# ENHANCING SIXTH GRADERS' WRITING SKILLS USING THINK-TALK-WRITE STRATEGY: A CLASSROOM ACTION RESEARCH

#### THESIS



By:

AKHMAD BAYU FAUZAN. T20186155

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING

# **COVER**

# ENHANCING SIXTH GRADERS' WRITING SKILLS USING THINK-TALK-WRITE STRATEGY: A CLASSROOM ACTION RESEARCH

#### **THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember to fulfill the requirements to get Bachelor's degree (S. Pd)

English Education Program
Islamic Studies and Language Education Department Faculty of Tarbiyah and Teaching Training



By:

AKHMAD BAYU FAUZAN T20186155

# UNIVERSITAS ISLAM NEGERI

STATE ISLAMIC UNIVERSITY OF KIAI HAJI ACHMAD SIDDIQ JEMBER FACULTY OF TARBIYAH AND TEACHER TRAINING

# APPROVAL SHEET

# ENHANCING SIXTH GRADERS' WRITING SKILLS USING THINK-TALK-WRITE STRATEGY: A CLASSROOM ACTION RESEARCH

### **THESIS**

Submitted to State Islamic University of Kiai Haji Achmad Shiddiq Jember to fulfill the requirements to get Bachelor's degree (S. Pd)

Tarbiyah and Teacher Training Faculty
Islamic Education and Language Department

English Education Program

Ву

Akhmad Bayu Fauzan T20186155

Supervisor:

Dr. Mega Fariziah Nur Humairoh, M.Pd NIP: 199003202019032010

# ENHANCING SIXTH GRADERS' WRITING SKILLS USING THINK-TALK-WRITE STRATEGY: A CLASSROOM ACTION RESEARCH

#### **THESIS**

Has been examined and approved in partial of the requirements of Bachelor Degree (S. Pd) Faculty of Tarbiyah and Teacher Training **English Education Department** 

> Day : Wednesday : June 11th 2025 Date

#### **Examiner Team**

Chairman

Dewi Nurul Qomariyah, S.S, M.Pd

NIP: 197901272007102003

Secretary

Nina Hayuningtyas, M.Pd

NIP: 198108142014112003

# Members:

Dr. Inayatul Mukarromah, S.S., M.Pd

Dr. Mega Fariziah Nur Humairoh, M.Pd.

Approved by

Faculty of Education and Teacher Training

# **MOTTO**

"Effective teaching begins with what teachers believe."

Gilakjani & Sabouri<sup>1</sup>



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

<sup>&</sup>lt;sup>1</sup> Gilakjani, A. P., & Sabouri, N. B. (2017). Teachers' Beliefs in English Language Teaching and Learning: A Review of the Literature. *English Language Teaching*, 10(4), 78–86.

# **DEDICATION**

I whole heartedly dedicate this thesis to:

- Allah SWT, the Most Gracious and the Most Merciful, for His countless blessings and guidance that have enabled me to complete this thesis.
- My beloved grandparents, who raised me with love, patience, and endless support.
   This achievement is also yours.
- 3. My father, a wise observer and my greatest motivator, who constantly reminds me to stay strong, do my best, and trust Allah's plans.
- 4. My mother, the strongest woman I know, whose unwavering prayers and hopes have always carried me forward. I dedicate this work to your boundless love and dreams for me.
- 5. My sisters, who have been my source of inspiration, strength, and encouragement throughout my journey.
- 6. My dearest friends, who stood by me through every difficulty and shared in every joyful moment of this academic journey. Your support made this possible.
- 7. My advisor and teachers, for their patience, guidance, and wisdom throughout my study.
- 8. The sixth-grade students of Kebonagung State Elementary School 02, who became part of this journey and whose learning experience inspired the core of this research.
- And to everyone else who has contributed, in any way, to the completion of this
  thesis thank you from the bottom of my heart.

#### ACKNOWLEDMENT

Praise and gratitude to the presence of Allah SWT, the most gracious and the most merciful, the lord of the world who has given abundant mercy, relief, and guidance so that the writer can complete this thesis well, entitled "Facilitating Six Graders' Writing Performance By Using "Think-Talk- Write" Strategy: A Classroom Action Research" that becomes one of the requirements to fulfill the bachelor's degree. Sholawat and salam may praise our great prophet Muhammad SAW, peace be upon him, who has guided us from the darkness into the light, especially for the bright future and the world civilization. At this point, the author express her gratitude and appreciation to the following individuals who assisted, contributed, and encouraged the researcher throughout the course of this research:

- 1. Prof. Dr. H. Hepni, S. Ag., M. M., CPEM., as the Rector of UIN KHAS Jember.
- 2. Dr. H. Abd. Muis, S. Ag., M. Si., as the Dean of Education and Teacher Training Faculty of UIN KHAS Jember who has given permission to do this research.
- 3. Nuruddin, M. Pd. I., as the Head of Islamic Studies and Language Education Department who has given the permission to do this research.
- 4. Dewi Nurul Qomariyah, S. S., M. Pd., as the Head of English education program who has given the permission to do this research.
- 5. Dr. Mega Fariziah Nur Humairoh, M. Pd., as my thesis advisor, who has patiently guided and taught me from the beginning to now.

- 6. All lecturers in the English Education Program who have given me precious knowledge and experience during the entire of the semester.
- 7. Sugeng Ariyanto, S.Pd.SD as the head master of Kebonagung State 02 Elementary School, who has given the permission to conduct this research.
- 8. Arifah Hikmawati, S. Pd.SD., as the Sixth-grade teacher and the sixth-grade students of Kebonagung State 02 Elementary School who has assisted me to complete this research.
- 9. Sixth-grade students of Kebonagung 02 Elementary School for being cooperative during the research conducted.

Finally, the researcher recognized that this thesis is far from perfect, but the author hopes that it will be beneficial and valuable to future researchers and readers in the teaching learning process, particularly in writing activity.

Jember, June 11<sup>th</sup> 2025 Author

Akhmad Bayu Fauzan SRN. T20186155

#### **ABSTRACT**

Akhmad Bayu Fauzan, 2025. Facilitating Sixth Graders' Writing Performance by Using "Think-Talk-Write" Strategy: A Classroom Action Research

Keywords: Think-Talk-Write strategy, descriptive writing, classroom action research, writing performance, sixth-grade students.

Writing is a complex and essential skill for elementary students, particularly in producing coherent and descriptive texts. In the Indonesian educational context, writing instruction tends to emphasize grammatical accuracy rather than idea development and creativity. At Kebonagung 02 State Elementary School, preliminary observations revealed that 75% of sixth-grade students experienced difficulties in generating ideas, selecting vocabulary, and organizing sentences. These issues were exacerbated by limited English exposure at home, low parental involvement, and conventional teacher-centred methods. This research aimed to enhance the descriptive writing skills of sixth-grade students through the implementation of the Think-Talk-Write (TTW) strategy.

The focus was to improve students' abilities in organizing ideas, using appropriate vocabulary especially nouns and constructing coherent paragraphs through a structured and collaborative process. The research question addressed was: "How can sixth-grade students' writing skills in descriptive text be improved through the Think-Talk-Write strategy?"

The study employed classroom action research based on Kemmis and McTaggart's model, consisting of two cycles over an eight-week period. Each cycle included four phases: planning, action, observation, and reflection. The participants were 28 sixth-grade students, and the success criterion was set at 50% of students demonstrating improvement in grammar, participation in TTW phases, and written output quality. Data collection techniques included observation sheets, field notes, interviews, writing tests, and document analysis. The data were analysed using both qualitative and quantitative methods.

The findings showed significant improvement in students' writing performance. In Cycle I, 42.8% of students showed progress, which increased to 71.43% in Cycle II. Students demonstrated better idea organization, with grammar scores rising from an average of 2.9 to 3.6. Vocabulary usage improved from 3–4 appropriate nouns per text in Cycle I to 5–6 in Cycle II. Paragraph structure also advanced from simple and disconnected sentences to more cohesive and detailed compositions. Additionally, the Talk phase in Cycle II received an average score of 4.0, indicating excellent student participation. Qualitative data further revealed increased student engagement, improved collaboration during discussions, and higher confidence in writing. These results confirm that the Think-Talk-Write strategy is effective in improving students' descriptive writing skills by fostering critical thinking, peer interaction, and structured writing practice.

# TABLE OF CONTENTS

COVER	i
APPROVAL SHEET	ii
APPROVAL EXAMINERS	iii
MOTTO	iv
DEDICATION	V
ACKNOWLEDMENT	vi
ABSTRACT	viii
TABLE OF CONTENTS	ix
CHAPTER 1	1
INTRODUCTION	1
1.1 Research Background	1
1.2 Research Question	9
1.3 Research Objective	9
1.4 Research Significance	9
1.5 The Definition of Key terms	
1.6 Research Outline	12
CHAPTER 2	14
LITERATURE REVIEW	14
2.1 Previous Research	14
2.2 Theoretical Framework	17
2.3 Conceptual Framework	29
2.3 Conceptual Framework  2.4 Hypothesis	31
CHAPTER 3	32
RESEARCH METHOD	
3.1 Research Design	32
3.2 Research Setting and Subject	
3.3 Research Participants	
3.4 Research Procedure	36

3.5 Data Collecting Technique	39
3.6 Validity and Reliability of Instruments	42
3.7 Data Analysis Technique	43
CHAPTER IV	46
RESEARCH FINDINGS AND DISCUSSION	46
4.1. Overview and Baseline Data	46
4.2. Cycle I: Implementation and Results	47
4.3. Cycle II: Implementation and Results	52
4.4. Comparative Analysis	55
4.5 Summary of Key Findings	56
4.6. Visual Summary of Outcomes	56
4.7. Discussion	59
4.8. Teacher Reflection	62
CHAPTER V	63
CONCLUSION AND SUGGESTIONS	
5.1 Conclusion	63
5.2 Suggestions	64
REFERENCES	67
Lampiran	69



#### **CHAPTER 1**

# INTRODUCTION

# 1.1 Research Background

Writing is a fundamental skill that allows communication, education, and personal expression anywhere in the world. According to Maulidah, writing is an activity to express ideas, thoughts, or even experiences in the form of a paragraph.<sup>2</sup> Haylan further supports this by describing writing as a means to express one's perspective in a coherent and socially meaningful manner.<sup>3</sup> In the academic context, especially in language learning, writing is not only a tool for practicing grammar and vocabulary but also a means of enhancing overall language proficiency. Recent findings by Adelya Kharani Writing plays a crucial role in human communication and civilization. It serves as the key medium through which thoughts, ideas, and information are conveyed from one person to another<sup>4</sup>. Beyond everyday communication, writing also has a deeper significance in human history and culture. As stated, writing is a divine gift that enables humans to document their findings and transmit knowledge across generations, ensuring that important discoveries are not lost over time.<sup>5</sup> Furthermore, writing functions as a bridge for scientific advancement and historical continuity, allowing civilizations to preserve their achievements and prevent the erasure of

<sup>&</sup>lt;sup>2</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 1.

<sup>&</sup>lt;sup>3</sup> Ibid. Hal. 1

<sup>&</sup>lt;sup>4</sup> Ibid. Hal. 7

<sup>&</sup>lt;sup>5</sup> Ibid. Hal. 8

cultural memories.<sup>6</sup> Hence, concise writing skills are indispensable in shaping students' educational journeys and their ability to participate fully in modern society.

Despite its importance, writing remains one of the most challenging skills for elementary school students in Indonesia. The 2013 Curriculum (K-13) emphasizes student-centered learning and expects students to demonstrate higher-order thinking through writing tasks such as descriptive, narrative, and recount texts. However, actual classroom practice often diverges from this goal. Many classrooms still implement teacher-centered instruction where grammar drilling and memorization dominate the writing process. This traditional method neglects the development of creative thinking, idea organization, and authentic language use, resulting in students producing rigid and underdeveloped texts. The national curriculum aspires to foster active learners who can express ideas fluently and coherently, but without interactive instruction, this expectation becomes difficult to achieve.

In parallel with these systemic limitations, local sociolinguistic factors also affect students' ability to write in English. Based on classroom observations at Kebonagung 02 State Elementary School, the challenges students face is not merely due to a lack of ideas or intrinsic motivation but are rooted in environmental influences. Most students come from homes where regional languages such as Javanese or Madurese are predominantly spoken, and English is rarely used. This limited exposure at home leads to reduced interest and

<sup>6</sup> Ibid. Hal. 9

-

confidence in using English at school. Additionally, many parents are unable to support their children's writing development due to their lack of English literacy, particularly in teaching vocabulary or sentence construction. As a result, students often struggle to comprehend classroom instruction, widening the gap between curriculum standards and actual writing performance.

Given this context, it becomes clear that innovative, student-centered strategies are needed to address both the curriculum-practice gap and the linguistic limitations faced by students. Among various strategies that support student engagement and scaffold the writing process, the Think-Talk-Write (TTW) strategy presents a compelling alternative. This method guides students through three sequential phases thinking independently, discussing ideas with peers, and composing written output, thereby reinforcing cognitive, linguistic, and social aspects of writing simultaneously. TTW aligns with the curriculum's emphasis on collaboration and critical thinking and is particularly suitable for descriptive writing tasks, where students benefit from structured brainstorming and vocabulary sharing before producing written texts

This research focused on improving students' ability to write descriptive text, a foundational genre that teaches learners to observe, reflect, and describe their surroundings in detail. according to Gerot and Wignell, descriptive text aims to portray a specific person, place, or object.<sup>7</sup> While Sternglass explains that it

<sup>&</sup>lt;sup>7</sup> Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol, 1 No,1. (2021).

activates sensory impressions to enrich written content. Mastering descriptive writing is crucial at the elementary level, as it sharpens vocabulary, promotes logical sequencing, and forms the basis for more complex narrative and expository writing. Unfortunately, many sixth-grade students at Kebonagung 02 Elementary School have been observed writing overly simplistic sentences such as "My classroom is big" or "My class has chairs," with no elaboration or specific detail. These writing samples show a clear lack of descriptive vocabulary, logical flow, and ability to evoke imagery.

The researcher, as an English teacher at Kebonagung 02 State Elementary School, conducted a preliminary study by teaching descriptive text and administering a writing test. The results were telling: only 35.71% of students achieved satisfactory scores, with most unable to identify and use appropriate nouns within a descriptive context. This suggests that students not only lack vocabulary but also struggle with aligning specific language elements, like noun choice, with communicative goals. These insights were further supported by data collected through observation sheets, field notes, and the writing test itself. The combined findings confirm the urgent need for a method that promotes vocabulary development, scaffolds idea generation, and fosters student engagement through discussion and practice.

To improve students' writing skills, various technology-based methods have been applied in classrooms, such as using video slides to provide visual

<sup>&</sup>lt;sup>8</sup> Sozanolo Laoli and Dina irmayanti Harahap. The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability. Jurnal FISK (Fakultas Sosial dan Kependidikan). Vol, 2 No, 1.2021.

learning support and integrating educational games to introduce basic English vocabulary that students can later use in writing. While these techniques contribute to student engagement, they often fall short in addressing the more complex demands of structured and expressive writing. Therefore, more innovative and interactive learning approaches are needed those that not only stimulate students' interest but also guide them through the actual process of composing meaningful texts. Several instructional strategies have been introduced to improve writing performance, including the Brainwriting method, LeaCy, Cooperative Integrated Reading and Composition (CIRC), and the Think-Talk-Write (TTW) strategy. Among these, TTW has gained attention as a promising method, especially for elementary learners, due to its emphasis on critical thinking, peer interaction, and structured writing development.

The TTW strategy consists of three interconnected stages that guide students through the process of producing written work: Think, Talk, and Write. In the Think phase, students begin by individually reflecting on the topic, gathering ideas, and preparing to contribute. This step promotes personal engagement with the subject matter and activates prior knowledge. In the Talk phase, students interact with peers to share ideas, clarify vocabulary, and co-construct meaning through discussion. This collaborative step enhances comprehension and broadens linguistic input. Finally, in the Write phase, students organize their refined ideas into coherent written texts. This sequence not only helps students overcome the fear of writing but also improves the quality and depth of their work. The TTW strategy transforms writing from an isolated

activity into a social, guided, and reflective process, fostering both confidence and motivation. Previous implementation of the TTW strategy by Adelya Khairani demonstrated significant improvement in students' writing abilities, showing a 77.78% increase in writing skill, thus validating its effectiveness in improving elementary-level writing performance.<sup>9</sup>

The Think-Talk-Write (TTW) strategy, introduced by Huinker and Laughlin (1996), is designed to enhance students' oral and written communication skills. This approach encourages learners to engage with a text, comprehend its content, and improve their listening abilities through peer explanation. According to Huinker and Laughlin, TTW allows students to reflect on and organize their thoughts before transitioning to the writing stage. <sup>10</sup> As an instructional method, TTW offers several benefits. First, it fosters meaningful contexts that support comprehension of the subject matter. Second, by incorporating questioning techniques, it promotes students' critical and creative thinking. Third, it encourages active learning through group discussion and interaction. Lastly, it helps students develop habits of thoughtful communication with peers, teachers, and even self-reflection. <sup>11</sup>

Through this model learning students not only thinking (think but they also involved in discussion), express their ideas (talk), and write the results of the

.

<sup>&</sup>lt;sup>9</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 35-36

<sup>&</sup>lt;sup>10</sup> Dea Rizky Tamara and Rusfandi. The Use of Think Talk Write (TTW) Strategy and Its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text. Jurnal Inspirasi Pendidikan. Vol. 11 No. 1. 2021. Hal, 51-60

<sup>&</sup>lt;sup>11</sup> Loc.cit.52.

discussion into a text (write). This learning model allows students to learn independently or work in groups, so the whole student can be active in the learning process. In comparison to other methods, such as Brainwriting, which focuses on generating ideas in writing without discussion, and CIRC (Cooperative Integrated Reading and Composition), which emphasizes reading comprehension and writing through structured group work, Think-Talk-Write offers unique advantages including a balanced development of critical thinking, oral communication, and writing skills. Unlike LeaCy (Learning Cycle), which follows a more structured sequence of exploration, concept introduction, and application, Think-Talk-Write provides flexibility in its implementation, allowing teachers to adapt it to various learning contexts and student needs. The emphasis on discussion and collaborative idea generation in Think-Talk-Write also distinguishes it from more individually focused strategies, promoting social learning and teamwork.

The Think-Talk-Write (TTW) strategy represents a comprehensive approach to developing students' writing skills through a three-phase process: independent thinking (Think), collaborative discussion (Talk), and individual writing (Write). This structured yet flexible learning model encourages active participation from all students, whether working independently or in groups, thereby addressing the passive learning patterns observed at Kebonagung 02 State Elementary School. While several student-centered methodologies exist, TTW offers distinct advantages over alternatives in the context of teaching descriptive writing to elementary students with limited English exposure. Unlike

Brainwriting, which emphasizes solitary idea generation without verbal interaction, TTW incorporates crucial oral communication that helps students articulate concepts before attempting to write them. Compared to CIRC (Cooperative Integrated Reading and Composition), which primarily integrates reading and writing through highly structured group work, TTW provides greater flexibility for teachers to adapt activities to diverse proficiency levels, a critical consideration for the heterogeneous ability levels observed in the target classroom. Furthermore, while LeaCy (Learning Cycle) follows a rigid sequence of exploration, concept introduction, and application, TTW allows for recursive learning that better accommodates the developmental needs of young English language learners, particularly those struggling with vocabulary acquisition and idea organization.

Despite these pedagogical advantages, a significant gap remains in current teaching practices at Kebonagung 02 State Elementary School. Classroom instruction continues to rely heavily on traditional, teacher-centered methods that prioritize grammar drills over the development of meaningful content. As a result, students receive minimal support in generating and organizing ideas. Preliminary observations revealed that 75% of sixth-grade students were unable to independently produce descriptive content, even after being taught basic grammar and sentence structure. This finding highlights the urgent need for scaffolded writing instruction that integrates structured thinking, collaborative dialogue, and guided practice elements that are inherently embedded in the TTW strategy and form the foundation of this research.

# 1.2 Research Question

Based on the background of the study, it can be seen that the research question is "How can VI-grade Students of Elementary School's writing skills in descriptive text be improved through the use of the Think Talk Write Learning Model?".

# 1.3 Research Objective

This research aims to enhance the descriptive text writing skills of sixth-grade students at Kebonagung 02 State Elementary School through the implementation of the Think Talk Write Learning Model, as measured by improvements in grammar and overall writing quality.

## 1.4 Research Significance

- 1.4.1 Practical Contribution: This study contributes to educational practice in the following ways:
- a) Teachers: The TTW strategy provides a practical and effective approach to teaching writing, enabling teachers to improve student writing outcomes.
- b) Students: By participating in TTW activities, students can develop their writing skills, critical thinking, and collaboration abilities, leading to improved academic performance and increased confidence in writing.
- c) Educational Setting: The study's findings can inform school-wide initiatives to enhance writing instruction, curriculum development, and teacher professional development, ultimately benefiting the entire school community.
- 1.4.2 Theoretical Contribution: This research makes a theoretical contribution in the following ways:

- a) Extending existing knowledge: By investigating the impact of TTW on writing performance, this study adds to the growing body of research on effective writing instructional strategies.
- b) Addressing a research gap: The study fills a gap in the literature by exploring the application of TTW in an elementary school context, providing insights into its potential benefits and challenges in this specific setting.
- c) Informing theoretical models: The findings of this research can inform theoretical models of writing instruction, particularly those focused on collaborative learning, critical thinking, and writing development.

# 1.5 The Definition of Key terms

# 1.5.1 Enhancing Writing:

Lulu Zhang and Zhuo Wu define Enhancing academic writing is defined as the improvement of academic writing skills through a combination of interdisciplinary approaches, genre-based pedagogy, collaborative learning, and the use of AI-assisted tools. <sup>12</sup> In addition, the researcher believes that enhancing writing also refers to the systematic development of students' writing abilities, particularly in constructing descriptive sentences using accurate and varied vocabulary especially concrete nouns. This improvement is focused on helping students describe real objects found in their classroom environment, which serves as a familiar and meaningful context for vocabulary acquisition and sentence formation.

\_

<sup>&</sup>lt;sup>12</sup> Lulu Zhang and Zhuo Wu. Enhancing Postgraduate Academic Writing Skills Through Course Reform: An Action Research Study. Social Education Research. Volume 5 Issue 2. 2024

# 1.5.2 Writing Skills:

According to Nagy, citing Mohammed, writing skills refers to an individual's ability to convey ideas on a specific topic through written language. <sup>13</sup> In this study, writing performance is defined as students' capacity to create coherent and meaningful descriptive texts, demonstrating clear organization of ideas, grammatical accuracy, and appropriate word choice particularly in the use of descriptive nouns. Writing performance encompasses clarity of thought, effective sentence construction, and correct use of punctuation and spelling.

# 1.5.3 Writing Strategy:

According to Sagredo-Ortiz & Kloss writing strategies are defined as the procedures students use to write more effectively. They involve a plan of action and various tools to advance the development of the writing task and to monitor the process. <sup>14</sup> In addition, the researcher believes that writing strategies also refer to a set of planned and structured steps applied by students during the writing process. These steps include the use of collaborative learning methods, such as group discussions, which allow students to share and develop ideas together. Furthermore, students are supported with visual aids in the form of picture-based worksheets titled "My Classroom," which provide concrete and familiar contexts to stimulate

<sup>&</sup>lt;sup>13</sup> Nurmala Hayati. The Effect Of Guided Writing On Students' Writing Performance (A Case Study). Universitas islam negeri ar-raniry banda aceh. 2020. Hal. 8

<sup>&</sup>lt;sup>14</sup> Sagredo-Ortiz & Kloss. Academic writing strategies in university students from three disciplinary areas; design and validation of an instrument. Frontiers in Education. 2025

vocabulary usage especially nouns and to help students write more fluently and effectively.

# 1.5.4 Think-Talk-Write Strategy:

As described by Huinker and Laughlin, the Think-Talk-Write strategy incorporates opportunities for students to reflect on and organize their thoughts before articulating them in written form. In this study, the TTW strategy was implemented through three structured phases. In the Think phase, students individually generated ideas and listed descriptive nouns based on visual prompts. In the Talk phase, they discussed these ideas in small groups, facilitating vocabulary enrichment and collaborative meaningmaking. In the Write phase, each student individually composed a descriptive paragraph using insights gained from the discussion. This process scaffolded students' writing development by integrating guided reflection, peer interaction, and structured writing practice.

# 1.6 Research Outline

This research was divided into five chapters, which consist of

#### a) Chapter 1

This chapter presents an overview of the study, covering the background of the research, the formulation of research questions, the objectives of the study, the significance of the research, the structure of the report, and the definitions of key terms used throughout the study.

<sup>&</sup>lt;sup>15</sup> Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol, 1 No,1. (2021). Hal. 54

# b) Chapter 2

Review of related literature, the chapter will be discussed previous research related to the theme of the research and theories surrounding the research object that will be used as a basis for working on the research

# c) Chapter 3

Research method, the chapter will be discussed the method that will be used in this research, including data collection, data sources, data analysis, etc

# d) Chapter 4

Finding and discussion, the chapter will be presented all data that have been collected and the result of data analysis.

# e) Chapter 5

Closing, the chapter will be containing the conclusion to the research and constructive suggestion from the audience related to the research.



# **CHAPTER 2**

# LITERATURE REVIEW

This chapter presents the theoretical framework, reviews related research, outlines the conceptual framework, and states the action hypothesis.

#### 2.1 Previous Research

Several studies relevant to this research were conducted in 2021. One such study was carried out by Srimaharani Tanjung from the English Education Department of the South Tapanuli Institute of Education, along with Wiki Tedi Rahmawati and Yunita Mutiara Harahap from Alwashliyah University, Medan. Their study, titled "The Effect of Think Talk Write (TTW) Strategy on Students' Ability in Writing Descriptive Text," concluded The TTW strategy has been shown to significantly enhance students' ability to write descriptive texts. Learners who received instruction through the TTW approach exhibited stronger writing performance than those who were taught using traditional teaching methods. <sup>16</sup>

Another relevant study from 2021 is titled "The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability" by Sozanolo Laoli and Dina Irmayanti Harahap from the English Education Department at Potensi Utama University. The results of their study indicated that the Think-Talk-Write (TTW) strategy positively influenced the descriptive writing

<sup>&</sup>lt;sup>16</sup> Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol. 1 No.1. (2021).

skills of eleventh-grade students at SMA Swasta Imelda Medan. The average post-intervention score for the experimental group was 71.56, an improvement from the pre-intervention average score of 56.71. These results indicate that the TTW strategy effectively enhanced students' descriptive writing skills.<sup>17</sup>

Another related study is "The Use of Think-Talk-Write (TTW) Strategy and Its Effect on the Tenth Grade Students' Ability in Writing Descriptive Text," conducted by Dea Rizky Tamara and Rusfandi from the English Education Department of Kanjuruhan University, Malang. The findings of this research demonstrated that applying the TTW strategy in conjunction with audiovisual media during English writing instruction positively influenced students' descriptive writing abilities. Students taught with the TTW strategy achieved a mean score of 77.39, surpassing the 69.39 mean score attained by those instructed with the Mind Mapping strategy. Thus, it underscores the success of the TTW method in enhancing students' descriptive writing abilities. <sup>18</sup>

Another related research is titled "Improve Students' Writing Skill In Descriptive Text At Eighth Grade Students Of Mts Negeri 4 Langkat Year 2019/2020" by Adelya Khairani. The results showed a significant improvement in students' descriptive writing skills, with a post-test mean score of 75.185. This reflected a clear advancement from the pre-test results during the preliminary

<sup>&</sup>lt;sup>17</sup> Sozanolo Laoli and Dina irmayanti Harahap. The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability. Jurnal FISK (Fakultas Sosial dan Kependidikan). Vol, 2 No, 1.2021.

<sup>&</sup>lt;sup>18</sup> Dea Rizky Tamara and Rusfandi. The Use of Think Talk Write (TTW) Strategy and Its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text. Jurnal Inspirasi Pendidikan. Vol, 11 No, 1. 2021.

study. Quantitative data confirmed that students' scores increased after the implementation of the TTW strategy, while qualitative data showed improved student behavior, increased participation, and enthusiasm during the learning process.<sup>19</sup>

The last related study is "The Effect Of Guided Writing On Students' Writing Performance (A Case Study)" by Nurmala Hayati from Universitas Islam Negeri Ar-Raniry, Banda Aceh. This study, based on questionnaire analysis, found that 93% of students expressed a liking for learning to write recount texts using the Guided Writing technique, while 7% responded neutrally. Moreover, 82% of students agreed that Guided Writing helped them improve their writing ability in recount texts. <sup>20</sup>

This research focuses on the application of the Think-Talk-Write (TTW) strategy as an approach to enhance the writing skills of sixth-grade students in an elementary school setting. While many studies have explored TTW in secondary education, this study uniquely contributes to the field by applying the strategy in primary education, a context that often lacks exposure to advanced writing techniques.

In conclusion, the literature review affirms that the Think-Talk-Write (TTW) strategy is an effective approach for improving students' writing

<sup>20</sup>Nurmala Hayati, The Effect Of Guided Writing On Students' Writing Performance (A Case Study), Universitas Islam Negeri Ar-Raniry Banda Aceh, 2020. Hal. 83

<sup>&</sup>lt;sup>19</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 38

performance. Beyond enhancing writing quality, this strategy promotes collaborative learning, student engagement, and reflective thinking. Thus, incorporating TTW into writing instruction provides a dynamic and supportive framework that helps students develop essential writing skills.

### 2.2 Theoretical Framework

### 1) Writing

Writing is one of the four essential English language skills that learners must develop, alongside listening, speaking, and reading. It functions as a medium through which individuals can convey their thoughts and ideas in written form. According to Lado, writing plays a crucial role in language acquisition and is considered one of the most complex skills to master due to its layered and structured process.<sup>21</sup>

Brown, as cited in Saptania Ayu Ramadani, describes writing as the graphic representation of spoken language. In his view, written communication shares similar traits with oral communication, with the distinction lying in its use of visual rather than auditory symbols.<sup>22</sup>

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ

<sup>&</sup>lt;sup>21</sup> Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol. 1 No.1. (2021). hlm. 53

Sozanolo Laoli and Dina irmayanti Harahap. The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability. Jurnal FISK (Fakultas Sosial dan Kependidikan). Vol, 2 No, 1.2021.

# 2) Process of Writing

According to Harmer, there are four key steps in the writing process to produce clear and effective writing. These steps help writers organize their thoughts and develop well-structured texts. The first step is:

# 1. Planning

The first step is planning, where writers organize their ideas before drafting. Some writers may create extensive notes, while others only jot down a few words. At this stage, writers consider three key aspects: the purpose of the writing, the target audience, and the content structure. Organizing ideas in a logical sequence is essential for clarity and effectiveness.

## 2. Drafting

After the planning stage, the next step in the writing process is drafting. At this point, the writer begins to develop their ideas into complete sentences and paragraphs, often producing multiple drafts. The purpose of drafting is to get ideas down on paper without worrying too much about perfection. Following drafting is the editing stage, where the writer revises the drafts by refining the content, improving clarity, correcting grammar and mechanics, and reorganizing ideas as needed. Several drafts may be created during this phase, gradually working toward a polished final version of the text.

## 3. Editing

After completing a draft, writers typically review their work to identify areas that need clarification or improvement. Ambiguities or unclear expressions are revised to enhance coherence and accuracy.

#### 4. Final version

The final version, or publishing stage, is where the writer finalizes the text after making necessary modifications during the editing stage. This version often differs significantly from the original draft due to revisions. Once this stage is complete, the text is ready to be presented to an audience.

These four stages: planning, drafting, editing, and final version, will be implemented in this study to support students in constructing descriptive texts more effectively.<sup>23</sup>

# 3) Difficulty of Writing

Writing poses considerable challenges for many students, particularly in English, which is often regarded as a productive and demanding skill. Descriptive writing is a required genre in elementary schools, where students are expected to describe people, places, or objects, such as their classroom. However, many students struggle with organizing and articulating their ideas.

<sup>&</sup>lt;sup>23</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 10 -11

According to Sulasti, students commonly encounter problems such as uncertainty about what and how to write, limited vocabulary, and inadequate understanding of grammar.<sup>24</sup> These challenges underscore the need for more focused vocabulary instruction, consistent grammar practice, and regular writing exercises to develop students' confidence and competence in writing.

# 4) Components of Writing

Writing consists of several key elements that determine the quality and effectiveness of a text. As outlined by Hughes, writing is evaluated analytically based on five primary components. Two of these are detailed below:

#### 1. Content

The content of a piece of writing must be clear, informative, and meaningful, allowing readers to fully understand the message being communicated. High-quality content demonstrates completeness, relevance, and coherence, ensuring that all necessary information is presented in a logical and connected manner.

# 2. Organization:

Organization refers to the logical structure and flow of ideas within the text. It involves several patterns that help arrange information effectively:

1. Coherence: All ideas must be logically connected, well-ordered, and easy to follow.

<sup>&</sup>lt;sup>24</sup> Astrianingsih, Skripsi: "An Analysis of Student's Difficulties in Writing Descriptive Text at the First Grade of SMAN 1 Kuala Kampar" (Pekanbaru : UI Riau, 2021), Hal. 15.

- 2. Order of Importance: Ideas are arranged from least to most important to build up to a strong conclusion.
- 3. General to Specific: The paragraph starts with a broad topic sentence, followed by specific supporting details, examples, or facts.
- 4. Specific to General: Begins with detailed information and builds up to a general conclusion.
- 5. Chronological Order: Events and ideas are presented in the sequence in which they occurred, from earliest to latest.
- 6. Spatial Order: Used mainly in descriptive writing, this organizes details based on how things appear visually, helping readers to picture the subject clearly

# 3. Vocabulary

Effective writing relies heavily on word choice. In descriptive writing, vocabulary not only conveys meaning but also evokes imagery and emotion. The use of connotative or figurative language can enrich the reader's experience and deepen understanding.

# 4. Language use

This refers to proper grammar usage, including verb forms, nounverb agreement, and sentence construction. Grammar errors can obscure meaning, making clarity a critical aspect of writing. Precise use of language ensures that readers accurately interpret the writer's intent.

#### 5. Mechanics

Mechanics refer to writing conventions, including punctuation, capitalization, and spelling. Proper mechanics contribute to a reader's comprehension and the overall readability of the text. The use of proper writing mechanics helps readers easily understand the ideas or messages being conveyed. Correct mechanics, such as punctuation, spelling, and capitalization, enhance clarity and ensure smooth communication between the writer and the reader.<sup>25</sup>

Based on the components described above, it can be concluded that for students to achieve success in writing, they need to follow and apply these essential steps.

# 5) Writing Ability

Writing ability is the specific skill that enables learners to communicate their ideas, emotions, and thoughts using written symbols while adhering to grammatical and structural conventions. This skill includes several key characteristics:

- 1) Independence: the capacity to write what one can say or comprehend without assistance.
- 2) Comprehensibility: the ability to write in a way that is clear and understandable to others.
- 3) Fluency: the ability to write quickly and cohesively by recognizing patterns and groupings of language.

<sup>&</sup>lt;sup>25</sup> Astrianingsih. Loc cit. 11-13

Students' writing ability is typically evaluated based on their performance in teacher-designed assessments. Strong writing skills also reflect strong critical thinking abilities, as writing demands planning, organization, and clarity.<sup>26</sup>

# 6) Descriptive Text

A descriptive text is a genre that portrays the characteristics of a person, object, or place. Its primary aim is to provide vivid descriptions that allow readers to form clear mental images. Gerot and Wignell define descriptive text as one that illustrates a particular subject.<sup>27</sup> Similarly, Kane views description as a sensory experience, often emphasizing visual elements but also encompassing other sensory perceptions.<sup>28</sup> Gerot, as cited in Mursyid, asserts that descriptive text conveys the qualities of a subject.<sup>29</sup> while Paridiyono adds that such texts can provide both visual and measurable insights into objects, living or non-living.<sup>30</sup>

# 7) Generic Structure of Descriptive Text

Descriptive texts typically follow a two-step generic structure. The first step is Identification, which introduces the subject to be described. According to Hartono, this basic structure is already introduced at the elementary school level. Here is a breakdown of each step:

UNIVERSITAS ISLAM NEGERI

<sup>29</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 12.

<sup>30</sup> Loc.cit. 12.

<sup>&</sup>lt;sup>26</sup> Maya Ainul Hayati. "Improving Students' Writing Ability By Using Flower Writing Strategy" (Bengkulu: IAIN Bengkulu,2020). Hal. 15.

<sup>&</sup>lt;sup>27</sup> Srimaharani Tanjung, Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol. 1 No.1. (2021).

<sup>&</sup>lt;sup>28</sup> Loc.cit. 53

#### a. Identification

This section appears at the beginning of the text and presents a general statement about the subject. It informs the reader about what the text will discuss, offering a brief overview or definition of the topic.

## b. Description

Following the identification, this section consists of several paragraphs that elaborate on the subject by describing its features, qualities, and characteristics. Each paragraph usually begins with a topic sentence that introduces the main idea, followed by supporting details. These paragraphs are organized to focus on different aspects of the topic and often incorporate language and expressions that are specific to the subject being described.<sup>31</sup>

# 8) Definition of Think, Talk, Write

The Think-Talk-Write (TTW) strategy is an instructional model grounded in three main activities: thinking, talking, and writing, designed to actively involve students in problem-solving and foster collaborative discussions within small group settings. According to Wirda, Setiawan, and Hidayat, TTW encourages student participation, enhances creative thinking, fosters cooperative learning, and supports both independent and group work. Huda describes TTW as a method that involves practicing spoken and written language fluency through

.

<sup>&</sup>lt;sup>31</sup> Ihid 13

<sup>&</sup>lt;sup>32</sup> Dea Rizky Tamara and Rusfandi. The Use of Think Talk Write (TTW) Strategy and Its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text. Jurnal Inspirasi Pendidikan. Vol, 11 No, 1. 2021. Hal, 51-60

discussion. In this strategy, students first discuss the material and then present their understanding in written form.<sup>33</sup>

Huinker and Laughlin further explain that TTW provides students with ample time for reflection and thought organization before they begin writing. The communication process transitions from individual reflection to group discussion and finally to the written expression of ideas.<sup>34</sup> ru, as cited in Henyambarsari, defines TTW as a cooperative learning model initiated through stages of personal thinking (think), group discussion (talk), idea exchange, and ultimately writing the results (write). This sequence aims to fulfill instructional objectives and achieve expected competencies.<sup>35</sup>

# 9) Principle of TTW Strategy

The TTW strategy consists of three main stages:

#### 1. Think

At this stage, students are presented with a topic aligned with the lesson's basic competencies. They are encouraged to reflect individually on the topic and generate ideas related to it.

.

<sup>&</sup>lt;sup>33</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 14.

<sup>&</sup>lt;sup>34</sup> Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol. 1 No.1. (2021).

<sup>&</sup>lt;sup>35</sup> Sozanolo Laoli and Dina irmayanti Harahap. The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability. Jurnal FISK (Fakultas Sosial dan Kependidikan). Vol, 2 No, 1.2021.

#### 2. Talk

After forming initial thoughts, students are divided into small groups to discuss their ideas. During this phase, they share their reflections and engage in dialogue, listening to one another and building upon each other's contributions. The group then formulates a summary of their discussion.

#### 3. Write

Once the discussion is complete, students begin drafting their written texts. Although they write individually, the insights gathered during the group discussion support their composition. The teacher subsequently instructs the students to compose a descriptive text, drawing upon their comprehension and the insights gained from group discussions. <sup>36</sup>

# 10) Advantages and Disadvantages of TTW Strategy

According to Yamin and Ansari, the TTW strategy presents several benefits and limitations, as outlined below:

### Advantages:

a. TTW activates the right hemisphere of the brain, as it encourages students to generate ideas creatively, often supported by visual stimuli like images.

<sup>&</sup>lt;sup>36</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020), Hal. 16.

- b. This student-centered approach shifts the learning focus from the teacher to the learners, promoting active participation and discussion.
- c. The strategy supports idea development through collaboration, allowing students to better understand the material with input from peers.
- d. TTW helps students think critically, articulate their thoughts, and refine language choices during the writing process.
- e. Feedback from peers and guidance from the teacher help students improve their writing quality.

## Disadvantages:

- a. Like other cooperative learning models, TTW can be challenging to manage dominant students may monopolize discussions, leaving quieter peers with less opportunity to participate.
- b. Group discussions are time-consuming, making TTW less suitable for large classrooms or limited instructional time.
- c. The presentation and feedback stages require additional time, potentially delaying lesson progress.
- d. Some students may still struggle to articulate their ideas, particularly if their group dynamics are not supportive.

e. Practical outcomes may not always align with theoretical expectations due to class size, time constraints, or student preparedness.<sup>37</sup>

#### 11) Procedures of Think, Talk, Write

According to Yamin and Ansari, the Think-Talk-Write (TTW) strategy involves several structured steps designed to promote active learning and improve students' writing skills:

#### a. Think

Students begin by reading a given text and taking notes on the key points or important information. This stage encourages individual thinking and comprehension as they process what they have read.

#### b. Talk

Next, students engage in group discussions, sharing and comparing their notes with peers. During this collaborative stage, they explain their understanding using their own words, allowing for deeper processing and clarification of ideas.

#### c. Write

After the discussion, students individually write a text based on the results of their group conversation. This step allows students to organize and express their thoughts in writing, reinforcing their understanding of the material and helping to achieve the learning objectives.

# d. Reflect and Conclude

In the final stage, students reflect on what they have learned and conclude.

One representative from each group presents their group's answers, while the

<sup>&</sup>lt;sup>37</sup> Ibid. 17-18.

other groups listen and contribute additional ideas. This activity not only reinforces learning but also fosters communication and critical thinking skills.<sup>38</sup>

# 2.3 Conceptual Framework

Based on the literature reviewed, writing is a complex yet essential component of language learning that plays a central role in students' ability to communicate ideas effectively. Writing requires mastery of various sub-skills such as grammar, vocabulary, organization, and content development. As emphasized by Harmer and Hughes, the writing process involves structured stages planning, drafting, editing, and producing a final version which together support the development of coherent and meaningful texts.

Despite its importance, writing remains one of the most difficult skills to master, especially for elementary school students learning English as a foreign language. Students often struggle with organizing their thoughts, selecting appropriate vocabulary, and constructing grammatically accurate sentences. According to Sulasti, these difficulties stem from limited vocabulary knowledge, lack of confidence, and minimal exposure to authentic writing practice. In particular, descriptive writing requiring detailed observation and use of sensory language poses significant challenges for young learners.

To address these issues, a strategy that combines cognitive processing, social interaction, and structured writing practice is essential. The Think-Talk-Write (TTW) strategy, as introduced by Huinker and Laughlin, offers a solution

-

<sup>&</sup>lt;sup>38</sup> Ayuni Syafitry. The Influence Of Using Think Talk Write Strategy Towards Students' Writing Ability In Report Text. Islamic State University Of Raden Intan Lampung. 2020. Hal. 19-20.

by guiding students through three phases: individual reflection (Think), peer discussion (Talk), and written expression (Write). This approach promotes the development of both oral and written communication skills by encouraging students to explore ideas collaboratively before putting them into writing.

TTW is grounded in cooperative learning principles, encouraging student participation, critical thinking, and shared responsibility in constructing knowledge. As noted by Wirda et al. and Huda, TTW fosters student engagement through discussion, allowing learners to clarify concepts and refine vocabulary use before transitioning to the writing stage. Furthermore, the sequence aligns with the natural progression of the writing process as outlined by Harmer and supports key components of effective writing as defined by Hughes—content, organization, vocabulary, grammar, and mechanics.

Previous research also validates the effectiveness of TTW in enhancing students' writing performance. Studies by Khairani, Tanjung et al., and Laoli et al. found that TTW significantly improved students' ability to produce more descriptive and coherent texts, increased participation, and heightened enthusiasm for writing activities. These findings reinforce the strategy's potential to bridge the gap between student-centred curriculum goals and actual classroom outcomes.

In the context of this research, the TTW strategy is implemented to help sixth-grade students at Kebonagung State Elementary School 02 improve their descriptive writing skills. By scaffolding the writing process through individual thinking, peer collaboration, and structured composition, this strategy aims to

overcome common obstacles such as limited vocabulary, disorganized ideas, and writing anxiety. Through TTW, students are expected to demonstrate greater confidence, clarity, and coherence in their writing, particularly in composing descriptive texts that reflect their immediate environment.

# 2.4 Hypothesis

Drawing from both the theoretical and conceptual frameworks, this research puts forward the hypothesis that students' writing skills, particularly in composing descriptive texts, can be greatly enhanced through the implementation of the Think-Talk-Write (TTW) strategy.



## **CHAPTER 3**

## RESEARCH METHOD

# 3.1 Research Design

This study employed Classroom Action Research (CAR) as its methodological framework, following the cyclical model developed by Kemmis and McTaggart (1988). CAR is defined as a systematic, reflective inquiry conducted by practitioners to improve educational practices through iterative cycles of planning, action, observation, and reflection.<sup>39</sup> This methodology is particularly well-suited for investigating instructional interventions, as it enables teachers to systematically examine their practice while simultaneously implementing improvements based on real classroom data.

CAR was selected for this study for several methodological reasons. First, it enables the researcher to address the immediate problem of students' poor descriptive writing performance while systematically documenting the intervention process. Second, the cyclical nature of CAR aligns with the need to refine the Think-Talk-Write strategy based on student responses and classroom dynamics. Third, CAR's emphasis on reflection and adaptation makes it ideal for exploring how TTW strategy can be optimized for EFL learners in the Indonesian elementary context.

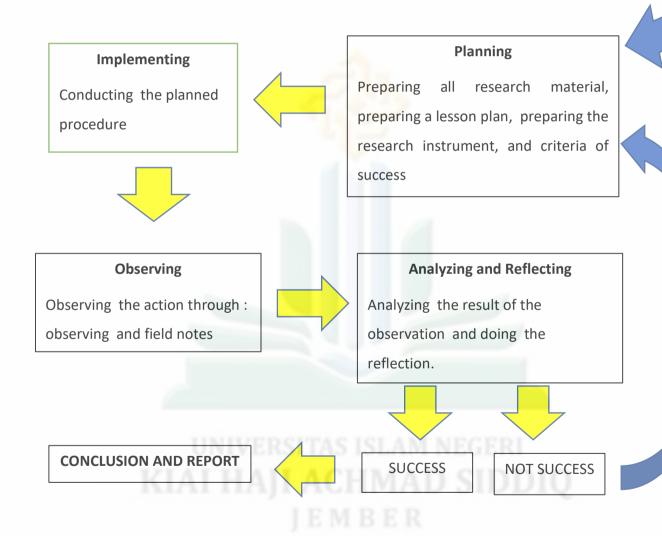
<sup>39</sup> Tshewang Rabgay and Gillian Kidman. Multiple Iterations and Messiness In The Implementation of Action Research by Bhutanese Secondary Science Teachers. Discover Education. 2023

The research was designed to run in two cycles to allow for systematic monitoring of progress and iterative refinement of the instructional approach. Each cycle followed the four-stage process: planning (designing TTW lessons), action (implementing the strategy), observation (collecting data on student performance and engagement), and reflection (analyzing results and planning improvements).



# **Preliminary Study**

Observing the teaching learning process of writing at the VI grade of Kebonagung State Elementary School 02



# 3.2 Research Setting and Subject

This study was conducted at Kebonagung State Elementary School 02, located in Kebonagung Sub-district, Kaliwates District, Jember Regency, East Java, Indonesia. The research took place over six consecutive days, from April 14th to April 19th, 2025, and was structured into two instructional cycles. Each cycle included two classroom sessions of 40 minutes and one reflection phase.

This school was purposefully selected due to its limited implementation of student-centered learning approaches, especially in the context of English writing instruction. Previous observations revealed that teaching practices in the school were predominantly teacher-centered, with a strong focus on grammar and memorization rather than on the development of writing skills such as idea organization, vocabulary use, and paragraph construction. Furthermore, a preliminary diagnostic test indicated that only 35.71% of sixth-grade students had met the minimum criteria for descriptive writing, demonstrating a significant need for intervention. These factors made the school an ideal setting for implementing the Think-Talk-Write (TTW) strategy, which emphasizes collaborative thinking, oral discussion, and structured writing—elements that directly address the shortcomings observed.



# 3.3 Research Participants

The participants of this research were 28 sixth-grade students from Kebonagung State Elementary School 02, consisting of 16 girls and 12 boys. Most of the students came from Javanese and Madurese language backgrounds, with limited exposure to English outside the classroom. Their linguistic environment primarily relied on local languages, contributing to challenges in understanding and using English effectively. As a result, students often faced difficulties in selecting vocabulary, constructing sentences, and organizing ideas when writing.

In addition to the students, the research involved one English teacher, Arifah Hikmawati, S.Pd.SD, who served as a collaborator and observer. She played an active role in classroom observation, provided feedback during the reflection stages, and helped ensure the validity of data collected through observation sheets and field notes. The teacher's involvement helped the researcher obtain a comprehensive view of student engagement and learning progress during the implementation of the TTW strategy.

#### 3.4 Research Procedure

This study was conducted through a structured sequence of procedures, starting with a preliminary study and followed by two full cycles of classroom action research. Each cycle consisted of four phases: planning, action, observation, and reflection. The procedures are described as follows:

# a. Planning Phase

The researcher conducted several preparatory activities prior to the implementation of the Think-Talk-Write (TTW) strategy:

- a) Conducted interviews with the English teacher and students to identify common difficulties in writing descriptive texts.
- b) Observed an English class to analyze the current teaching approach and classroom dynamics.
- c) Collaborated with the English teacher to develop TTW-based lesson plans tailored to the students' needs.
- d) Created an analytical scoring rubric with four components: grammar accuracy, Think phase participation, Talk phase participation, and Write phase application.
- e) Prepared supporting materials including classroom pictures, vocabulary cards, cloze-text worksheets, and observation sheets.
- f) Set the success criteria for each cycle: a minimum of 50% of students must show measurable improvement in their writing based on the rubric scores.

#### b. Action Phase

In each cycle, the researcher carried out the TTW strategy through two 40-minute teaching sessions:

# a) Session 1 – TTW Instruction

The teacher introduced descriptive writing using pictures of classrooms as stimuli.

Think Phase (10 minutes): Students independently listed relevant nouns and adjectives about classroom objects and environments.

Talk Phase (15 minutes): Students worked in small groups (4–5 members) to share vocabulary and ideas, completing a group worksheet collaboratively.

Write Phase (10 minutes): Students individually composed descriptive sentences using the vocabulary developed during the group discussion.

### b) Session 2 – Assessment

Talk Review (5 minutes): Students briefly revisited their group discussions to reinforce vocabulary.

Individual Writing Test (30 minutes): Students completed a cloze-text task describing a classroom using the vocabulary discussed.

The teacher collected all student writing for assessment using the prepared rubric.

#### c. Observation Phase

During each session, data collection included:

- a) The collaborating teacher used observation sheets to document students' engagement and participation during the Think, Talk, and Write phases.
- b) The researcher recorded classroom activities using detailed field notes, focusing on student behavior, group dynamics, and instructional effectiveness.
- Observers documented which students actively participated in each TTW phase.
- d) Students' group work and worksheets were photographed as supplementary documentation.

## d. Reflection Phase

At the end of each cycle, the researcher analyzed the data to determine the strategy's effectiveness:

- a) Quantitative data were obtained from rubric-based writing scores.
- b) Qualitative data were drawn from observation sheets, field notes, and interviews with the teacher and selected students.
- c) If less than 50% of students showed improvement, the lesson plans and teaching strategies were revised and re-implemented in the next cycle.
- d) When the cycle met the success criteria, the results were validated collaboratively with the teacher to support the continued use of TTW in future instruction.

# 3.5 Data Collecting Technique

In this study, a combination of quantitative and qualitative data is gathered to evaluate the enhancement of students' writing skills resulting from the implementation of the Think-Talk-Write (TTW) strategy. The instruments used include an observation sheet, field notes, and a writing test. Each instrument serves a specific purpose and is designed to ensure the accuracy and reliability of the data collected.

# a) Observation Sheet

The observation sheet is a crucial tool in classroom action research that allows the researcher to systematically collect data on students' behavior, participation, and engagement throughout the TTW process. In this study, the observation sheet focuses on several specific aspects, including:

- a) Student participation in each TTW phase (Think, Talk, and Write),
- b) Use of relevant vocabulary, especially nouns, during discussions,
- c) Interaction patterns (e.g., group collaboration, turn-taking, responsiveness),
- d) Student engagement level (on-task behavior, enthusiasm, attention),
- e) Teacher intervention and response to student needs.

Observers use a checklist format combined with space for brief descriptive comments. This structured approach provides both quantitative (frequency-based) and qualitative (behavioral) data. The observation is conducted during each classroom session and is used to identify progress, barriers, and opportunities for instructional improvement in the next cycle.

#### b) Field Notes

Field notes are used to document the classroom dynamics and reflect on both student and teacher actions during the implementation of the TTW strategy. They are written in narrative format and structured around the four phases of the Classroom Action Research cycle: planning, action, observation, and reflection. Each entry contains:

- a) The date and stage of the cycle,
- b) A brief summary of classroom events,
- c) Student responses (verbal and non-verbal),

- d) Observations on instructional delivery,
- e) Unexpected events or difficulties,
- f) Reflections on teaching effectiveness and needed adjustments.

Field notes are especially valuable for capturing real-time impressions and contextual factors that may not be visible through the observation sheet or test results alone. These notes are used collaboratively with the observer to inform the reflection and planning for the next cycle.

# c) Writing Test

To measure students' improvement in writing descriptive texts, a writing test is administered after every teaching cycle. The test uses a cloze-text format, where students are given a partially completed paragraph describing a classroom, and they must fill in the missing words and expand the content based on their group discussion and vocabulary list.

The writing test is done individually, although students engage in a short group discussion beforehand (Talk phase). After writing, students submit their work, which is assessed using a detailed rubric scoring sheet based on four criteria:

- 1. Grammar accuracy in sentence structure and word forms,
- 2. Participation in the Think Phase demonstrated through planning sheets,
- 3. Participation in the Talk Phase engagement in group discussion,

4. Application in the Write Phase – clarity, coherence, paragraph construction, and completeness of the final written text.

# Example of Rubric Scoring Table:

Aspect	Score 4 (Excellent)	Score 3 (Good)	Score 2 (Fair)	Score 1 (Poor)
Grammar	No errors	Few minor errors	Frequent errors	Many major errors
Think Phase Participation	Highly detailed plan	Sufficient plan	Limited ideas	No preparation
Talk Phase Participation	Actively contributed	Moderate input	Minimal input	No participation
Write Phase Application	Clear & detailed text	Understandable	Disorganized	Incomplete text

This rubric ensures consistency in scoring and allows for easy comparison across students and cycles.

# 3.6 Validity and Reliability of Instruments

To ensure validity, all instruments were developed based on the research objectives and aligned with the TTW teaching model. The observation sheet, field notes format, and writing rubric were reviewed and validated by an expert English teacher at Kebonagung State Elementary School 02 to confirm content relevance and clarity. In addition, the writing test content was designed according to the sixth-grade curriculum for descriptive texts.

43

For reliability, all observations were conducted jointly by the researcher

and a trained co-observer using identical instruments to allow for inter-rater

consistency. Rubric scoring was also cross-checked by both parties to minimize

subjectivity and ensure objective evaluation of students' writing performance.

3.7 Data Analysis Technique

furthermore, to know the percentage of increasing score in students'

writing ability, the researcher will use the percentage formula as follow:

$$P = \frac{F}{N} x 100\%$$

Notes:

P: The Class Percentage

F: Frequency

N: number of Students

To assess the success of the strategy, both qualitative and quantitative data

were analyzed. The quantitative data were obtained from students' writing scores

using a rubric that included grammar, participation in the Think phase,

participation in the Talk phase, and application in the Write phase. The qualitative

data included observation sheets, field notes, and interview results.

The criteria for success in each cycle were that at least 50% of students

showed improvement in their writing performance based on the rubric scores.

Although 50% may seem relatively low, this benchmark was chosen considering

the students' initially low proficiency and the lack of English writing support at

home. This threshold served as a realistic target to determine whether the

intervention had a meaningful impact. If the improvement rate was below 50%, the cycle must be revised and repeated with adjusted teaching strategies in the following cycle.

The results from the field notes and observation sheets were analysed using descriptive analysis focused on student engagement, participation, and writing performance. Observations highlighted changes in students' behaviours, such as increased confidence, collaborative discussion, and clearer idea organization during writing activities.

#### a. Criteria of Success

This study is designed to determine the effectiveness of the think talk write strategy in increasing students' writing skills. The success of this study will be assessed using both qualitative and quantitative data. At least 50% of the students must get a better score on the writing assessment, which includes grammar, participation in the think phase, participation in the talk phase, and application in the write phase. Following that, the results will be analysed using a percentage formula to determine which percentage of students writing abilities have improved. The results from the field notes and observation sheets were analyzed using a Descriptive Analysis of Classroom Observations.

During the classroom action research, observations focused on students' engagement, participation, and writing performance while implementing the Think-Talk-Write (TTW) strategy. The data revealed that students became more active in discussions, confidently expressed their ideas, and showed

improvements in organizing their thoughts before writing. The teacher's role in guiding discussions and encouraging peer interaction also played a crucial part in enhancing students' writing skills. Finally, the researcher will summarize the findings using a Descriptive Analysis of Classroom Observations to identify improvements, challenges, and the level of student engagement during writing lessons through the implementation of the Think-Talk-Write (TTW) strategy.

#### b. Validity of data

To confirm the validity of the data in this research, peer review was used as an important validation method. During the research process, peer reviewers, who were experienced educators and researchers, evaluated the study's design, implementation, and findings. They gave constructive feedback on the effectiveness of the research's instruments, the accuracy of data collection methods, and the interpretation of the results. Their ideas assisted in the development of lesson plans, the improvement of assessment rubrics, and verifying that data successfully reflected students' writing improvement. By integrating their ideas, the researcher minimised perspective and improved the validity of the study's result. This collaborative approach guaranteed that the study achieved tough academic criteria and produced trustworthy findings.

KIAI HAJI ACHMAD SIDDIQ JEMBER

# **CHAPTER IV**

# RESEARCH FINDINGS AND DISCUSSION

#### 4.1. Overview and Baseline Data

This chapter presents a comprehensive analysis of the findings from the classroom action research (CAR) conducted to improve sixth-grade students' writing skills in descriptive text using the Think-Talk-Write (TTW) strategy. The research, carried out in two iterative cycles, applied the action research model developed by Kemmis and McTaggart, consisting of planning, action, observation, and reflection stages. The chapter discusses the results of each cycle in detail, drawing upon both quantitative data, such as rubric-based assessments, and qualitative data, including field notes, observation sheets, and writing samples. The aim is to evaluate the degree of student improvement and determine the effectiveness of the TTW strategy in fostering more structured, meaningful, and expressive writing.

Before the intervention began, a preliminary study was conducted through direct classroom observation and a baseline writing test. The results of this diagnostic assessment revealed that only 35.71% of students achieved the minimum standard of success (KKM). This result highlighted several critical areas of concern. Firstly, students struggled to generate descriptive content independently, often producing brief and undeveloped sentences that lacked detail. Secondly, there was limited mastery of relevant vocabulary, particularly nouns and adjectives needed to describe classroom environments. Thirdly,

students faced grammatical challenges and lacked organizational coherence in their paragraphs.

Given these findings, the researcher established a success criterion of 50% improvement: the intervention considered effective if at least half of the students demonstrated measurable growth in their writing performance across several rubric dimensions—grammar, idea organization, vocabulary use, and structured application of the TTW process. This benchmark was intentionally set at a modest yet meaningful level, taking into account the students' starting point, their limited exposure to English at home, and their learning environment, which had previously emphasized teacher-centered methods with little room for collaboration or independent expression.

The following sections detail the implementation of the TTW strategy in Cycle I and Cycle II, describe the observed outcomes, analyze the comparative results, and summarize the key findings that emerged from this classroom-based intervention.

# 4.2. Cycle I: Implementation and Results

## 4.2.1 Implementation Process

Cycle I marked the initial implementation of the TTW strategy in the classroom. The intervention began with structural adjustments to the classroom setting to support a more collaborative learning atmosphere. Students were divided into small groups with diverse ability levels, ensuring that stronger students were able to assist their peers during group activities. Instructional

materials such as worksheets, picture prompts, and vocabulary cards were prepared to guide students during the three stages of the TTW process.

The Think phase initiated the lesson by asking students to reflect individually on a classroom picture and brainstorm nouns and adjectives that described it. This phase encouraged silent contemplation and activated prior knowledge without external input. Many students responded positively, although some struggled due to their limited vocabulary range.

Following this, the Talk phase transitioned students into small group discussions where they were encouraged to share their brainstormed ideas and clarify unfamiliar terms. The intention was to help students build on each other's ideas through peer interaction. This phase proved highly engaging, with students animatedly discussing and comparing words such as "whiteboard," "fan," "poster," and "shelves." However, the group discussions often extended beyond the allocated time, reducing the time available for the next stage.

In the Write phase, students individually composed descriptive paragraphs based on the ideas developed in the prior stages. Although students were able to write more confidently due to the group support and notes taken during discussion, many did not complete their texts within the limited time frame. As a result, the paragraphs were often brief, and some lacked logical sequencing.

# 4.2.2 Student Writing Results

After Cycle I, the students' writing was assessed using a four-category rubric: grammar, participation in the Think phase, participation in the Talk phase, and application during the Write phase. The results showed that 42.8% of students exhibited measurable improvement. While this fell short of the 50% success criterion, it represented a substantial increase from the initial 35.71% baseline.

In terms of grammar, students moved from frequent sentence fragments and word omissions to more structured sentences. The average grammar score increased from 2.1 to 2.9. Vocabulary use also improved moderately; many students successfully used three to four classroom-related nouns correctly within their writing, such as "desk," "window," and "board." Furthermore, paragraph structure showed early signs of improvement, though many compositions still lacked clear topic sentences and supporting details.

The qualitative data from observation sheets and field notes supported these findings. Teachers observed that while students engaged actively in group discussions, not all students contributed equally. Some more confident learners dominated conversations, while shy students remained passive. Additionally, the transition from verbal discussion to written expression was challenging for several students, indicating a need for more explicit scaffolding between the Talk and Write stages.

The scoring breakdown revealed a modest increase in grammar scores and Talk phase participation. However, some students' writing lacked cohesion,

indicating a need for greater focus on logical sequencing and sentence connectors in the next cycle.

# 4.2.3 Challenges and Reflection

Several challenges were identified in Cycle I, which informed the planning of Cycle II. Time management emerged as a key concern. The Talk phase tended to run over time due to students' enthusiasm and the novelty of peer discussion, which limited the time available for writing. This often led to rushed or incomplete paragraphs. To address this, future lessons needed clearer time markers and better transitions between phases.

Unequal group participation was also a concern. Students with lower confidence or limited vocabulary often remained silent during discussions, which contradicted the collaborative spirit of TTW. The absence of structured roles meant some students dominated while others disengaged. This imbalance weakened the group learning potential and reduced the Talk phase's effectiveness for some students.

Additionally, students' vocabulary limitations became apparent during both the Think and Write phases. Despite their willingness to engage, many students lacked the language to accurately describe what they visualized. This impacted their ability to elaborate on their ideas or write descriptive sentences with variety and depth. The teacher realized that vocabulary pre-teaching or scaffolding that necessary to enrich students' lexical resources.

In summary, while Cycle I did not fully meet the success benchmark, it showed early indicators of progress. Students became more engaged, collaborated with peers, and began writing with more confidence. The reflections from this cycle guided essential improvements in instructional strategies for the next phase.

Below is a summary table of key challenges and corresponding action plans:

Challenge	Description	Planned Action	
Time management	The talk phase often exceeded the expected duration	Introduce 5-minute alerts for transitions; restructure lesson timing	
Uneven group participation	Some students dominated; others stayed passive	Assign rotating group roles (e.g., idea collector, vocabulary checker)	
Limited vocabulary	Students lacked descriptive words during writing	Add a 5-minute pre-task vocabulary session with 4–5 key nouns	
Difficulty transitioning to writing	Students struggled to convert spoken ideas to text	Use sentence starters and writing frames	
Fear of making mistakes Students are hesitant du to grammar anxiety.		Reinforce a growth mindset, encourage peer praise, and teacher affirmation.	

Success Criteria for Cycle I: Based on the action research design, Cycle I is considered successful if at least 50% of students show improvement in their

rubric score across grammar, participation in the think phase, participation in the talk phase, and application in the write phase. Since only 42.8% demonstrated measurable improvement in these areas, the criteria were met. Due to the percentage of success that did not reach the target from Cycle 1, the remaining challenges, and uneven participation, Cycle II was planned to refine the instruction and further maximize student outcomes.

# 4.3. Cycle II: Implementation and Results

#### 4.3.1 Adjustments Based on Cycle I Reflection

In response to the challenges identified in Cycle I, several important adjustments were implemented in Cycle II. First, a pre-task vocabulary activity was introduced. This included visual aids and direct instruction on key classroom-related nouns and adjectives. By building a shared vocabulary base before the Think phase, the teacher ensured that all students had access to the lexical tools needed for discussion and writing.

Second, group roles were formalized and rotated, with each student assigned a specific function (e.g., discussion leader, vocabulary recorder, timekeeper, idea contributor). This encouraged equitable participation and made expectations clearer for each group member. Students became more aware of their responsibilities, and the overall group dynamics improved as a result.

Third, time management protocols were introduced using timers and verbal cues. The teacher announced time limits for each phase and gave warnings before

transitions. This allowed students to manage their pace better and ensured that each TTW component was completed within the lesson timeframe.

Finally, the teacher increased active facilitation during group work. By circulating among groups, prompting shy students, and clarifying instructions, the teacher played a more supportive and interactive role in fostering collaboration and engagement.

## 4.3.2 Student Writing Results

The data were then processed using the following formula:

$$P = \frac{Number\ of\ students\ demonstrating\ consistent\ engagement}{Total\ number\ of\ students} \times 100\%$$

Using this method, the engagement rate during Cycle II was calculated as:

$$P = \frac{20}{28} \times 100\% = 71,43\%$$

The results from Cycle II were significantly more promising. A total of 71.43% of students showed improvement, surpassing the 50% threshold and thus meeting the success criteria for the intervention. Quantitative rubric scores also rose across all dimensions. The average grammar score increased to 3.6, while vocabulary use became more precise and diverse. Students now included 5–6 descriptive nouns in their paragraphs and were able to use adjectives and prepositions more effectively.

The quality of student writing improved in multiple aspects. Paragraphs were more cohesive and logically sequenced. Many students were able to open with a clear topic sentence, elaborate with supporting details, and conclude with a relevant closing idea. Additionally, spelling and punctuation showed marked improvement, indicating better attention to written mechanics.

The writing samples also reflected greater originality and creativity. Students drew upon group ideas but personalized their paragraphs with unique expressions and classroom details. This demonstrated a more mature understanding of descriptive writing as a communicative and expressive process.

## 4.3.3 Success Factors

Several factors contributed to the success of Cycle II. The vocabulary scaffolding before the Think phase helped level the playing field, allowing all students to begin with a foundation of key terms. This made brainstorming less intimidating and discussion more productive.

The use of assigned group roles significantly enhanced participation, especially among quieter students. Students were more accountable and active, and group discussions became more structured and inclusive. The Talk phase became a true space for collaborative learning, with students exchanging ideas, negotiating meanings, and building confidence.

Moreover, teacher facilitation played a crucial role in supporting student engagement and keeping the classroom focused. By offering gentle prompts, positive reinforcement, and clarification, the teacher empowered students to take ownership of their writing process.

Overall, the combination of these strategic enhancements led to stronger student outcomes and confirmed the effectiveness of TTW in this context.

# 4.4. Comparative Analysis

# 4.4.1 Quantitative Comparison

The transition from Cycle I to Cycle II showed a marked improvement in quantitative performance. In Cycle I, only 42.8% of students reached the benchmark, whereas in Cycle II, this number increased to 71.43%, indicating an improvement rate of nearly 30%. Grammar scores rose from 2.9 to 3.6, and vocabulary usage also improved in both frequency and accuracy. These figures not only reflect successful teaching adjustments but also signify student adaptation to a more interactive and process-oriented writing approach.

# 4.4.2 Qualitative Comparison

Qualitative data confirmed and complemented the quantitative results. In Cycle II, students displayed stronger sentence structure, richer vocabulary, and more logical flow in their writing. Classroom behavior also improved—students participated more actively, supported peers, and asked relevant questions during the Talk phase. The increased use of self-monitoring strategies, such as peer editing and idea checking, highlighted a shift toward independent learning.

Students who were previously passive began showing more confidence in both discussion and writing. Furthermore, their engagement during lessons indicated that the TTW strategy helped reduce writing anxiety and fostered a more positive attitude toward English writing tasks.

## 4.5 Summary of Key Findings

In conclusion, the implementation of the Think-Talk-Write strategy significantly improved the descriptive writing abilities of sixth-grade students at Kebonagung State Elementary School 02. The strategy's structured yet flexible approach enabled students to organize ideas, enrich vocabulary, and produce coherent descriptive paragraphs. The most notable gains were in vocabulary development, grammar accuracy, and overall paragraph construction.

Despite initial obstacles, such as time constraints and uneven group participation, the adjustments made between cycles ensured a successful outcome. The key factors contributing to this success included vocabulary pre-teaching, clearly assigned group roles, active teacher facilitation, and student-centered learning practices. These findings suggest that TTW is an effective pedagogical strategy for improving writing skills, particularly in EFL classrooms where students benefit from collaborative and scaffolded instruction.

# 4.6. Visual Summary of Outcomes

To summarize the outcomes of the Think-Talk-Write strategy implementation, a rubric-based scoring system was used to assess four key components of students' writing performance: Grammar, Participation in the Think Phase, Participation in the Talk Phase, and Application in the Write Phase.

Each aspect was scored on a 1–4 scale, where 1 indicated "Needs Improvement" and 4 indicated "Excellent."

These scores represent the culmination of Cycle II and reflect the students' overall progress during the intervention. The total score of 13 out of 16 places the class within the "Good" category of the rubric's achievement levels. This result confirms that the Think-Talk-Write strategy effectively supported student development in multiple aspects of writing. The consistent scores of 3 in grammar, idea generation, and final writing application reflect strong engagement and a marked improvement in students' ability to produce descriptive texts.

The standout score of 4 in the Talk Phase suggests that the collaborative nature of TTW was especially impactful. It not only improved students' vocabulary and expression but also fostered critical communication, peer feedback, and shared responsibility in learning. The rubric results complement earlier qualitative findings, such as observed confidence, peer-led corrections, and increased idea contribution during discussions.

While the results are promising, the score of 3 in grammar and writing application also highlights areas for targeted improvement. Students take benefit from additional support in organizing sentences into full paragraphs, using varied sentence structures, and minimizing grammatical errors, especially related to noun spelling and word choice. Mini-lessons and focused peer-editing sessions have potential to help raise future scores from "Good" to "Excellent."

Overall, the implementation of the Think-Talk-Write (TTW) strategy demonstrated significant positive outcomes in improving students' descriptive writing performance. The rubric-based assessment confirmed that TTW effectively fostered cognitive engagement by guiding students through a structured thinking process before writing. It also enhanced language acquisition through peer discussions that exposed students to new vocabulary, sentence structures, and contextual language use. Furthermore, the strategy supported learner autonomy by encouraging students to take ownership of their ideas and build confidence through self-expression and collaborative input.

The transformation of writing from a solitary, often intimidating task into a reflective and social process enabled students to approach writing more meaningfully. Students not only showed improved accuracy in grammar and vocabulary usage but also demonstrated better idea organization, logical sequencing, and elaboration in their written texts. These developments were particularly evident in the increase in descriptive detail, clarity of expression, and the ability to incorporate peer feedback into their final outputs. Notably, 71.43% of students met the success criteria in Cycle II, indicating that the TTW strategy had a meaningful impact on student writing outcomes. As such, the TTW strategy proved to be an effective pedagogical tool in bridging the gap between curriculum expectations and actual classroom outcomes, promoting both academic and affective growth in young writers.

#### 4.7. Discussion

# 4.7.1 Interpretation of Key Findings

The Think-Talk-Write (TTW) strategy demonstrated substantial positive effects on sixth-grade students' descriptive writing skills. Students transitioned from producing simplistic and fragmented sentences to more structured and contextually rich paragraphs. This improvement was evident in vocabulary expansion, sentence coherence, and overall writing fluency. The structured stages of the TTW strategy. Think, Talk, and Write allowed students to engage cognitively, collaborate socially, and construct their ideas into written form more confidently and effectively. These findings are consistent with Khairani's research, which reported that students became more enthusiastic, active, and improved significantly in writing after the implementation of TTW in a classroom action research setting. Similarly, Tanjung, Rahmawati, and Harahap concluded that the TTW strategy significantly enhanced students' descriptive writing performance compared to conventional methods.

# 4.7.2 Connections to Theory and Previous Research

The TTW strategy aligns strongly with Vygotsky's sociocultural theory and constructivist principles, which emphasize learning as a socially mediated process. In this study, collaborative group work enabled students to operate within

\_

<sup>&</sup>lt;sup>40</sup> Adelya Khairani, Skripsi: "The Implementation of Think Talk Write (TTW) Strategy to Improve Students' Writing Skill in Descriptive Text at Eight Grade Students of MTS Negeri 4 Langkat Year 2019/2020" (Medan: UIN SUMUT, 2020),

Srimaharani Tanjung , Wiki Tedi Rahmawati, Yunita Mutiara Harahap. The Effect of Think Talk Write (TTW) Strategy on Students' ability in Writing Descriptive Text. Excellence Journal of English and English Education. Vol, 1 No,1. (2021).

their zone of proximal development (ZPD), allowing higher-order thinking and language acquisition to occur.

These findings are consistent with studies by Tanjung et al., Tamara & Rusfandi, and Khairani, which reported improved descriptive writing performance through TTW. Unlike experimental studies in high school settings, this classroom action research focused on younger learners in an elementary context, providing practical insights for lower-grade implementation.

Compared to other methods such as Guided Writing or Mind Mapping, TTW stood out for its integration of cognitive and social elements. While Mind Mapping emphasizes brainstorming and organization, TTW provides a clearer scaffold by adding collaborative verbalization, a key step for less confident writers.

# 4.7.3 Pedagogical Implications

For elementary EFL classrooms, TTW offers a viable alternative to traditional writing instruction. It builds vocabulary fluency, encourages oral rehearsal, and promotes student-centered learning. Teachers can integrate TTW alongside mini lessons in grammar and vocabulary to reinforce specific writing skills.

# Practical recommendations include:

- a) Assigning clear group roles to ensure equitable participation.
- b) Using cloze-text or sentence frames to reduce writing anxiety.

- c) Incorporating a class vocabulary board or personal word banks.
- d) Adding peer feedback sessions to build collaborative editing habits.

TTW fosters inclusive learning environments, particularly for students with limited English exposure at home.

#### 4.7.4 Limitations of the Research

This study was limited by its sample size (28 students) and short duration (two cycles over one week). Additionally, 28.57% of students were absent during the writing test, likely due to illness following a national holiday, which affected the completeness of the data.

There was also some variability in student participation within groups, with more confident students occasionally dominating discussions despite role assignments. Moreover, while TTW improved vocabulary usage, grammar issues remained a limitation that may require supplementary instruction.

#### 4.7.5 Recommendations for Future Research

Future studies are expected to:

- a) Explore the long-term effects of TTW on different writing genres (e.g., narrative, recount).
- b) Examine how TTW impacts students with learning difficulties.
- c) Investigate digital adaptations of TTW (e.g., online collaborative writing).

d) Conduct longitudinal studies across semesters to track sustained writing improvement.

#### 4.8. Teacher Reflection

The teacher observed significant changes in student attitudes and engagement throughout the TTW implementation. Initially hesitant students became more confident, while group collaboration fostered a sense of shared responsibility. Time management in the Talk and Write phases required better planning, suggesting future lessons include mini-lessons and expanded writing time. Overall, TTW proved both effective and adaptable, reinforcing the teacher's role as a facilitator of thought, not just a transmitter of knowledge.



#### **CHAPTER V**

#### CONCLUSION AND SUGGESTIONS

This chapter presents the conclusions drawn from the research findings discussed in Chapter IV and offers suggestions for educators, future researchers, and the broader educational community.

#### 5.1 Conclusion

Overall, the implementation of the Think-Talk-Write (TTW) strategy demonstrated significant positive outcomes in improving students' descriptive writing performance. The rubric-based assessments revealed marked improvements across multiple areas. In Cycle I, 42.8% of students met the success criteria, while in Cycle II, the percentage rose significantly to 71.43%, surpassing the minimum target of 50% and indicating that the TTW strategy was effective in enhancing writing skills.

Grammar scores improved from an average of 2.9 in Cycle I to 3.6 in Cycle II, and participation in the Talk phase was rated at 4.0 (Excellent) in Cycle II. Students also expanded their vocabulary, increasing their use of appropriate descriptive nouns from 3–4 per text in Cycle I to 5–6 nouns in Cycle II. These results confirm that the TTW strategy fosters cognitive engagement by guiding students through structured thinking before writing, encourages vocabulary development through discussion, and supports learner autonomy by promoting idea ownership and confidence in written expression.

The transformation of writing from a solitary and often intimidating task into a reflective and social process enabled students to approach writing more meaningfully. Students not only demonstrated greater accuracy in grammar and vocabulary usage but also showed noticeable improvement in organizing ideas, using logical sequencing, and elaborating their texts. This progress was particularly evident in the clarity of expression and the incorporation of peer feedback. Thus, the TTW strategy proved to be an effective pedagogical approach, bridging the gap between curriculum expectations and actual classroom outcomes while supporting both academic and affective growth in young writers.

#### **5.2 Suggestions**

Based on the findings and reflections from this study, the following suggestions are provided for educators, schools, and future researchers:

#### 1. For English Teachers:

- The Think-Talk-Write strategy integrated into writing instruction, especially for genres like descriptive text. Its emphasis on discussion and reflection makes it highly suitable for elementary students.
- Teachers allocate sufficient time for each TTW phase and prepare structured roles during group activities to ensure balanced participation.
- Incorporating vocabulary pre-teaching and scaffolding tools like sentence starters can further support learners who struggle with lexical and syntactic structures.

#### 2. For Schools:

- Schools must provide training and support for teachers to adopt interactive and student-centered methods like TTW.
- Classroom environments arranged to facilitate group collaboration, and resources such as visual dictionaries or writing templates made accessible to support differentiated instruction.

#### 3. For Future Researchers:

- Further studies can explore the long-term impact of TTW across different text genres (e.g., narrative or recount).
- Expanding this research to larger and more diverse student populations is likely to help validate the strategy's generalizability.
- Future researchers are also encouraged to include interviews with students to gain deeper insights into their perceptions and challenges during each TTW phase.

Overall, the classroom action research conducted at Kebonagung State Elementary School 02 successfully investigated the use of the Think-Talk-Write (TTW) strategy in enhancing sixth-grade students' descriptive writing skills. The implementation of TTW over two cycles revealed significant improvements in student engagement, vocabulary development, sentence structure, and overall writing performance. Additionally, student confidence, participation, and

collaboration were positively influenced through structured peer interaction and guided practice.



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

#### REFERENCES

- Astrianingsih. An Analysis Of Students' Difficulties In Writing Descriptive Text At The First Grade Of Sman 1 Kuala Kampar A Thesis. Universitas Islam Riau.; 2021
- Khairani. The Implementation Of Think-Talk-Write (TTW) Method To Increase Students' Writing Ability In Descriptive Text At The Eighth. State Islamic University Of North Sumatera, Medan. 2020;
- Laoli & Harahap. The Effect Of Think, Talk, Write (TTW) Strategy On Students' Descriptive Text Writing Ability. Jurnal FISK. 2021
- Tanjung et al. The effect of think talk write (TTW) strategy on students' ability in writing descriptive text. Excellence Journal of English and English Education. 2021
- Hayati, Ainul Maya. *Improving students' writing ability by using flower writing strategy*. State institute for islamic studies (IAIN) Bengkulu. 2020
- Hayati, Nurmala. *The Effect Of Guided Writing On Students' Writing Performance (A Case Study)*. Universitas Islam Negeri Ar-Raniry Banda Aceh. 2020
- Syafitry, Ayuni. The Influence Of Using Think Talk Write Strategy Towards Students' Writing Ability In Report Text. Islamic State University Of Raden Intan Lampung. 2020
- Aulia A, Zanuba. Improving Students' Reading Skill Using Questioning Strategies. Raden Mas Said States Islamic University Of Surakarta. 2023
- Dea Rizky Tamara and Rusfandi. *The Use of Think Talk Write (TTW) Strategy and Its Effect on The Tenth Grade Students' Ability in Writing Descriptive Text*. Jurnal Inspirasi Pendidikan. Vol, 11 No, 1. 2021
- Tshewang Rabgay and Gillian Kidman. *Multiple Iterations and Messiness In The Implementation of Action Research by Bhutanese Secondary Science Teachers*. Discover Education. 2023
- Lulu Zhang and Zhuo Wu. Enhancing Postgraduate Academic Writing Skills
  Through Course Reform: An Action Research Study. Social Education
  Research. Volume 5 Issue 2. 2024

Sagredo-Ortiz & Kloss. Academic writing strategies in university students from three disciplinary areas: design and validation of an instrument. Frontiers in Education. 2025



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

#### Lampiran

#### Appendix 1

#### RESEARCH COMPLETION LETTER



#### PEMERINTAH KABUPATEN JEMBER SD NEGERI KEBONAGUNG 02 KECAMATAN KALIWATES



Alamat: II. Ikan Kakap No. 16 Kel. Kebanagung Kode PO5 : 68134 Email : sdnegerikebonogungdua@gmail.com

#### SURAT KETERANGAN

Nomor: 422.1/121/35.09.11.01.20549481/2025

Yang bertanda tangan di bawah ini,

Nama Lengkap

SUGENG ARIYANTO, S.Pd.SD

NIP

: 197403121997071001

Pangkat / Gol.Ru Jabatan : Pembina /IVa : Plt. Kepala Sekolah

Menerangkan dengan sebenarnya bahwa:

Nama Lengkap

: AKHMAD BAYU FAUZAN

NIM

: T20186155

Fakultas/Prodi

: FTIK/TBI

Perguruan Tinggi

: UIN KHAS JEMBER

Yang bersangkutan telah melakukan penelitian tentang Facilitating Six Graders 'Writing Performance By Using "Think-Talk-Write" Strategy : A ClassRoom Action Research pada tanggal 14 April 2025 s.d 19 April 2025

> Jember, 21 April 2025 Plt. Kepala Sekolah

SUGENG ARIYANTO, S.Pd.SD NIP. 19740312 199707 1 001

#### MATRIX RESEARCH

	ļ				Data Sources
	How can VI-grade	- Think Talk	a. Grammar	- Research Design:	- Primary Data :
Facilitating Six Graders' Writing Performance By Using "Think- Talk- Write" Strategy: A Classroom Action Research	Students of Elementary School's writing skills in descriptive text be improved through the use of the Think Talk Write Learning Model?	Write Learning Model Student Writing Skill in Descriptive Text	<ul> <li>b. Participation in the Think Phase</li> <li>c. Participation in the Talk Phase</li> <li>d. Application in Write Phase</li> <li>a. Teacher ask student to read the material</li> </ul>	Classroom Action Research (CAR) by Kemmis and Mc Taggart a. Planning b. Acting c. Observasing d. Reflecting Data Collection: a. Writing Test b. Field Note	VI grade student's of Elementary state of Kebonagung 02 - Secondary Data: a. Observation Sheet b. Field Note
	1/1	UNIVERSITA	(descriptive text)  b. Teacher make 4-5 group consist of 5- 6 students (Cycle	c. Observastion Sheet - Data Analysis	

	1) and 4 group consist of 7 students (Cycle 2)      c. Teacher provides some picture to be describe by student     d. All student have chance to discuss and describe the picture at paper	Technique:  a. Pass Score $P = \frac{F}{N}x \ 100\%$ Notes: $P: The Class$ $Percentage$ $F: Total$ $Percentage score$ $N: number of$ $Students$ - Validation of Data $Content Validity$	
		- Criteria of succes : This research will	
UNIVERSIT	AS ISLAM NEGI	successful if 50% of the total students'	

	reach KKM or more
	in the research.
of a collection	

UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

#### **Plagiarism Check**



#### KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

Ji. Mataram No. 1 Mangli, Jember Kode Pos 68136 Telp. (0331) 487550 Fax (0331) 427005 e-mail. info@uin-khas.ac.id Website: www.uinkhas.ac.id

#### SURAT KETERANGAN LULUS CEK TURNITIN

Bersama ini disampaikan bahwa karya ilmiah yang disusun oleh

Nama : Akhmad Bayu Fauzan

NIM : T20186155

Program Studi : Tadris Bahasa Inggris

Judul Karya Ilmiah : Facilitating Six Graders' Writing Performance By Using "Think-Talk

Write\* Strategy: A Classroom Action Research

telah lulus cek similarity dengan menggunakan aplikasi turnitin UIN KHAS Jember dengan

skor akhir sebesar (6,8 %)

1. BAB I : 12 %

2. BAB II : 14 %

3. BAB III: 6 %

4. BAB IV: 1 %

5. BAB V : 1 %

Demikian surat ini disampaikan dan agar digunakan sebagaimana mestinya.

Jember, 21-05-2025

Penanggung Jawab Turnitin

FTIK UIN KHAS Jember

(ULFA DINA NOVIENDA, S.Sos I.M.Pd NIP. 198308112023212019

NB: 1. Melampirkan Hasil Cek Turnitin per Bab.

2. Skor Akhir adalah total nilai masing-masing BAB Kemudian di bagi 5.

#### RESEARCH PERMISSION



#### KEMENTERIAN AGAMA REPUBLIK INDONESIA UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jl. Mataram No. 01 Mangli. Telp.(0331) 428104 Fax. (0331) 427005 Kode Pos. 68136 Website:www.http://ftik.uinkhas-jember.ac.id Email: tarbiyah.iainjember@gmail.com

Nomor: B-12500/In.20/3.a/PP.009/05/2025

Sifat : Biasa

Perihal: Permohonan Ijin Penelitian

Yth. Kepala SDN Kebonagung 02 JL. Ikan Kakap No.16

Dalam rangka menyelesaikan tugas Skripsi pada Fakultas Tarbiyah dan Ilmu Keguruan, maka mohon dijjinkan mahasiswa berikut:

NIM : T20186155

Nama : AKHMAD BAYU FAUZAN

Semester : Semester empat belas

Program Studi : TADRIS BAHASA INGGRIS

untuk mengadakan Penelitian/Riset mengenai Facilitating Six Graders' Writing Performance By Using Think-Talk- Write Strategy: A Classroom Action Research selama 7 ( tujuh ) hari di lingkungan lembaga wewenang Bapak Sugeng Ariyanto, S.Pd.Sd

Demikian atas perkenan dan kerjasamanya disampaikan terima kasih.

Jember, 14 April 2025 an. Dekan.

Wakil Dekan Bidang Akademik,

WELK INDONKHOTIBLE UMA

#### PREVIOUS RESEARCH

No	Name of Journal	The Similarities	The Differences
1	Srimaharani Tanjung, Wiki Tedi Rahmawati, & Yunita Mutiara Harahap, The Effect of Think Talk Write (TTW) Strategy on Students Ability in Writing Descriptive, EXCELLENCE Journal of English and English Education (Vol. 1, 2021)	- Focused on examining the impact of the TTW strategy on students' descriptive writing ability.	- Employed an experimental research design, whereas this study utilizes a classroom action research approach.
2	Sozanolo Laoli & Dina Irmayanti Harahap, The Effect of Think, Talk, Write (TTW) Strategy on Students' Descriptive Text Writing Ability, Jurnal FISK (Fakultas Sosial dan Kependidikan, Vol. 2, 2021)	- Investigated the effectiveness of TTW on descriptive writing ability.	- Utilized an experimental method, while this research adopts a classroom action research method.
3	Dea Rizky Tamara & Rusfandi, The Use of Think Talk Write (TTW) Strategy and Its Effect on Tenth Grade Students' Ability in Writing Descriptive Text, Jurnal Inspirasi Pendidikan (Vol. 11, 2021)	- Focused on TTW's impact on writing ability.	- Applied a quasi- experimental research method, unlike this classroom action research.

	4	Adelya Khairani, Skripsi: "The	- Shared the same - Use	d both pre-test and post-
		Implementation of Think Talk	research method test	, while this study uses
		Write (TTW) Strategy to Improve Students' Writing	(Classroom Action only	y a post-test.
		Skill in Descriptive Text at	Research) and used	
		Eight Grade Students of MTS	the TTW strategy	
		Negeri 4 Langkat Year		
		2019/2020" (Medan : UIN		
		SUMUT, 2020)		
-	5	Nurmala Hayati, The Effect Of	Focused on writing - Adop	oted a case study method,
		Guided Writing On Students'	skills and performance as op-	pposed to the classroom
		Writing Performance (A Case		
		Study), Universitas Islam	improvement. actio	n research method used
		Negeri Ar-Raniry Banda Aceh,	in thi	s study.
- 1				
		2020)		



Appendix 6
SIXTH GRADE STUDENTS SDN KEBONAGUNG 02

NUMBER	NAME	P/L	ATTANDANCE
1	ACHMAD YUSRIL PRATAMA	L	V
2	AFIFATUL ISTIQLALLIA	P	V
3	AHMAD TIO FERDIANSYAH	L	V
4	AL FIATUR RIZQIYAH	P	X
5	ANAS MAULANA BARQI	L	X
6	AYUB ARDIANSYAH	L	V
7	AZIZAH NAYLA KARIMA	P	V
8	AZZAHRA WULAN DARI	P	V
9	BUNGA AULIA	P	V
10	DEAS ANGGA SETIAWAN	L	X
11	DINA FATMALA	P	V
12	FARIS KURNIA PUTRA	L	X
13	FIRLI AULIATUS SA'ADA	P	V
14	IKFINA DINA KAMILA	P	X
15	KAHIDSA ICA ATAILLAH	P	X
16	KUNY NAHWALWARDAH	P	V
	FARADISA		
17	LAILATUL AZAHRA MEYDINA	P	V
18	MOCH. ZEAN SYAFANA SOFYAN	L	V
19	MUHAMMAD ANSORI PRATAMA	L	V
20	MUHAMMAD FATHUR ALFARISI	L	$\sqrt{}$
21	MUHAMMAD KHALID AL UMAR	L	X
22	MUHAMMAD REHAN	L	$\sqrt{}$
	ARDIANSYAH		
23	MUHAMMAD ZIDAN AL-FARISI	L	X
24	MULIA PUTRI SAHARA	P	V
25	NOFA DWI RATIH	P	V
26	PUTRI DWI SUGANDA	P	V
27	PUTRI SHEILA ISTIQOMAH	P	$\sqrt{}$

#### **Lesson Plan: Writing Descriptive Text Using TTW Strategy**

#### **General Information**

- School: Kebonagung State Elementary School 02
- Grade: 6
- Subject: English
- Time Allocation: 2 meetings  $\times$  40 minutes
- Topic: Descriptive Text "My Classroom"
- Strategy: Think-Talk-Write (TTW)
- Learning Objective: Students are able to describe a classroom in simple English sentences using the TTW strategy.

#### Meeting 1 (40 minutes)

#### Learning Objective

 Students write the answers of short descriptive text test about their classroom using correct vocabulary.

#### Activities

Time Activity	Description
---------------	-------------

Time	Activity	Description
5 min	Greetings &  Motivation	The teacher greets students and introduces the topic: "My Classroom."
10 min	THINK Phase	Students read a descriptive text test and individually plan their answer
10 min	TALK Phase	In groups, students discuss the answer they want to write. The teacher walks around and assists where needed.
10 min	Class Discussion	Students fill in the cloze text in a short descriptive text test titled "My Classroom." The teacher helps as needed.
5 min	Sharing & Reflection	A few students read their texts aloud. The teacher gives positive feedback and encourages peer appreciation.

#### Materials

- Writing test text
- Vocabulary worksheet
- Whiteboard & markers

Meeting 2 (40 minutes)

Learning Objective

• Students write the answers of short descriptive text test about their classroom using correct vocabulary.

#### Activities

Time	Activity	Description
5 min	Review	Teacher reviews vocabulary from the previous meeting.
10 min	THINK Phase	Students read a descriptive text and individually plan their answer.
10 min	TALK Phase	In groups, students discuss the answer they want to write. The teacher walks around and assists where needed.
10 min	WRITE Phase	Students fill in the cloze text in a short descriptive text test titled "My Classroom." The teacher helps as needed.
5 min	Sharing & Reflection	A few students read their texts aloud. The teacher gives positive feedback and encourages peer

Time	Activity	Description
		appreciation.

#### Assessment

- Students' written text will be evaluated using a rubric based on:
  - o Language Use (grammar)
  - Participating in Think Phase
  - o Participating in Talk Phase
  - o Participating in Write Phase



UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

#### RUBRIC SCORING

		onic been in		
Criteria	4 (Excellent)	3 (Good)	2 (Fair)	1 (Needs
				Improvement)
1. Grammar		$\sqrt{}$		
2. Participation		V		
in Think				
Phase				
3. Participation	$\sqrt{}$			
in Talk				
Phase				
4. Application				
in Write		$\sqrt{}$		
Phase				

#### TOTAL = 13

#### Note

- a) Assign a score (1–4) for each criterion based on the student's performance.
- b) Add the scores for all criteria to calculate the total score.
- c) Use the total score to determine the student's overall achievement level:
- Excellent: 16
- Good: 11-15
- Fair: 8-10
- Needs Improvement: 0-7



#### **WRITING TEST**

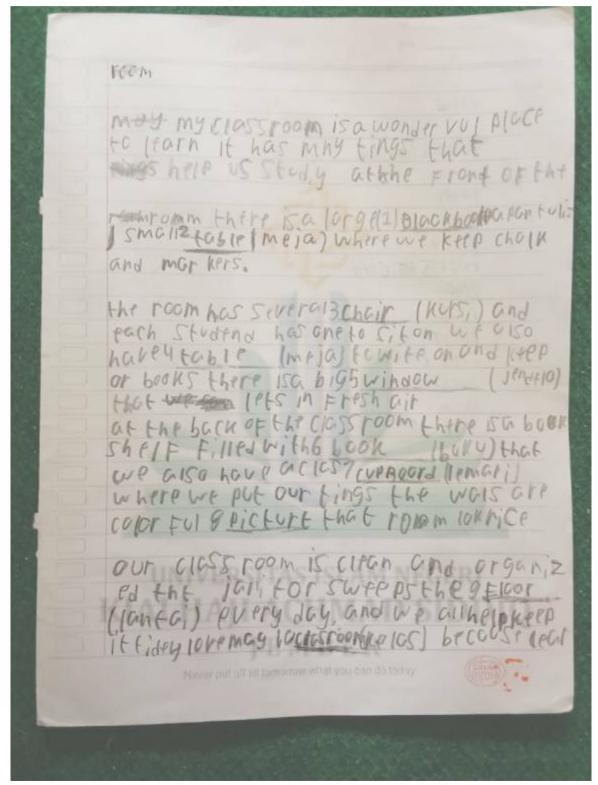


My classroom is a wonderful place to learn. It has many things that help us study. At the front of the room, there is a large (1) \_\_\_\_\_\_ (papan tulis) where the teacher writes lessons. Next to it, there is a small (2) \_\_\_\_\_ (meja) where we keep chalk and markers. The room has several (3) \_\_\_\_\_ (kursi), and each student has one to sit on. We also have (4) \_\_\_\_\_ (meja) to write on and keep our books. There is a big (5) \_\_\_\_\_ (jendela) that lets in fresh air.

At the back of the classroom, there is a bookshelf filled with (6) \_\_\_\_\_ (buku) that we can read. We also have a class (7) \_\_\_\_\_ (lemari) where we put our things. The walls are decorated with colorful (8) \_\_\_\_\_ that make the room look nice.

Our classroom is clean and organized. The Janitor sweeps the (9) \_\_\_\_\_ (lantai) every day, and we all help to keep it tidy. I love my (10) \_\_\_\_\_ (kelas) because it is a place where I learn new things and have fun with my friends.

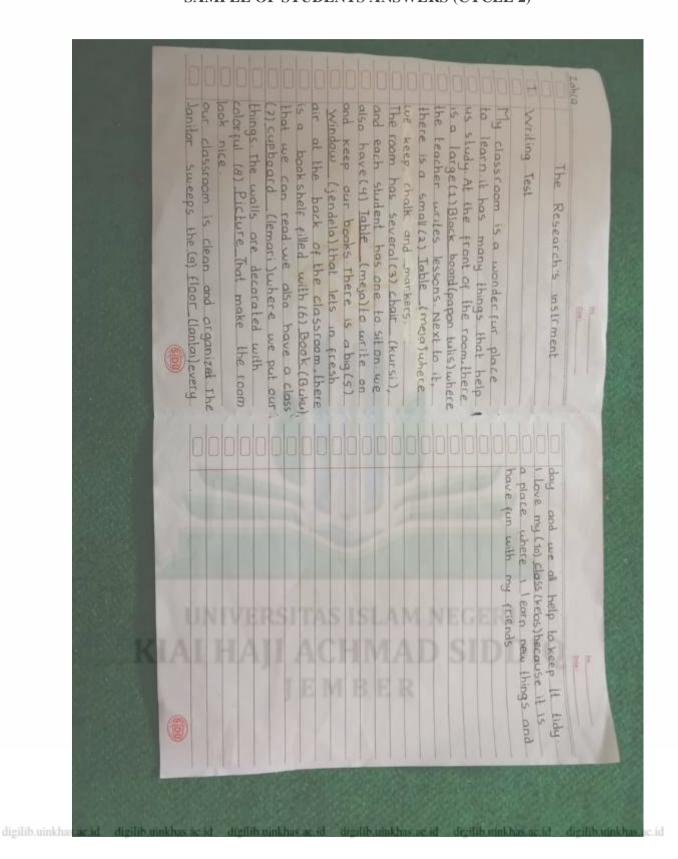
#### SAMPLE OF STUDENTS ANSWERS (CYCLE 1)



digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id digilib.uinkhas.ac.id

Appendix 11

SAMPLE OF STUDENTS ANSWERS (CYCLE 2)



#### **OBSERVATION SHEET**

# DESCRIPTIVE ANALYSIS OF CLASSROOM OBSERVATIONS QUALITATIVE METHOD

Based on your classroom action research and the "Descriptive Analysis of Classroom Observations" approach, here's a simple observation sheet tailored to assess the implementation of the Think-Talk-Write (TTW) strategy and student behavior during your

Research Title: Facilitating Six Graders' Writing Performance by Using "Think-Talk-

Write" Strategy

Observer: Arifah Hikmawati, S.Pd.SD

Date: Cycle I: 16-04-2025, Cycle II: 18-04-2025

Cycle/Meeting: Cycle I: Writing Test using Cloze Text

Cycle II: Writing Test using Cloze Text

Class: Grade VI – Kebonagung State Elementary School 02

1. Observation Focus: Teacher's Implementation of TTW Strategy

No	Indicator	Yes	No	Notes/Examples
	UNIVER	SIL	AS 13	LAM NEGERI
	KIAI HAJ	IΑ	CH	Cycle I: The teacher introduced
1	Teacher introduces the topic clearly	<b>√</b>	Μö	descriptive texts and explained the TTW
				strategy.

No	Indicator	Yes	No	Notes/Examples
2	Students are guided to think individually	<b>√</b>		Students were encouraged to brainstorm and take notes.
3	Teacher forms  groups/pairs for talk  phase	✓		Groups of 4-5 were formed for sharing ideas.
4	Students actively discuss in their groups	<b>\</b>		Students shared their ideas during the "Talk" phase.
5	Teacher facilitates group discussion	<b>√</b>		The teacher monitored and guided group discussions.
6	Students proceed to write their ideas	<b>✓</b>		Cycle II: Students completed a cloze text writing task based on prior discussions.
7	Teacher monitors and gives writing feedback	<b>✓</b>		The teacher gave guidance and checked answers during and after the writing test.

# UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

### 2. Observation Focus: Student Behaviour & Engagement

No	Indicator	Very Active	Active	Passive	Notes/Examples	
1	Students show interest during the "think" activity	<b>V</b>			Most students were engaged in the brainstorming task.	
2	Students contribute ideas during the "talk" activity	V		10	Students discussed the vocabulary and sentence ideas with peers.	
3	Students listen respectfully to peers' opinions		<b>V</b>		Some interruptions occurred but were minor.	
4	Students complete writing task based on group ideas	V			Cycle II: Students completed the cloze test individually after discussing.	
5	Students ask questions or seek clarification	Ø	AS E	LAN MA	Several students asked the teacher for vocabulary and meaning confirmation.	

### 3. Observation Focus: Classroom Atmosphere

No	Statement	Agree	Neutral	Disagree	Notes
1	Students seemed motivated throughout the lesson	<b></b>			Students were excited, especially during group talk and writing phases.
2	Group discussions ran smoothly and productively	<b>V</b>			Good collaboration was observed in all groups.
3	The TTW strategy helped students organize their ideas	<b>V</b>			Students applied their group ideas to complete the cloze test.
4	The teacher's support improved student participation	Z	TAS ISI ACHI E M B	AM NEC	Teacher guidance helped lower-level students participate more confidently.

#### 4. Observer's Notes:

#### Positive Observations:

- Students collaborated effectively during discussions.
- Most students completed the cloze text writing test confidently and correctly.
- The TTW strategy encouraged active learning and peer interaction.

#### Challenges Noticed:

- A few students were hesitant to speak during the "Talk" phase in Cycle I.
- Time management was a slight challenge, especially in Cycle II.

#### Suggestions for Improvement:

- Provide vocabulary review or word banks for students with limited vocabulary.
- Allocate extra time for the "Talk" and "Write" phases.
- Encourage low level students with structured roles during discussion.



#### **Field Note Instrument**

Title: Facilitating Six Graders' Writing Performance by Using "Think-Talk-Write"

Strategy: A Classroom Action Research

Researcher's Name: Akhmad Bayu Fauzan

Collaborator's Name: Arifah Hikmawati, S.Pd.SD

School: Kebonagung State Elementary School 02

Class: Grade VI

Date: 16-04-2025

Cycle: ☑ Cycle I □ Cycle II

Meeting: 2x40 minutes

#### 1. Classroom Environment

How is the classroom setup? (seating arrangement, group formation, material availability)

Are there any distractions or barriers to learning?

General classroom atmosphere (e.g., calm, noisy, focused, interactive)

#### Notes:

The classroom was arranged in small groups of four to five students to support collaborative work. Teaching materials such as handouts and visual aids were available and distributed at the beginning of the lesson. There were no major distractions, and the atmosphere remained focused and supportive. The students were generally calm and participated actively.

#### 2. Teacher's Role & Strategy Implementation

- Did the teacher clearly explain the TTW strategy stages?
- Was the teacher actively facilitating, guiding, and monitoring students' discussions?
- How did the teacher respond to students' difficulties?

#### Notes:

The teacher clearly explained the stages of the Think-Talk-Write strategy, including examples for each step. During group discussions, the teacher walked around the room, guiding students and providing support when they had difficulty expressing ideas. The teacher encouraged quieter students to participate and clarified vocabulary when needed.

#### 3. Student Participation and Engagement

- Were students engaged during the "Think" phase (e.g., taking notes, brainstorming)?
- Were students actively involved in the "Talk" phase (e.g., discussing ideas in groups)?
- Did students contribute and collaborate equally in their group?
- How was their behavior (e.g., discipline, motivation)?

#### Notes:

During the "Think" phase, most students wrote down key ideas and brainstormed with their group members. In the "Talk" phase, students actively discussed their thoughts, asked questions, and helped one another. Participation was fairly equal across groups. The students showed good motivation, remained disciplined, and were eager to share their ideas.

#### 4. Student Writing Performance

- Were students able to express ideas in writing after discussion?
- Did their descriptive writing show relevant vocabulary?
- Were there noticeable improvements in grammar?

#### Notes:

After group discussions, students were able to express their ideas in writing with more confidence. Many used relevant descriptive vocabulary that had been discussed. Some improvement in sentence structure and grammar was noted compared to their previous work, although a few students still struggled with verb agreement and punctuation.

#### 5. Challenges Observed

- Any obstacles during TTW implementation?
- Any students struggling with the task?
- Time management issues?

#### Notes:

A few students had difficulty transitioning from spoken ideas to written form. Some groups needed more time than planned for discussion, which slightly affected the writing phase. There were also minor issues with balancing participation in a couple of groups where certain students were more dominant.

#### 6. Overall Reflection and Initial Conclusion

- Summary of student progress
- Is the TTW strategy effective in this session?
- Recommendation for next cycle or session

#### **\^** *Reflection:*

The TTW strategy proved effective in enhancing students' engagement and ability to organize their thoughts before writing. Students demonstrated more confidence in expressing ideas both orally and in writing. For the next cycle, time management will be adjusted, and group roles will be rotated to ensure balanced participation.

# UNIVERSITAS ISLAM NEGERI KIAI HAJI ACHMAD SIDDIQ JEMBER

#### **Field Note Instrument**

Title: Facilitating Six Graders' Writing Performance by Using "Think-Talk-Write"

Strategy: A Classroom Action Research

Researcher's Name: Akhmad Bayu Fauzan

Collaborator's Name: Arifah Hikmawati, S.Pd.SD

School: Kebonagung State Elementary School 02

Class: Grade VI

Date: 18-04-2025

Cycle: ☐ Cycle I ☑ Cycle II

Meeting: 2x40 minutes

#### 1. Classroom Environment

- How is the classroom setup? (seating arrangement, group formation, material availability)
- Are there any distractions or barriers to learning?
- General classroom atmosphere (e.g., calm, noisy, focused, interactive)

#### Notes:

The classroom was arranged in groups of 7 students to support collaborative discussion. Each group received printed cloze text materials for the writing test. The environment was calm and focused, with students interacting actively within their groups. Materials were

complete and accessible. Minimal distractions occurred, and overall, the atmosphere was conducive to learning.

#### 2. Teacher's Role & Strategy Implementation

- Did the teacher clearly explain the TTW strategy stages?
- Was the teacher actively facilitating, guiding, and monitoring students' discussions?
- How did the teacher respond to students' difficulties?

#### Notes:

The teacher clearly re-explained the Think-Talk-Write (TTW) strategy before starting the session. During the activity, the teacher monitored each group, facilitated discussions, and guided students who struggled with vocabulary or understanding the missing parts of the cloze text. The teacher used encouraging language and provided hints rather than direct answers to promote critical thinking.

#### 3. Student Participation and Engagement

- Were students engaged during the "Think" phase (e.g., taking notes, brainstorming)?
- Were students actively involved in the "Talk" phase (e.g., discussing ideas in groups)?
- Did students contribute and collaborate equally in their group?
- How was their behavior (e.g., discipline, motivation)?

#### Notes:

During the "Think" phase, students took notes individually, brainstorming possible words to fill the blanks. In the "Talk" phase, students were highly active, discussing which vocabulary best fit the context. Most groups collaborated well, with each member contributing ideas. Student behavior was generally disciplined and motivated, with minimal off-task behavior observed

#### 4. Student Writing Performance

- Were students able to express ideas in writing after discussion?
- Did their descriptive writing show relevant vocabulary?
- Were there noticeable improvements in grammar?

#### Notes:

After the discussion, students individually completed the cloze text writing. Most students were able to express ideas accurately, showing improved use of relevant descriptive vocabulary. There was noticeable improvement in sentence structure and grammar compared to Cycle I. Students demonstrated better word choice and coherence in filling the blanks appropriately.

#### 5. Challenges Observed

- Any obstacles during TTW implementation?
- Any students struggling with the task?
- Time management issues?

#### Notes:

A few students initially struggled to decide the most contextually appropriate words, needing more time for discussion. Some groups required reminders to stay on task. Time management was slightly challenging, as discussions took longer than expected. However, no major obstacles disrupted the overall session.

#### 6. Overall Reflection and Initial Conclusion

- Summary of student progress
- Is the TTW strategy effective in this session?
- Recommendation for next cycle or session

#### **\`***Reflection:*

In this cycle, students showed clear progress in understanding and applying descriptive vocabulary through the cloze text writing test. The TTW strategy proved effective in enhancing student collaboration and writing skills. Compared to Cycle I, students were more confident and engaged.

Recommendation: For future sessions, allocate slightly more time for the "Talk" phase and provide a quick review of key vocabulary before starting to support students with lower proficiency.

### Jurnal Kegiatan Penelitian Skripsi

Judul: Facilitating Sixth Graders' Writing Performance by Using "Think-Talk-Write"

Strategy: A Classroom Action Research

Lokasi Penelitian: SDN Kebonagung 02, Kaliwates, Jember

Nama Peneliti: Akhmad Bayu Fauzan

Waktu Penelitian: 14-19 April 2025

No	Tanggal	Kegiatan	Tempat	Keterangan	Tanda Tangan Guru Kolaborator
1	14 April 2025	Pengajuan surat permohonan izin penelitian kepada kepala sekolah	SDN Kebonagung 02	Surat diterima dan disetujui secara lisan	Mail S
2	15 April 2025	Observasi awal dan wawancara dengan guru kelas VI terkait kendala pembelajaran menulis	SDN Kebonagung 02	Informasi awal diperoleh untuk perencanaan tindakan	to Pyalis
3	16 April 2025	Pelaksanaan Siklus I: Penerapan strategi Think-Talk- Write dalam pembelajaran menulis	SDN Kebonagung 02	Observasi dan dokumentasi dilakukan secara langsung	J. Rait
4	17 April 2025	Refleksi dan analisis hasil Siklus I bersama guru kolaborator	SDN Kebonagung 02	Disepakati perbaikan untuk pelaksanaan Siklus II	JAP JAP
5	18 April 2025	Pelaksanaan Siklus II:	SDN Kebonagung	Terjadi peningkatan	

		Revisi pembelajaran berbasis refleksi sebelumnya	02	partisipasi dan hasil menulis siswa	ARYOLI'S
6	19 April 2025	Pengumpulan dan analisis data akhir (lembar observasi, hasil tes menulis, dokumentasi)	SDN Kebonagung 02	Data dianalisis untuk disusun dalam laporan akhir	That's

Mengetahui,

Kepala Sekolah SDN Kebonagung 02

Sugeng Ariyanto, S.Pd.SD NIP. 197403121997071001

### **Documentations**

This documentation was conducted during the teaching process, which consisted of 28 students and used conventional teaching methods without the **Think Talk Write strategy** 









This documentation was carried out during the implementation of the **Think Talk Write Strategy**, consisting of 20 students. It's Thinking, Talking and Writing













### **DECLARATION OF AUTHORSHIP**

The undersigned below:

Name : Akhmad Bayu Fauzan

SRN : T20186155

Major : English Education Program

Faculty : Faculty of Education and Teacher TrainingS

Institution : State Islamic university of Kiai Haji Achmad Shiddiq Jember

Stated that the thesis titled "Facilitating Sixth Graders' Writing Performance by Using Think-Talk-Write' Strategy: A Classroom Action Research" is truly my work from the result of conducted research at the Sixth Grade Students of the Elementary School of Kebonagung 02. Except for some resources, which are accepted from references mentioned

Jember, May 27<sup>th</sup> 2025

Author

Akhmad Bayu Fauzan SRN. T20186155

### **CURRICULUM VITAE**



#### **Personal Information**

Name : Akhmad Bayu Fauzan

Nim : T20186155

Place, Date of Birth : Jember, 6 June 1997

Addres : JL. Arowana IX/217 A Kebonagung, Jember

Department : Tarbiyah and Teacher Training

Program : English Department

Email : bayufauzan217@gmail.com

## **Educational Background**

2002-2004 : TK PGRI

2004-2010 : SD Negeri Kebonagung 01

2010-2013 : SMP Negeri 4 Jember

2013-2016 : SMA Negeri 5 Jember