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The Implementation Of Think Talk Write (TTW) In Teaching Writing Descriptive Text

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ABSTRACT	ARTICLE INFO
The purpose of this study was to investigate the application of the Think-Talk-Write strategy in teaching descriptive writing and to identify the challenges faced by teachers during its implementation. This qualitative descriptive study involved an English teacher and 30 tenth-grade students at MA Miftahul Ulum. Data were collected through interviews, classroom observations, and student questionnaires. The findings show that this method significantly improves students' writing skills, especially in organizing ideas, expanding vocabulary, and developing grammatically accurate sentences. As a result, about 75% of students showed improvement in critical thinking and collaborative skills during the learning process. The study concludes that Think Talk Write is an effective and flexible method for improving descriptive writing performance. Further research is recommended to integrate Think Talk Write with digital tools to increase student motivation and learning outcomes. © 2025 Educational Technology UPI	Article History: <i>Submitted/Received 4 Sept 2025</i> <i>First Revised 15 Okt 2025</i> <i>Accepted 25 Okt 2025</i> <i>First Available online 27 Okt 2025</i> <i>Publication Date 29 Okt 2025</i> Keyword: <i>Teaching strategy; think talk write; teaching writing; descriptive text.</i>

ABSTRAK	ARTICLE INFO
Tujuan penelitian ini adalah untuk menyelidiki penerapan strategi Think-Talk-Write dalam pengajaran penulisan deskriptif dan mengidentifikasi tantangan yang dihadapi guru selama implementasinya. Penelitian deskriptif kualitatif ini melibatkan seorang guru bahasa Inggris dan 30 siswa kelas X di MA Miftahul Ulum. Data dikumpulkan melalui wawancara, pengamatan kelas, dan kuesioner siswa. Temuan menunjukkan bahwa metode ini secara signifikan meningkatkan keterampilan menulis siswa, terutama dalam mengorganisir ide, memperluas kosakata, dan mengembangkan kalimat yang secara gramatikal akurat. Akibatnya, sekitar 75% siswa menunjukkan peningkatan dalam keterampilan berpikir kritis dan kolaboratif selama proses belajar. Studi ini menyimpulkan bahwa Think Talk Write adalah metode yang efektif dan fleksibel untuk meningkatkan kinerja menulis deskriptif. Penelitian lebih lanjut disarankan untuk mengintegrasikan Think Talk Write dengan alat digital guna meningkatkan motivasi siswa dan hasil belajar. © 2025 Educational Technology UPI	

1. INTRODUCTION

The four language skills—speaking, listening, reading, and writing—are the primary focus of English language teaching in Indonesia. This is evident in the national education system, which has incorporated language and literature skills from the elementary school level (Utami et al., 2023). In addition to enhancing students' ability to communicate both orally and in writing, learning English aims to cultivate an appreciation for global literature. One way to maximize the learning process is by employing appropriate teaching approaches, models, or media. However, not all schools successfully achieve these goals, as reflected in the varied outcomes of English language teaching each year. These variations are influenced by multiple factors related to the teaching and learning process.

In both education and social interaction, English language teaching plays a crucial role. By contributing to the development of learning materials and themes, students become active participants in the learning process (Mubarok & Sofiana, 2022). However, since English is generally used only during English lessons, students are rarely exposed to the language outside the classroom. They do not use English when interacting with family members or in social situations (Husna et al., 2021). As a result, many students make errors in writing because the words they write do not always match what they hear.

The challenge is further compounded when students listen to speakers with different accents, which often leads to misunderstandings and hinders comprehension (Pratiwi, 2024). Every subject can become a source of discomfort for EFL students enrolled in English language education programs. Such challenges significantly affect students' writing skills, making it difficult for them to produce clear and well-structured texts (Putti Imani & Dwi Prastyo, 2024). This situation places pressure on educators to design a learning environment that is engaging, supportive, and capable of stimulating students' active participation.

Teaching writing skills in English is one of the major challenges faced by teachers. Writing ability is a highly valued form of language competence, both in educational settings and in social life. However, many students still struggle to write clearly, coherently, and grammatically correctly (Geroda et al., 2025). With regard to descriptive texts, difficulties become more apparent when students are asked to produce them. This is partly due to the use of outdated teaching approaches, which cause confusion about text structure and the proper organization of ideas. As educational systems worldwide realize the importance of designing learning experiences for each student, teachers' unique roles and contributions are becoming increasingly significant (Elwarraki et al., 2023).

To help students achieve their learning goals, teachers need to design strategies that are effective and suited to classroom needs. Developing effective strategies has become an important tool in enhancing students' language learning (Herni Sri Wulandari & Halim, 2024). Teacher effectiveness is often defined by the extent to which they fulfill their responsibilities in teaching, guiding, and educating students (Sitorus et al., 2025). One way to motivate students is to create more engaging learning conditions, which can ultimately improve academic performance.

Teachers must therefore employ effective and efficient strategies so that students can gain a more comprehensive understanding of English. One educational technique that has been widely discussed is Think-Talk-Write. This technique can be applied in various learning contexts, particularly in writing instruction, as it integrates the processes of thinking, discussing, and writing. It also helps students express their ideas more effectively while also fostering collaborative learning.

Referring to Bloom's Taxonomy, learning objectives can be classified into three main domains: cognitive, affective, and psychomotor. The cognitive domain involves thinking skills such as understanding, analyzing, and applying; the affective domain relates to attitudes, values, and emotions; and the psychomotor domain encompasses physical skills in performing tasks. These three domains can be effectively integrated through this technique in teaching descriptive text writing at the high school level (Nafiati, 2021).

Think Talk Write learning allows students to participate more in class, talk to their classmates about their struggles, and feel more at ease and inspired. Previous research by (Nasution, 2023; Siahaan et al., 2024) focused on how students' proficiency in thinking, discussing, and writing techniques significantly affects their ability to produce procedural texts. In addition, research from (A'yun & Liansari, 2024; Humaerah, 2023) focused on the use of Think Talk Write in composing narrative texts; further research from (Fitrianto et al., 2023) focused on evaluating the extent to which the think, talk, write, and snowball learning strategies improved student learning outcomes. This study found a gap in previous studies related to the use of TTW, which focused on procedural and narrative texts, but did not include 10th grade MA students in descriptive texts.

The research questions in this study are how the Think Talk Write method is applied in teaching descriptive writing to 10th grade students at Miftahul Ulum High School, and what challenges teachers face in applying the Think Talk Write method in teaching descriptive writing. Based on the results of interviews and initial observations, it appears that some students are still unmotivated to participate in the learning process and study English, resulting in limited progress. In addition, the lack of effective use of technology-based learning media by English teachers is also a concern. Therefore, this study aims to 1). Explore the application of the TTW method in teaching descriptive writing. 2). Identify the challenges faced by teachers in its implementation.

2. METHODS

2.1 Type of study

This study describes in detail how the Think Talk Write (TTW) learning model is used to teach descriptive text using a descriptive qualitative approach. The researcher chose the descriptive qualitative method because it aims to describe in detail the process of applying the Think Talk Write method in teaching descriptive text writing and to identify problems encountered by teachers and students during the learning process. Qualitative research involves investigating the state of natural objects and usually produces qualitative data using qualitative data processing methods. One of the characteristics of descriptive qualitative research is that it aims to provide a general, accurate, and factual description of the facts, features, and connections among the phenomena under study (Furidha, 2024). (Nyimbili & Nyimbili, 2024) Suggest using purposive sampling techniques to select participants based on specific criteria in this study. Purposive sampling ensures that the selected sample aligns with the study's objectives. The reason researchers chose this type of sampling was that the school provided assistance so that the research conducted by the researchers ran smoothly and in accordance with the objectives. The validation test chosen by the researcher is data source triangulation (reference). The researcher's reference/validation triangulation uses the data source triangulation (reference) type. The researcher chose triangulation to increase the credibility and validity of the data from the research object.

2.2 time and place of research

This study was conducted in class X MA Miftahul Ulum. The study lasted for approximately two months. A total of 30 students, 17 boys and 13 girls with an average age of 15-16 years, participated in this study. All students were actively involved in applying the think, think-talk-write method in learning descriptive texts. However, there were about 7 students whose initial abilities were still lower than their peers. The English teacher and 10th grade students were also willing to participate during data collection, such as during observations, interviews, and filling out questionnaires.

2.3 Data collection instrument

The main data collection tools used in this study were interview guides, classroom observations, and student questionnaires. The questions in the interview guide were designed to explore several key themes. First, the interviews aimed to identify the strategies used by the teacher and the challenges encountered during classroom instruction. These interviews allowed the researcher to document the progress of classroom learning and provide detailed descriptive insights that could not be captured through purely quantitative methods (Gabbalo, n.d.). In this stage, the English teacher was interviewed separately to obtain more in-depth information about English language learning in the classroom, particularly in the implementation of strategies for teaching descriptive texts.

In addition to interviews, classroom observation was conducted to capture the overall classroom atmosphere and gather feedback from students throughout the lessons. This approach emphasized the importance of systematic and structured observation in assessing student engagement, teaching effectiveness, and the application of instructional interventions (Creswell, 2009). During the observation process, the researcher closely monitored the implementation of the Think-Talk-Write strategy, paying attention to every activity that occurred throughout the learning sessions. Finally, questionnaires were administered to all students to explore their experiences and perceptions of English learning as well as their responses to the strategies employed by the teacher. The questionnaire contained a set of statements about the learning process, and students were instructed to respond by selecting one of the provided options: strongly disagree, disagree, agree, strongly agree.

For example:

Note: 1. strongly disagree, 2. disagree less, 3. agree, and 4. strongly agree

No.	Statement	1	2	3	4
1.	English is an easy lesson.				
2.	Skill writing is an easy lesson.				

2.4 Data analysis technique

Matthew B. Miles and A. Michael Huberman are renowned researchers who have made significant contributions to qualitative data analysis, particularly their paradigms of data reduction, data presentation, and conclusion drawing/verification (Huberman & Miles, 2002). Their method strongly emphasizes an interactive and iterative process,

implying that these actions occur simultaneously and consistently throughout the research.

Data reduction is about selecting, focusing on simplifying, abstracting, and modifying the raw data collected. Making the data manageable and understandable requires this step.

Data display here is the process of organizing and structuring the summarized data in a way that allows conclusions to be drawn. Tables, charts, graphs, and other visual aids can be examples of this.

Conclusion drawing

Based on the results obtained from interviews, classroom observations, and student questionnaires, several key conclusions were drawn regarding the implementation of the Think-Talk-Write (TTW) strategy in teaching descriptive writing at MA Miftahul Ulum.

- **TTW as an Effective Instructional Strategy**
The study revealed that the TTW strategy significantly enhanced students' writing competence, particularly in generating ideas, organizing sentences, enriching vocabulary, and constructing grammatically correct texts. The structured sequence of thinking, discussing, and writing helped students process information thoroughly, which led to the production of more coherent and well-developed descriptive texts.
- **Improvement of Student Engagement**
The TTW approach successfully fostered a more interactive and learner-centered classroom environment. During the talk stage, students actively exchanged opinions and collaborated with peers, which strengthened their motivation and self-confidence. This method encouraged students to think critically, engage more actively, and work cooperatively with others.
- **Teacher's Role as a Learning Facilitator**
Teachers played an essential role in directing group discussions, maintaining classroom management, and providing constructive feedback during each phase of the TTW process. Their guidance was crucial in ensuring balanced student participation and effective learning outcomes.
- **Challenges Encountered in Implementation**
Despite its overall effectiveness, several challenges were identified. Some students struggled with limited vocabulary, grammatical errors, and passive participation. Unequal contributions among group members also became a common obstacle during collaborative learning activities.
- **Strategies to Overcome Challenges**
To address these issues, teachers adopted supportive measures such as encouraging the use of dictionaries, applying varied instructional techniques, and providing closer supervision during discussions. These solutions helped students become more independent, confident, and accurate in their writing.
- **Students' Perceptions Toward TTW**
Questionnaire results indicated that most students responded positively to the TTW approach. They perceived the learning process as enjoyable and beneficial in improving both their writing performance and classroom participation.

3. RESULTS AND DISCUSSION

3.1 The implementation of TTW in teaching descriptive writing

Based on interviews conducted with English teachers at MA Miftahul Ulum, it was found that they employ the Think-Talk-Write method as a core component of their instructional approach. This strategy consists of three main stages: thinking individually about a topic or problem, discussing ideas with peers, and then organizing and expressing those thoughts in written form. Classroom observations revealed that teachers implemented this method by dividing students into small groups and encouraging collaboration to solve tasks and generate ideas collectively. The approach aims to promote active learning, critical thinking, and peer-to-peer engagement. However, despite its potential benefits, the classroom application of the TTW method revealed several challenges. It was observed that some students did not fully engage with the process; instead of participating in meaningful discussions, they were distracted or engaged in off-topic conversations, which hindered the effectiveness of group work. As noted by (Husna et al., 2021), students may lose interest in lessons when they are not actively following the activities or are involved in unrelated tasks, highlighting that the success of the TTW strategy heavily depends on student motivation, classroom management, and teacher guidance.

The TTW method offers several pedagogical advantages. One of its main strengths lies in its ability to develop both critical and creative thinking skills. By encouraging students to first reflect individually and then share their ideas through discussion, the method deepens comprehension and stimulates the generation of new perspectives. Furthermore, it fosters stronger student-teacher interaction, as teachers facilitate discussions, provide constructive feedback, and guide students in the writing process. In doing so, TTW promotes active engagement, ensuring that students are not passive recipients of information but active participants in their own learning journey.

Despite these advantages, the TTW method is not without limitations. It may be less effective for subject matter that requires rigid structures or direct instruction, as the method prioritizes exploration and discussion over prescriptive content delivery. In addition, the process can be time-consuming, requiring sufficient classroom time for the three stages—thinking, talking, and writing—to be completed effectively. Unequal participation also poses a challenge, as some students may dominate discussions while others remain passive, leading to imbalances in learning outcomes and limiting the collaborative benefits of the method.

Additionally, the Think-Talk-Write method can be an engaging and highly beneficial instructional strategy, particularly in language learning contexts. However, its success is contingent on effective implementation, equitable participation, and sustained student motivation. Teachers must closely monitor group activities, encourage balanced involvement among students, and adapt the strategy to align with the nature of the learning content. By doing so, educators can maximize the potential of the TTW method to foster deeper understanding, improve communication skills, and enhance overall writing proficiency.

3.2 The obstacles and solutions are given.

Based on classroom observations, it was found that many students continue to experience difficulties in accurately writing English vocabulary. This issue became particularly evident when students submitted their written assignments, which contained numerous mistakes in spelling, punctuation, and word choice. Such errors indicate a lack of mastery in basic English writing conventions, which in turn hinders overall language development. One significant factor contributing to these challenges is the inconsistency between English pronunciation and spelling. Since many English words

are not spelled the way they are pronounced, students often feel confused and frustrated. This mismatch leads some of them to perceive English as a particularly difficult subject to learn and master.

The problem becomes even more pronounced when students are tasked with producing descriptive writing. Descriptive texts require the use of precise vocabulary and correct grammar to vividly describe people, places, objects, or events. Unfortunately, many students have a limited vocabulary, making it difficult for them to effectively and accurately express their ideas in written form. This limitation not only affects their descriptive writing performance but also reduces their overall confidence in engaging with English writing tasks.

To help address these challenges, English teachers at MA Miftahul Ulum incorporate various teaching aids into their lessons, one of which is the dictionary. Teachers are better able to tailor their teaching to meet the specific needs of students when they actively participate in the instructional design process (Kusmawan et al., 2025). In addition to using standard teaching modules, teachers encourage students to use dictionaries regularly as a means of enhancing their vocabulary and understanding of word meanings. For students who struggle to recall or comprehend English words, the dictionary serves as an essential tool, allowing them to check correct spelling and clarify meanings when completing individual or group assignments.

This practice not only supports vocabulary development but also fosters learner autonomy and confidence in language use. By cultivating an encouraging learning environment, teachers promote regular dictionary use in the classroom, enabling students to gradually improve their writing accuracy and become more proficient in English. However, consistent practice, targeted vocabulary instruction, and ongoing support remain essential to help students overcome these writing challenges and develop stronger language skills over time.

3.3 Student analysis perception (questionnaire analysis)

To support teacher interviews and classroom observation results, student questionnaire results were also used to support the results of this study. Student feedback was gathered through a questionnaire containing 15 statements about their learning experiences. Note: 1. strongly disagree, 2. disagree less, 3. agree, and 4. strongly agree

Table 1. Student responses on English learning through the TTW strategy

Values represent the number of students selecting each category (N = 30)

No	Statement	1	2	3	4	average
1.	English is an easy lesson.	0	7	10	13	10
2.	Skill writing is an easy lesson.	0	8	12	10	10
3.	English learning is fun.	0	0	13	17	15
4.	The teacher is flexible and Straightforward when delivering the material.	0	0	15	15	15

5.	I understand the material delivered by the teacher.	0	5	12	13	10
6.	The teacher invites students to be active in learning.	0	0	17	13	15
7.	The teacher often uses the same learning method.	10	20	0	0	20
8.	The teacher uses many strategies in learning.	0	0	15	15	15
9.	The teacher only uses the teaching module for learning.	10	15	5	0	10
10.	The teacher also uses other media besides the teaching module.	0	0	10	20	15
11.	The teacher applies 4 skills in English.	0	0	11	19	15
12.	The teacher emphasizes writing skills during learning.	0	8	14	8	10
13.	Teachers test students' abilities with individual assignments.	0	5	15	10	10
14.	All students are willing to follow all learning sequences.	0	7	12	11	10
15.	Teachers often evaluate learning.	0	0	20	10	15

Categories	
1-9	bad
10-14	good
15-20	very good

The results mentioned above suggest that a significant number of students reacted well to the application of the TTW technique. Almost every student concurred that learning English was fun, the teacher was adaptable, and the utilization of a variety of techniques and media enhanced the learning experience. Writing still presents difficulties for certain children; nevertheless, as seen by the comparatively lower agreement in statements about writing ease and active engagement. These observations provide

credence to the necessity of ongoing vocabulary development and individualized writing Education.

According to the results of interviews conducted with English teachers, it was revealed that the Think-Talk-Write method is considered highly appropriate for teaching descriptive texts to students. The findings indicated that this method can significantly enhance students' writing performance, particularly in producing descriptive compositions. Teachers noted that many students faced considerable difficulty in articulating their thoughts in written English, especially when responding to prompts that required detailed descriptions. Implementing consistent and distributed practice in the classroom can be challenging and may even encounter resistance from students (Mollick & Mollick, 2023)

To address these challenges, the TTW method was implemented as a strategic approach to improve both descriptive writing and vocabulary mastery. This finding is consistent with earlier studies that have demonstrated the effectiveness of TTW in promoting structured writing and critical thinking (Huda et al., 2020). The effectiveness of TTW can also be understood through the lens of Bloom's Taxonomy, which classifies learning objectives into three main domains: cognitive, affective, and psychomotor. In the Think stage, students engage in reading materials and observing objects to be described, such as pictures of animals or fruits, to understand the structure and linguistic features of descriptive texts, thereby developing cognitive skills. In the Talk stage, students collaborate in small groups to share ideas, opinions, and feelings about the observed objects, fostering mutual respect and emotional engagement in the affective domain. Finally, in the Write stage, students compose descriptive texts based on group discussions and present them to the class, which not only strengthens writing skills but also enhances psychomotor abilities through active writing and speaking (Asvini et al., 2020).

Teachers observed that discussing the material with peers before writing allowed students to feel better prepared and more comfortable transitioning to the writing stage. Before being asked to produce written work, students were given time to think, reflect, and organize their ideas, which led to improved participation in writing assignments, speaking activities, and critical thinking exercises (Wijayati et al., 2023). It has been demonstrated that students participate in writing assignments, speaking performances, and thinking exercises (Qomariyah & Nafisah, 2020). Teachers emphasized that TTW encourages students to critically analyze a topic, articulate their ideas in discussion, and then write them in a clear and structured manner. An additional benefit is that TTW fosters active student participation and increases their willingness to present and explain their work in front of the class, thereby enhancing oral communication skills and building learner confidence and independence.

The finding supports (Asvini et al., 2020), who found that TTW improved students' descriptive writing through collaborative discussion. In addition (Syafika & Sugiharti, 2024) found that students writing performance improved from the first to the second cycle using image media helped reduce boredom and increased engagement. Overall, the results from this research indicate that implementing the Think-Talk-Write strategy has significantly improved the writing skills of tenth-grade students at MA Miftahul Ulum. This approach has enhanced their ability to generate and organize ideas logically, produce coherent and cohesive texts, use richer vocabulary, maintain grammatical accuracy, and develop greater confidence in expressing their thoughts in writing. Moreover, by integrating the stages of thinking, discussing, and writing, TTW promotes deeper engagement, active collaboration, and the development of critical thinking skills, enabling students to produce more meaningful, well-structured, and contextually

appropriate written outputs. Further research is recommended to integrate Think Talk Write with digital tools to increase student motivation and learning outcomes.

4. CONCLUSION

The findings of this study show that the Think-Talk-Write (TTW) strategy has not only improved students' descriptive writing ability at MA Miftahul Ulum but also nurtured a more meaningful learning experience. By engaging students in the process of thinking, sharing, and writing, the classroom became a space for collaboration, creativity, and confidence-building. The teacher's role as a facilitator was central in guiding students to express their ideas freely and develop their understanding through interaction. Beyond language mastery, TTW encouraged students to listen, reflect, and support one another—transforming writing from a solitary task into a shared journey of growth. This study suggests that TTW can serve as a model for human-centered language instruction, one that connects thinking, communication, and self-expression. Future recommendations for schools are expected to improve other students' English language skills (speaking, reading, and listening) and increase the variety of learning methods.

5. AUTHORS' NOTE

The authors declare that there is no conflict of interest regarding the publication of this article. Authors confirmed that the paper was free of plagiarism.

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