score	Category	Experimental Group		Control Group	
		Pretest	Posttest	Pretest	Posttest
90-100	Excellent	-	1	-	-
80-89	Very Good	-	19	-	2
70-79	Good	-	8	4	8
60-69	Average	1	2	3	2
50-59	Poor	9	-	14	14
<50	Very Poor	20	-	9	4

The Implementation of the Think-Talk-Write (TTW) approach had a significant positive impact on the Experimental Group, as evidenced by a shift in students' scores from lower to higher performance categories. After the intervention, no students in the Experimental Group remained in the Very Poor or Poor categories, and several moved into the Very Good and Excellent categories, highlighting the effectiveness of the treatment. In contrast, the Control Group, which received instruction through a lecture approach, showed only modest improvement. While there was some natural progression, it was not as pronounced as the gains seen in the Experimental Group. The continued presence of many students in the Poor category within the Control Group further emphasizes the success of the TTW intervention in enhancing students' performance. This disparity in outcomes highlights the importance of targeted instructional strategies in achieving substantial improvements in student performance.

Descriptive Statistics

The results of the pretest and posttest data for students in the experimental group and control group after analyzing as descriptive statistics are as follows:

Table 3 - Descriptive statistics

Components	Experimental Group			Control Group		
	N	Mean	Std. Deviation	N	Mean	Std. Deviation
Pretest	30	43.5	7.785	30	51.17	11.42
Posttest	30	78	6.772	30	58.00	14.30

The Experimental Group showed a significant improvement from pretest to posttest, with the mean score increasing from 43.5 to 78, demonstrating a substantial gain in performance following the intervention. Additionally, the standard deviation

decreased from 7.785 to 6.772, indicating less variation in scores between participants and suggesting more consistent performance after the intervention. In contrast, the Control Group also experienced some improvement, with the mean score rising from 51.17 to 58. However, the standard deviation increased from 11.42 to 14.3, indicating greater variation in scores, which could suggest that while some participants improved, others did not. These results indicate that the Think-Talk-Write approach applied to the Experimental Group had a more substantial impact than the natural progression observed in the Control Group. The significant increase in mean scores and reduced variation in the Experimental Group highlight that the intervention not only improved overall performance but also contributed to greater consistency among participants. Conversely, the increase in variability within the Control Group suggests that their gains were less uniform.

Independent Sample T-test

In this study, hypothesis testing was conducted using an Independent Samples t-test with the assistance of the SPSS software, applying a significance level of 5% ($\alpha = 0.05$). This statistical test was utilized to determine whether there were significant differences between the two independent groups—the experimental group and the control group—at both the pretest and posttest stages.

Table 4 - Independent sample T-test (pretest)

		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
Posttest	Equal variances assumed	2.346	0.131	-3.04	58	0.004	-7.667	2.524
	Equal variances not assumed			-3.04	51.158	0.004	-7.667	2.524

The independent samples t-test analysis revealed a statistically significant difference in pretest scores between the experimental group and the control group. Levene's Test for Equality of Variances produced an F value of 2.346 with a significance level (Sig.) of 0.131, indicating that the variances of the two groups can be considered equal, as the significance is above 0.05. The t-test for Equality of Means showed a t-value of -3.04 with 58 df and a significance level (Sig. 2-tailed) of 0.004, confirming a significant difference in the means between the two groups, as the p-value is below 0.05. The average difference between the groups was -7.667 points, with a

standard error of 2.524. These results suggest that the experimental group had a mean pretest score that was 7.667 points lower than that of the control group, indicating that the intervention or conditions applied to the experimental group before the pretest may have influenced the initial outcomes. It is important to consider this initial disparity when interpreting the posttest results, to ensure that any observed changes are not solely due to pre-existing differences between the groups.

Table 5 - Independent sample T-test (posttest)

		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
Posttest	Equal variances assumed	11.79	0.00	6.92	58	.00	20	2.89
	Equal variances not assumed			6.92	41.39	.00	20	2.89

The independent samples t-test analysis revealed a statistically significant difference in the posttest scores between the experimental and control groups. Levene's Test for Equality of Variances resulted in an F value of 11.79 with a significance level (Sig.) of 0.00, indicating that the variances of the two groups are not equal since the significance value is below 0.05. Therefore, equal variances cannot be assumed. Nonetheless, for a comprehensive analysis, the t-test results are provided for both scenarios. The t-test assuming equal variances showed a t-value of 6.92 with 58 degrees of freedom (df) and a two-tailed significance level of 0.00, indicating a significant difference in means. The average difference between the groups was 20 points, with a standard deviation of 2.89. Similarly, the t-test assuming unequal variances yielded a t-value of 6.92, with 41.39 degrees of freedom (df) and a two-tailed significance level of 0.000, showing consistency in the results. These findings suggest a substantial disparity in posttest scores, with the experimental group scoring 20 points higher than the control group. The statistical significance of these results indicates that the intervention provided to the experimental group had a positive impact, supporting the hypothesis that the treatment effectively enhanced the experimental group's performance relative to the control group.

Paired Sample T-test

In this study, both a pre-test and a post-test were administered to evaluate changes in scores. The results were analyzed using a t-test, with a significance level set at 0.05.

If the p-value (Sig. 2-tailed) is greater than 0.05, the null hypothesis is accepted; if it is less than 0.05, the alternative hypothesis is accepted, indicating a statistically significant difference in scores and demonstrating the effectiveness of the intervention.

Table 6 - Paired sample T-test (control class)

Control Class	Paired Differences			t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Posttest – Pretest	6.83	8.76	1.60	4.27	29	0.00

The comparison of control class scores between the pre-test and post-test shows an increase of 6.83 points. The paired samples t-test yielded a significant p-value (Sig. 2-tailed) of 0.00, well below the 0.05 significance level, indicating that the traditional learning methods used in the control class effectively improved students' writing skills.

This notable enhancement in scores suggests that conventional instructional approaches can produce positive outcomes in academic performance. Thus, the effectiveness of these traditional teaching methods should not be overlooked in educational contexts.

Table 7 Paired sample T-test (experimental class)

Experimental Class	Paired Differences			t	df	Sig. (2 tailed)
	Mean	Std. Deviation	Std. Error Mean			
Pair 1 Posttest – Pretest	34.5	7.47	1.36	25.30	29	0.00

In the experimental class, the comparison of scores between the pre-test and post-test reveals a significant increase of 34.50 points, with the paired samples t-test indicating a p-value (Sig. 2-tailed) of 0.00, which is below the 0.05 significance level. This confirms that the Think-Talk-Write learning strategy was highly effective in enhancing students' analytical exposition writing skills, demonstrating a profound positive impact on student performance. Overall, the analysis shows that both learning methods were effective in improving students' abilities to write analytical expositions in both the experimental and control classes.

However, the Think-Talk-Write strategy had a more pronounced effect, as evidenced by the increase in scores in the experimental class, which rose from 43.50 to 78.00, resulting in an average improvement of 34.50 points. In contrast, the control class also showed improvement, but the impact was less significant, highlighting the superior effectiveness of the Think-Talk-Write approach over traditional teaching methods.

Differences Analysis

Table 8 - Differences statistic

	Class	N	Mean	Std. Deviation	Std. Error Mean
Differences	Experimental	30	34.50	7.468	1.363
	Control	30	6.83	8.757	1.598

		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
Differences	Equal variances assumed	0.71	0.4	13.17	58	0	27.67	2.1
	Equal variances not assumed			13.17	56.589	0	27.67	2.1

Based on the table, the experimental class demonstrated a significant increase of 34.50 points, while the control class improved by 6.83 points. With a significance level of 0.40, which is less than 0.005, and a p-value (Sig. 2-tailed) of 0.000 for both classes, it is confirmed that significant improvements occurred in both groups. However, the increase in the experimental class was markedly more effective than that of the control class, indicating that the Think-Talk-Write strategy is superior for enhancing students' writing skills.

This effectiveness is further illustrated in Table 4.8, which presents group statistics comparing the score increases between the two classes. While both groups showed improvement, the substantial gain in the experimental class underscores the advantages of the Think-Talk-Write approach. These findings highlight the potential benefits of implementing innovative learning strategies in educational contexts, making a strong case for recommending the Think-Talk-Write method to enhance students' analytical exposition writing skills.

Ultimately, the results suggest that innovative teaching strategies can significantly impact student performance compared to traditional methods.

Students' perceptions of Think-Talk-Write Strategy

To explore students' perceptions of the Think-Talk-Write strategy, this study utilized interview and questionnaire to support the findings. The data collected through these methods allowed for a comprehensive understanding of the students' views regarding the implementation of the Think-Talk-Write learning strategy for writing analytical exposition texts in the experimental class at SMA Perintis 1 Bandar

Lampung. Furthermore, based on the research findings, a chart can be constructed to effectively visualize the students' perceptions, thereby enhancing the clarity and interpretability of the results.

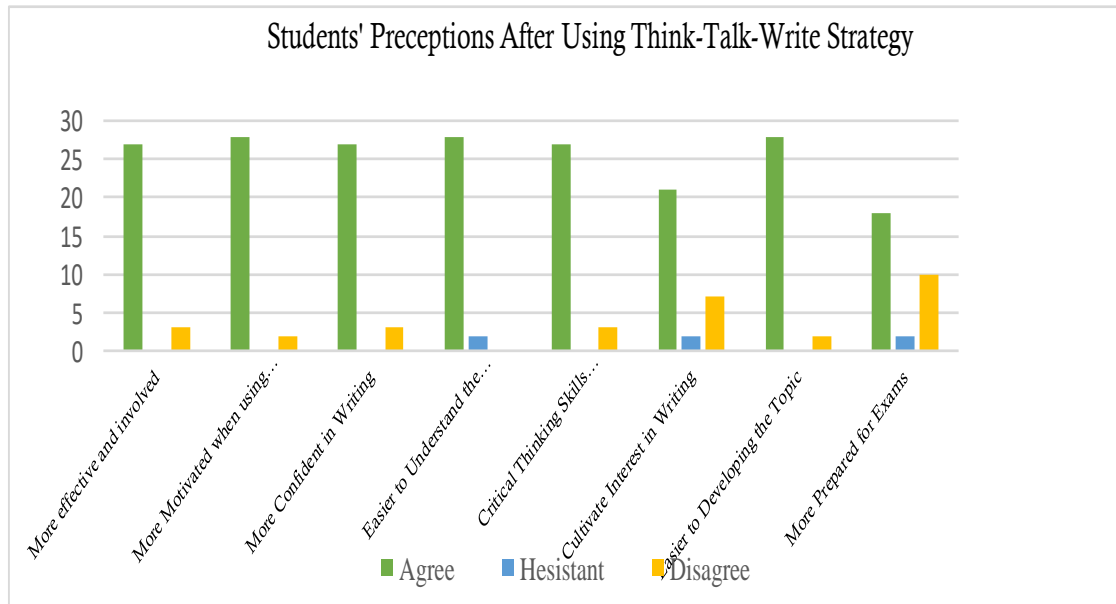


Figure 1 - Students perception after using TTW strategy

Furthermore, the study demonstrates significant improvements in students' confidence in writing analytical exposition texts following the implementation of TTW. Participants in the experimental group expressed greater assurance in articulating their ideas and arguments, attributing this newfound confidence to the structured nature of the TTW approach.

Through engaging in group discussions and collaborative writing activities, students not only deepen their understanding of content but also enhance their communication skills. This is consistent with theoretical frameworks that advocate for collaborative learning environments, like those promoted by TTW, as they boost students' self-efficacy and competence in academic writing tasks. Overall, the study highlights TTW as an effective pedagogical strategy that enhances students' writing skills, motivation, and confidence in analytical exposition writing.

The integration of quantitative survey data and qualitative student feedback provides a comprehensive view of TTW's positive impact on learning experiences, positioning it as a valuable approach for educators aiming to cultivate academic skills and foster a supportive classroom environment conducive to student success in writing and beyond.

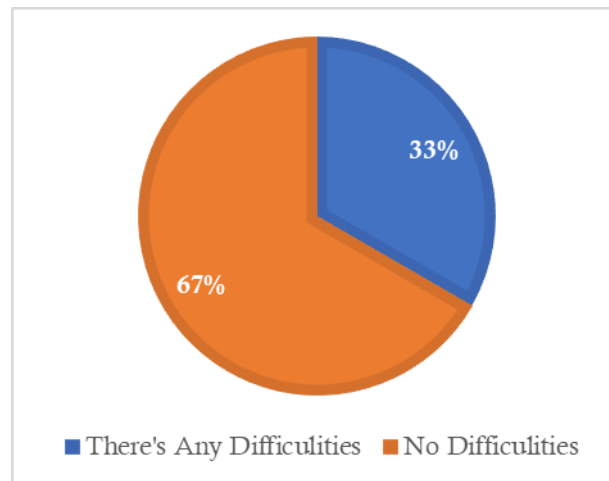


Figure 2 – Students' Experience in using TTW strategy

This study explores various dimensions of students' experiences with the Think-Talk-Write (TTW) strategy in enhancing their writing skills and academic engagement. The findings indicate that a substantial majority of students perceive TTW as a straightforward and effective method, with 67% reporting no difficulties in its application. However, a notable 33% encountered challenges, particularly during the "Talk" phase, citing issues such as language hesitancy and unclear group dynamics during discussions. Despite these challenges, 27 out of 30 students acknowledged that TTW significantly improved their critical thinking skills by fostering reflective thinking and structured argumentation.

Furthermore, TTW played a pivotal role in generating interest in analytical exposition writing, with 23 out of 30 students finding the strategy both stimulating and intellectually rewarding. Additionally, 28 students recognized TTW's effectiveness in facilitating topic development through collaborative discussions, which enhanced their understanding and preparation for writing tasks. Interviews with students further highlighted TTW's positive impacts, revealing increased confidence, motivation, and readiness for exams among those who engaged with its collaborative and reflective learning approach.

Discussion

The findings of this study provide compelling evidence that the Think-Talk-Write (TTW) learning strategy significantly enhances students' writing abilities in analytical exposition texts. The research employed Independent T-Tests and Paired T-Tests to assess student progress, revealing a remarkable increase in the average scores of the experimental group, which rose from 43.50 in the Pre-Test to 78.00 in the Post-Test. In

comparison, the control group exhibited a more modest improvement, with scores increasing from 51.16 to 58.00. Qualitative data further indicated that students experienced heightened confidence and engagement in their writing tasks when utilizing the TTW strategy. This aligns with previous studies, such as those conducted by Arman et al., (2023), which reported significant enhancements in writing abilities among junior high school students through the TTW approach. Additionally, research by Amri & Hamzah (2023) demonstrated that integrating TTW with visual aids, such as slide pictures, resulted in substantial improvements in students' writing skills. Collectively, these findings underscore the effectiveness of TTW as a pedagogical tool for fostering writing proficiency.

Moreover, the consistency of positive outcomes across various educational levels and subjects reinforces the robustness of the TTW strategy. For instance, Kamilia (2019) observed notable increases in writing proficiency among first-grade vocational high school students using the TTW method, while Hasibuan & Dirgeyasa (2018) documented significant enhancements in narrative writing skills through TTW in their classroom action research. The alignment of these studies with the current research supports the notion that TTW not only improves writing skills but also promotes critical thinking, student engagement, and overall confidence. This suggests that TTW is a versatile and effective teaching method applicable across different contexts. Consequently, the findings from this study contribute to the growing body of literature supporting the efficacy of the TTW strategy. It highlights its potential to enhance students' analytical exposition writing skills. Therefore, educators are encouraged to implement the TTW strategy as a means to foster academic success in writing and beyond.

CONCLUSION

The aim of this study is to evaluate the implementation of the Think-Talk-Write (TTW) strategy at SMA Perintis 1 Bandar Lampung and assess its impact on students' writing skills. The study demonstrates that the TTW strategy is effective in improving the analytical exposition writing skills of high school students. The results show a significant improvement in the experimental group, with the average score increasing from 43.5 in the pre-test to 78 in the post-test, while the control group only experienced limited improvement. Students who participated in the TTW strategy found it easier to organize ideas and arguments in a more structured manner. Additionally, this approach

boosted students' confidence and engagement in the learning process, making them more prepared for writing tasks. TTW encourages group discussions and reflection, which plays a crucial role in strengthening students' critical thinking skills. Therefore, this strategy has proven to be effective in addressing challenges in writing instruction and is suitable for application within the Kurikulum Merdeka context. The findings support the idea that TTW can be an effective method to improve the quality of writing instruction. The implementation of TTW can help teachers create a more supportive and productive learning environment. These results contribute positively to the education sector in Indonesia, encouraging the use of innovative teaching methods to support students' academic success. Overall, TTW brings positive changes to the writing learning process and is suitable for broader application.

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