



The Effectiveness of the Think Talk Write (TTW) Learning Technique Aided by Word Cards Media in Improving Sentence Writing Ability

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Abstract: This research aims to examine the effectiveness of the Think Talk Write (TTW) technique supported by word cards in enhancing sentence writing skills. The research method is quasi-experimental, utilizing a nonequivalent group's pretest-posttest design. Data collection techniques encompassed sentence writing tests and angle distribution. The research sample comprised Class IX C as the experimental group and Class IX A as the control group. Data processing techniques included the Shapiro-Wilk test to assess data normality, paired sample T-tests, and the NGain-Score test. The paired sample T-tests for the experimental group yielded a Sig. (2-tailed) value of $0.00 < 0.005$, indicating a significant distinction between the pretest and posttest scores. Similarly, the paired sample T-test outcomes for the control group demonstrated a Sig. (2-tailed) value of $0.00 < 0.005$. Moreover, based on the NGain-Score calculation, the average gain score for the experimental group was 71.25. In contrast, for the control group, it stood at 50.28, implying that the Think Talk Write (TTW) model, supplemented by word cards, effectively improves sentence writing skills.

Abstrak: Tujuan penelitian ini adalah untuk mendeskripsikan efektivitas teknik Think Talk Write (TTW) berbantuan media kartu kata untuk meningkatkan kemampuan menulis kalimat. Metode dalam penelitian ini adalah kuasi eksperimen dengan nonequivalent groups pretest-posttest design. Teknik pengumpulan datanya yaitu dengan tes menulis kalimat dan penyebaran sudut. Sampel penelitian ini adalah kelas IX C sebagai kelas eksperimen dan kelas IX A sebagai kelas kontrol. Teknik pengolahan data dilakukan dengan uji normalitas data saphiro-wilk, uji pair sample-test dan uji NGain-Score. Dari hasil uji paired sample T-test kelas eksperimen diperoleh nilai Sig.(2-tailed) $0.00 < 0.005$ sehingga dapat bermakna terdapat perbedaan nilai hasil prates dan pascates. Sementara itu, pada kelas kontrol hasil uji paired sample T-test diperoleh Sig.(2-tailed) $0.00 < 0.005$. K emudian, b erdasarkan perhitungan NGain-Score diperoleh nilai rata-rata gain untuk kelas eksperimen 71.25, dan kelas kontrol adalah 50.28, sehingga dapat ditingkatkan model Think Talk Write (TTW) berbantuan media kartu kata efektif untuk meningkatkan kemampuan menulis kalimat.

A. Introduction

Language learning aims to provide students with understanding so they can effectively communicate in a language (Williams et al., 2016; Nunan, 2015; Rubio, 2021). The educational system in schools should support teachers in providing examples that promote effective language learning in the school environment. Language learning objectives in the classroom should focus on developing students' speaking and writing skills (Kusmiarti & Hamzah, 2019; Abidin et al., 2021; Harianja, 2022).

Referring to the curriculum in Indonesia, language and literature skills have been taught since elementary school (Utami et al., 2023). However, various problems arise during the learning process, including difficulties in sentence writing faced by students (Ulya, 2016; Rahayu et al., 2021). The report is a challenging language skill requiring independent thinking and attention to various aspects. Students often rely heavily on teacher-provided examples and need help to develop their ideas (Isdiantoni et al., 2019; Visakha, 2019).

Given students' challenges, alternative solutions are necessary to improve their sentence-writing skills. Teachers need to provide appropriate support and solutions to address these challenges. Additionally, the current text-based approach to language learning in schools should be accompanied by suitable learning materials and strategies to enhance student's writing abilities.

Teachers must understand and utilize learning techniques that follow a conceptual framework to achieve desired learning goals (Hutter et al., 2019). A systematic approach incorporating a conceptual framework guides teachers in organizing learning experiences to meet specific objectives (Sun et al., 2019). The chosen learning technique should align with the learning context and contribute to achieving the intended goals and learner competencies (Larsen-Freeman & Anderson, 2013).

In previous research, various learning techniques have been explored to improve writing skills. The Think Talk Write (TTW) learning technique, introduced by Huinker & Laughin (1996), incorporates thinking, speaking, and writing activities. This technique is part of the cooperative learning model, aiming to stimulate thoughts, reflection, idea organization, and idea testing before students proceed to write.

Integrating learning techniques with media support effectively enhances the learning process (Bean & Melzer, 2021). In this study, word card media is used to aid the implementation of the Think Talk Write (TTW) learning technique. Word cards serve as a visual tool that supports the application of the TTW technique, specifically in improving sentence writing skills. Word cards play a significant role in the overall sentence-writing learning process, contributing to the quality of learning and students' writing abilities.

Selecting word cards to aid the Think Talk Write (TTW) learning technique aims to enhance critical thinking and reduce over-reliance on verbal explanations. Word cards can increase students' concentration, attention and provide meaningful learning experiences (Abdullah, 2017; Fink, 2013; Puspitarini & Hanif, 2019). Previous research has utilized word cards to facilitate sentence writing (Humaini, 2018; Laufer, 2017). In this study, students are given six words, of which they select two to compose logical sentences.

Think Talk Write has been widely employed in language learning. [Zulkarnaini \(2011\)](#) conducted a study titled "Think Talk Write Cooperative Model for Improving Writing Ability of Descriptive Essay and Critical Thinking," demonstrating the effectiveness of the Think Talk Write (TTW) technique in enhancing students' descriptive essay writing skills. [Asy'ari \(2016\)](#) conducted a similar study titled "Think Talk Write (TTW) Learning Model Based on Assessment for Learning (AFL) Through Peer Assessment (PA) to Increase Students' Learning Independence in Class VIII," which indicated that the Think Talk Write (TTW) model improved students' learning independence. Emphasizing students' freedom through the Think Talk Write (TTW) learning technique cultivates positive attitudes toward writing skills ([Maulana & Ikhsan 2018](#); [Putri & Syahrul, 2019](#); [Hastutik, 2022](#)).

Building upon previous research, this study presents a novel approach by integrating the Think Talk Write (TTW) technique with the aid of word cards to improve writing skills. To the researcher's knowledge, this study has yet to specifically combine the Think Talk Write (TTW) technique with word card media for high school-level or equivalent sentence writing instruction, making this study unique and distinct from prior research.

Based on the introduction above, this study aims to address two problems. First, it seeks to determine the effectiveness of the Think Talk Write (TTW) technique aided by word cards in improving sentence writing skills. Second, it aims to describe the advantages and disadvantages of using the Think Talk Write (TTW) technique aided by word cards in enhancing sentence writing skills. This research aims to describe the application of the Think Talk Write (TTW) technique aided by word card media in developing sentence writing skills. The specific objectives include: (1) describing the effectiveness of the Think Talk Write (TTW) technique aided by word cards media in improving sentence writing skills and (2) discussing the advantages and disadvantages of the effectiveness of the Think Talk Write (TTW) technique aided by word cards media in enhancing sentence writing skills.

This study proposes two hypotheses: the null hypothesis (Ho) and the alternative hypothesis (Ha). The invalid theory (Ho) posits that "there is no effectiveness of the Think Talk Write technique aided by word cards in improving sentence writing skills." Conversely, the alternative hypothesis (Ha) suggests that "there is an effectiveness of the Think Talk Write technique aided by word cards in improving sentence writing skills." This research aims to provide insights and recommendations for language teachers regarding effective learning techniques and media to enhance students' sentence writing skills.

B. Method

This research utilizes a quantitative method with a quasi-experimental design. The quasi-experimental design aims to establish a causal relationship between the independent and dependent variables ([Campbell & Stanley, 2015](#)). The chosen quasi-experimental research design is the nonequivalent group's pretest-posttest design, as recommended by [Fraenkel & Wallen \(2012\)](#). The research was conducted at MTsN 11 Majalengka, located in Sindang Hurip Village, Maniis Village, Cingambul District, Majalengka Regency.

The population of this study consists of students from class IX. The research sample consists of class IX B, the experimental class. There are 25 students in class IX B. Purposive sampling technique is employed, with class IX A designated as the control class and class IX B as the experimental class. The research was conducted over three sessions, following the Indonesian language class hours for the MTs level.

Data collection for this study employs two techniques: written tests and questionnaires. Data analysis will be performed using the SPSS application, version 20. The tests include the Shapiro-Wilk normality test, paired T-test for the NGain-Score test, and Independent T-test for the NGain-Score and questionnaire data processing. The research flow conducted in the study is presented below.

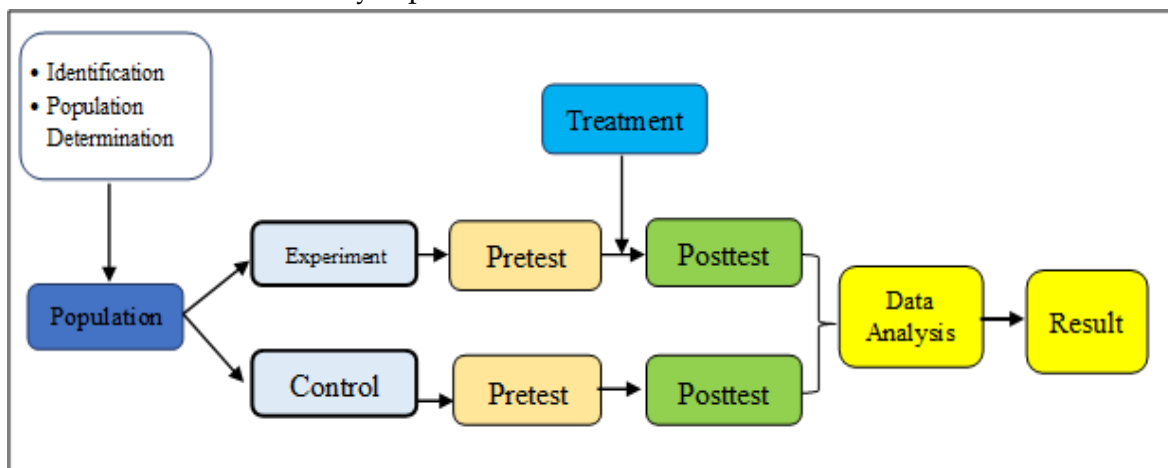


Figure 1. Flowchart for a Quasi-Experimental Design

C. Results and Discussion

Results

This research aims to assess the effectiveness of the Think Talk Write (TTW) technique assisted by word cards in improving sentence writing skills. Considering the sample size of less than 50, a data normality test was conducted using the Shapiro-Wilk test.

Based on the data analysis using the Shapiro-Wilk test for the experimental class, the p-values for the pretest (0.227) and posttest (0.187) were greater than 0.05. Therefore, the pretest and posttest data in the experimental class follow a normal distribution. With normally distributed data, further analysis was conducted using paired sample T-tests. The obtained p-value (Sig. (2-tailed)) was $0.00 < 0.005$, indicating a significant difference between the pretest and posttest results in the experimental class. This suggests that using the Think Talk Write (TTW) technique aided by word cards positively improves sentence writing ability in class IX B students.

Once the effect of the technique on enhancing students' sentence writing ability was established, the next step involved conducting a gain test to determine its effectiveness. The NGain-Score test was performed using SPSS version 26, and the results are presented below.

Table 1. NGain-Score Test Results

		Class	Statistic	Std. Error	
NGain percent	Experiment	Mean	70.2452	2.29798	
		95% Confidence Interval for Mean	Lower Bound	65.5024	
			Upper Bound	74.9880	
		5% Trimmed Mean	71.3638		
		Median	72.0000		
		Variance	132.018		
		Std. Deviation	11.48992		
		Minimum	30.30		
		Maximum	84.81		
		Range	54.51		
	Interquartile Range	12.71			
	Skewness	-1.690	.464		
	Kurtosis	5.045	.902		
	Control	Mean	50.2790	3.83517	
		95% Confidence Interval for Mean	Lower Bound	42.3636	
			Upper Bound	58.1943	
		5% Trimmed Mean	50.5560		
		Median	48.3871		
		Variance	367.713		
		Std. Deviation	19.17584		
Minimum		6.25			
Maximum		85.71			
Range		79.46			
Interquartile Range	29.66				
Skewness	-.047	.464			
Kurtosis	-.103	.902			

Based on the calculation of the NGain-Score, the experimental class showed an average gain value of 70.25, indicating a significant improvement and categorizing it as quite effective. This interpretation aligns with the average value, confirming the technique's effectiveness in the experimental class. However, to further ascertain its effectiveness, additional testing was conducted using the Independent T-test for NGain-Score, aiming to assess any differences in efficacy between the technique and a control group. The test results revealed a Sig. (2-tailed) value of $0.000 < 0.005$, leading to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_a). Consequently, the Think Talk Write (TTW) technique aided by word card media effectively improves sentence writing skills.

Moving on to the analysis of student responses, it can be observed that students still face difficulties understanding certain sentence types, such as multilevel compound sentences and direct sentences. Students often neglect punctuation marks at the end of

corrections, which is crucial in ensuring sentence effectiveness. These findings align with the data analysis results, further supporting the technique's efficacy. Similarly, the experimental class students' questionnaire results also affirm the usefulness of the Think Talk Write (TTW) technique aided by word card media for learning sentence writing. The following table provides an overview of the research questionnaire processing results.

Table 2. Results of Spreading Questionnaire Sheets

No.	Questions	Answer			
		Yes		No	
		Fo	P	Fo	P
1	Do you like studying Indonesian language and literature?	20	80%	5	20%
2	Did you like writing lessons?	24	96%	1	4%
3	Do you know about sentences?	10	40%	15	60%
4	Do you need help writing sentences?	11	44%	14	56%
5	Can you write sentences correctly?	3	12%	22	88%
6	Do you know about the Think Talk Write technique?	16	64%	9	36%
7	Do you know about word card media?	8	32%	17	68%
8	Are you satisfied with the teacher's method of writing the previous sentences?	21	84%	4	16%
9	Do you find it helpful to learn using the Think Talk Write technique assisted by word cards?	23	92%	2	8%
10	Is the Think Talk Write technique with the help of word cards suitable for learning to write sentences?	23	92%	2	8%

Discussion

Based on the questionnaire above results, it is evident that class IX B students responded positively to the Indonesian language learning process. Most students expressed a strong liking and enthusiasm for learning Indonesian, particularly in writing. Furthermore, the students' feedback regarding implementing the Think Talk Write (TTW) technique supported its effectiveness in enhancing their sentence writing abilities. Most students believed that the TTW technique and word card media significantly contributed to their writing skills. Other students also thought that the TTW technique aided by word cards was suitable for learning to write sentences.

Drawing from the accepted hypothesis in this study, the Think Talk Write (TTW) technique, derived from the cooperative approach, effectively improves sentence writing skills throughout the learning process. This conclusion aligns with relevant research, highlighting the advantages of implementing the TTW cooperative learning technique. These advantages include accelerating problem-solving skills, facilitating a better understanding of questions, and providing opportunities for students to engage in discussions about problem-solving strategies (Suminar & Putri, 2018; Kurniaman et al., 2018).

In terms of the learning process, this study demonstrates that the Think Talk Write (TTW) technique is well-suited for teaching sentence writing due to its precise and

systematic stages. Additionally, the method involves grouping students into teams comprising 4-6 members, allowing for increased suggestions and input from peers. These findings are consistent with previous relevant research conducted by [Aryananda et al \(2019\)](#), which asserts that applying the Think Talk Write (TTW) model effectively enhances students' ability to write sentences. The study further highlights the continuous improvement of students' sentence writing skills from the pre-action stage to cycle I and cycle II.

D. Conclusion

Based on the analysis and discussion presented above, the study concludes that the Think Talk Write (TTW) learning technique, aided by using card media, effectively enhances sentence writing skills. The experimental class improved their ability to write sentences by implementing the Think Talk Write (TTW) technique assisted by card media. Furthermore, this technique offers numerous advantages in effectively helping students who face challenges in improving their sentence-writing skills.

This research holds implications for applying the Think Talk Write (TTW) technique assisted by word card media, as it encourages students' learning. Theoretical implications suggest that the application of this technique can impact students' writing skills positively. In practical terms, this research offers an alternative approach for teachers to enhance their teaching practices and motivate students to improve their sentence writing skills.

Based on the findings of this study, the researcher recommends that teachers and future researchers explore the role of other media that can further influence writing skills. Teachers and schools are encouraged to enhance their facilities and infrastructure by adopting innovative learning techniques.

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