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The Effect of Think-Talk-Write (TTW) Strategy on Students' Writing Ability in Procedure Text at Grade Ten of SMA Swasta Taman Siswa Pematangsiantar

Angela Shakila Aurel Pane[1*], Anita Sitanggang[2], David Berthony Manalu[3]

[1,2,3]Department of English Education, Universitas HKBP Nommensen Pematangsiantar, Indonesia

*Corresponding author's email: angelashakila0@gmail.com

Abstract

This research aimed to determine the effect of the Think–Talk–Write (TTW) strategy on students' writing ability in procedure texts at the tenth grade of SMA Swasta Taman Siswa Pematangsiantar. The research focused on students' ability in writing procedure texts related to traditional Sumatran food recipes. The students' writing ability was assessed based on five aspects: content, organization, vocabulary, language use, and mechanics. This research applied a quantitative research method with a quasi-experimental design. The population of this research was the tenth-grade students of SMA Swasta Taman Siswa Pematangsiantar. The sample consisted of two classes, namely the experimental class and the control class. The experimental class was taught by using the Think–Talk–Write (TTW) strategy, while the control class was taught by using a conventional teaching strategy. The findings of the research showed that the students who were taught by using the Think–Talk–Write (TTW) strategy achieved better improvement in writing ability than those who were taught by using the conventional teaching strategy. The result indicated that the TTW strategy helped students generate ideas, organize procedural steps systematically, improve vocabulary usage, and apply grammatical structures more accurately in writing procedure texts.

Keywords: Think–Talk–Write Strategy, Writing Ability, Procedure Text.

INTRODUCTION

English is an international language that plays an important role in global

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communication, education, science, and technology. According to David Crystal (2012), English has become a global language because it is widely used across countries and cultures. In Indonesia, English is taught as a foreign language and is a compulsory subject at the senior high school level. The teaching of English aims to develop students' communicative competence through four language skills: listening, speaking, reading, and writing. Among these skills, writing is often considered the most difficult because students are required to generate ideas, organize information logically, apply grammatical rules, and select appropriate vocabulary simultaneously. Ken Hyland (2016) states that writing involves knowledge of texts, contexts, and readers, meaning that students need both linguistic competence and critical thinking skills to produce meaningful texts.

Based on classroom observation conducted in Grade X at SMA Swasta Taman Siswa Pematangsiantar, students experienced several difficulties in writing procedure texts. Many students were unable to organize ideas systematically, resulting in unclear sequences of steps. Students also frequently made mistakes in using imperative sentences and had limited vocabulary related to action verbs and cooking tools. In addition, classroom instruction was still dominated by teacher-centered methods, causing students to become passive during the learning process. According to Heti Hidayah (2021), students' writing difficulties are commonly related to grammar, vocabulary, sentence structure, and cohesion. These problems affect the quality of students' writing, particularly in terms of clarity, organization, and grammatical accuracy.

Procedure text is one of the functional texts taught at the senior high school level. It is used to explain how to do or make something through systematic steps. According to Prihatna (2015), the generic structure of a procedure text consists of a goal, materials, and steps, while its language features include imperative sentences, action verbs, sequence markers, and the simple present tense. Although procedure text has a clear structure, many students still face difficulties in arranging ideas logically and applying the required language features correctly. Therefore, students need instructional support that can help them develop ideas, organize information systematically, and participate actively in the writing process.

To overcome these problems, an appropriate teaching strategy is needed. One alternative strategy is the Think–Talk–Write (TTW) strategy introduced by Huinker and Laughlin (1996). TTW consists of three stages: thinking individually about ideas, discussing ideas with peers, and writing the ideas into a coherent text. This strategy encourages students to become active learners because they are given opportunities to think critically, exchange ideas, and improve their understanding before writing. Previous studies have shown that TTW can improve

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students' writing ability by helping them organize ideas and participate actively during classroom activities. Several previous studies support the effectiveness of the Think–Talk–Write strategy in writing instruction. Asvini et al. (2020) found that students taught through TTW achieved higher writing scores than those taught using conventional methods. Similarly, Rahma and Hasyim (2022) reported that TTW significantly improved students' writing performance in terms of content, organization, vocabulary, and grammar. Mulyarti (2016) also revealed that TTW helped students develop ideas and improve sentence organization. In addition, Retno (2018) and Nurjanna and A (2018) found that students taught using TTW showed better ability in organizing paragraphs and developing written ideas. However, most previous studies focused on descriptive or general writing texts, while limited studies specifically investigated procedure texts integrated with local cultural content.

In this research, the procedure texts focus on traditional Sumatran food recipes. The use of local food recipes is expected to make learning more meaningful because the materials are closely related to students' daily experiences and cultural backgrounds. Integrating local culture into English learning can increase students' engagement and motivation. This is supported by Nurteteng et al. (2025), who found that contextualized and culture-based materials improved students' participation and learning interest. Therefore, combining TTW with local cultural content is expected to help students write procedure texts more effectively and meaningfully.
The following table summarizes the main problems identified in students' writing ability and the proposed solution through the TTW strategy.

Table 1. main problems identified in students' writing ability and the proposed solution through the TTW strategy

Students' Problems	Indicators	Proposed Solution through TTW
Difficulty organizing ideas	Steps are unclear and not systematic	Students discuss and arrange ideas before writing
Limited vocabulary	Inappropriate action verbs and word choice	Peer discussion helps enrich vocabulary
Grammatical errors	Incorrect imperative sentences and tense usage	Collaborative learning improves language accuracy
Low learning motivation	Passive classroom participation	TTW encourages active involvement and interaction

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Based on the explanation above, this research aims to investigate the effect of the Think–Talk–Write strategy on students' writing ability in procedure texts at Grade Ten of SMA Swasta Taman Siswa Pematangsiantar. The research focuses on three aspects of writing: content, vocabulary, and grammatical accuracy. This study is expected to provide benefits for English teachers and students by offering an effective and student-centered strategy for teaching writing, particularly procedure texts integrated with local cultural contexts.

RESEARCH METHODS

This research applied a quantitative approach using a quasi-experimental design. Quantitative research was chosen because the study examined the relationship between two variables, namely the Think–Talk–Write (TTW) strategy as the independent variable and students' writing ability as the dependent variable. According to John W. Creswell (2011), quantitative research is used to test theories by examining relationships among variables through statistical analysis. In addition, Ary et al. (2009) explain that experimental research is intended to investigate cause-and-effect relationships by applying a treatment to one group and comparing the result with another group. In this study, the researcher compared students who were taught using the TTW strategy with students who were taught through conventional teaching methods.

The research used a non-equivalent control group design because the researcher employed existing classes without random assignment. Two groups were involved in this study: an experimental class and a control class. The experimental class received treatment using the Think–Talk–Write strategy in teaching procedure text writing, while the control class was taught using conventional instruction. Both groups were given a pre-test before the treatment to measure students' initial writing ability and a post-test after the treatment to determine students' improvement in writing performance. The research design is presented in the following table.

Table 1. Research Design

Group	Pre-Test	Treatment	Post-Test
Experimental Class	X_1	Y	X_2
Control Class	X_1	–	X_2

Note:

X_1 = Pre-test for experimental and control classes

Y = Treatment using Think–Talk–Write (TTW) Strategy

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X_2 = Post-test for experimental and control classes

This research was conducted at SMA Swasta Taman Siswa Pematangsiantar, located on Jalan Kartini No. 18, Siantar Barat District, Pematangsiantar. The population of this research consisted of all tenth-grade students of SMA Swasta Taman Siswa Pematangsiantar in the 2026 academic year. According to John W. Creswell (2014), a population is a group of individuals sharing common characteristics relevant to a study. The total population consisted of 253 students divided into eight classes, as shown in the following table.

Table 2. Population of the Research

No	Class	Number of Students
1	X-Merdeka 1	30
2	X-Merdeka 2	32
3	X-Merdeka 3	33
4	X-Merdeka 4	33
5	X-Merdeka 5	34
6	X-Merdeka 6	30
7	X-Merdeka 7	29
8	X-Merdeka 8	32
	Total	**253**

The sample of the research was selected through cluster sampling technique. According to Ary et al. (2009), cluster sampling involves selecting intact groups rather than individual participants. This technique is considered effective for educational research because students are naturally organized into classroom groups. Similarly, Ilker Etikan (2017) states that cluster sampling is appropriate when populations are already divided into groups and the researcher randomly selects entire groups as representatives of the population. From the eight classes, two classes were selected as the sample of the research. Class X-Merdeka 6, consisting of 30 students, was chosen as the experimental class, while class X-Merdeka 1, consisting of 30 students, was selected as the control class. Therefore, the total sample of this research consisted of 60 students.

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The data in this research were collected through writing tests administered to both the experimental and control classes. The instrument used was an essay writing test designed to assess students' ability in writing procedure texts. The assessment focused on three aspects: content, vocabulary, and grammar. The data collection procedures consisted of three stages. First, the researcher administered a pre-test to both groups in order to measure students' initial writing ability before the treatment. Second, the experimental class received treatment using the Think–Talk–Write strategy, while the control class was taught using conventional teaching methods for several meetings. Finally, a post-test was administered to both groups to identify students' improvement after the treatment. The students' writing results from both tests were evaluated using an analytic scoring rubric to ensure systematic and consistent scoring. The scoring rubric used in this research is presented in the following table.

Table 3. Writing Assessment Criteria

Aspect	**Description**
Content	Clarity, relevance, and organization of ideas
Vocabulary	Appropriate word choice and use of action verbs
Grammar	Correct use of sentence structure and language features

The collected data were analyzed quantitatively using statistical procedures proposed by Ary et al. (2009). The analysis involved calculating the mean score, standard deviation, and independent samples t-test to determine whether there was a significant difference between the experimental and control groups. The mean score was calculated to identify the average performance of each group using the following formulas:

Experimental group mean:

$$Ma = \frac{\sum \text{xa}}{\text{Na}}$$

Control group mean:

$$Mb = \frac{\sum \text{xb}}{\text{Nb}}$$

Where:

(M_a) = Mean score of experimental class

(M_b) = Mean score of control class

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(\sum x_a) = Total score of experimental class
(\sum x_b) = Total score of control class
(N_a) = Number of students in experimental class
(N_b) = Number of students in control class

To determine the variability of students' scores, the researcher calculated the standard deviation for both groups using the following formulas:

Experimental class standard deviation:

$$da^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Na}\right)$$

Control class standard deviation:

$$db^2 = \sum d^2 - \left(\frac{(\sum d)^2}{Nb}\right)$$

Finally, the researcher used the independent samples t-test to determine whether the Think–Talk–Write strategy had a significant effect on students' writing ability. The formula is presented below:

$$t = \frac{Ma - Mb}{\sqrt{\left[\frac{da^2 + db^2}{[Na + Nb] - 2}\right]\left[\frac{1}{Na} + \frac{1}{Nb}\right]}}$$

Where:
(t) = Test of significance
(M_a) = Mean score of experimental class
(M_b) = Mean score of control class
(d_a^2) = Standard deviation of experimental class
(d_b^2) = Standard deviation of control class
(N_a) = Number of students in experimental class
(N_b) = Number of students in control class

The result of the t-test was used to determine whether the Think–Talk–Write strategy significantly affected students' ability in writing procedure texts at Grade Ten of SMA Swasta Taman Siswa Pematangsiantar.

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RESULTS

The findings of this study also show that both the experimental and control groups experienced an improvement in their writing scores from the pre-test to the post-test. However, the experimental group that was taught using the Think–Talk–Write (TTW) strategy obtained a higher mean score compared to the control group. Despite this difference in mean scores, the statistical analysis revealed that the difference was not significant at the 0.05 significance level.

Furthermore, the t-test result showed that the obtained value (t = 4.15) was higher than the t-table value (2.000) at df = 58. This indicates that there is a statistically significant difference between the two groups. Therefore, the null hypothesis (H_o) is rejected and the alternative hypothesis (Ha) is accepted.

Although both groups showed improvement, the experimental group demonstrated a greater increase in performance, particularly in developing ideas, vocabulary usage, and grammatical accuracy. This suggests that the Think–Talk–Write (TTW) strategy contributed positively to students' writing development in procedure text.

DISCUSSION

The purpose of this research was to determine the effect of the Think–Talk–Write (TTW) strategy on students' writing ability, particularly in writing procedure texts. Based on the findings, it was revealed that the implementation of the TTW strategy produced a statistically significant effect on students' writing ability. Although the students in the experimental class showed noticeable improvement in their writing scores after the treatment, the result of the t-test indicated that the difference was statistically significant. The t-observed value was higher than the t-table, which led to the rejection of the null hypothesis (Ho) and the acceptance of the alternative hypothesis (Ha). This means that the increase in students' scores can be confidently attributed to the TTW strategy.

However, the improvement in students' writing scores suggests that the TTW strategy still contributed positively to the learning process. Students showed better ability in organizing ideas, engaging in discussion, and expressing their thoughts in written form. This indicates that the stages of thinking, talking, and writing in the TTW strategy support students in developing their writing skills, and the effect was statistically significant.

Several factors may explain why the TTW strategy showed a significant effect. First, the treatment provided structured stages of learning that helped students develop their ideas step by step. Second, collaborative learning in the TTW strategy encouraged students to be more active and confident in sharing and discussing ideas. Third, continuous practice during the

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learning process allowed students to improve their writing ability more effectively. In addition, classroom interaction and students' motivation may also have positively influenced the results of the research.

These findings are consistent with previous studies which suggest that the TTW strategy can enhance students' engagement and support the writing process, and its effectiveness is strengthened when it is implemented properly and consistently. Therefore, it can be concluded that the TTW strategy is an effective teaching strategy in improving students' writing ability in procedure text when applied in an appropriate learning environment.

CONCLUSION

Based on the results of the research, data analysis, and discussion presented, it can be concluded that the implementation of the Think–Talk–Write (TTW) strategy has a significant effect on students' writing ability in procedure text at Grade X of SMA Swasta Tamansiswa Pematangsiantar. This is proven by the result of the hypothesis testing using the t-test, in which the t-observed value is 4.15, which is higher than the t-table value of 2.000 at the 5% significance level with degrees of freedom (df) = 58. Therefore, the null hypothesis (H_o) is rejected and the alternative hypothesis (Ha) is accepted. It means that there is a significant difference in students' writing ability between those who were taught using the Think–Talk–Write (TTW) strategy and those who were taught using the conventional method.

However, based on the analysis of writing assessment aspects proposed by Jacobs, namely content, organization, vocabulary, language use, and mechanics, there were clear improvements in the experimental group. In terms of content, students were able to develop clearer and more relevant ideas. In terms of organization, students showed better ability in arranging steps in a logical sequence. In terms of vocabulary, there was improvement in the use of words, especially action verbs related to procedure text. In terms of language use, students demonstrated better understanding of grammatical structures, particularly in using imperative sentences. Meanwhile, in terms of mechanics, improvements were found in punctuation, spelling, and overall writing neatness. These improvements indicate that the Think–Talk–Write (TTW) strategy effectively supports students' writing development in procedure text. This result may be influenced by several factors, such as the structured stages of the TTW strategy, active student participation in discussion, and increased engagement during the learning process.

In conclusion, the Think–Talk–Write (TTW) strategy shows a significant effect on students' writing ability in procedure text in this study.

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