

The use of the think talk write's model to improve the ability to write descriptive texts students of class VII E SMPN 1 Mojowarno

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Abstract

The purpose of this study is to obtain a description of the use of the Think Talk Write (TTW) model to improve the descriptive text writing skills of students in class VII E SMPN 1 Mojowarno in the academic year 2023/2024. Writing skills are an important element in learning Indonesian. Students can communicate their ideas and personal experiences through written media. Writing can also develop students' critical thinking skills. In fact, students in class VII E SMPN 1 Mojowarno in the academic year 2023/2024 experience difficulties and lack interest in learning to write. According to the researcher, the solution to this situation is the use of the TTW Model. Because this learning model has stages of thinking, speaking, and writing, it is believed to improve writing skills and create a more varied learning atmosphere, thereby increasing students' interest in learning. This study uses a qualitative descriptive method in this study. The subjects of this study were students in class VII E SMPN 1 Mojowarno in the academic year 2023/2024. Data collection techniques include learning observations, interviews, and documentation analysis in the form of student writing results. The collected data was then analysed through data reduction, narrative presentation, and conclusion drawing. The results showed that the TTW model can increase students' interest in writing descriptive texts. This learning model provides students with the opportunity to process information more deeply, exchange ideas or experiences, and organize their thoughts before writing them down.

Keywords: *Think Talk Write (TTW) Model, Writing Descriptive Text, Learning Indonesian Language.*

INTRODUCTION

Language skills generally comprise four core competencies listening, speaking, reading, and writing that work together to form a learner's overall communicative proficiency. Listening is the primary receptive skill through which learners receive and process spoken input, making it essential for building comprehension and developing awareness of pronunciation, rhythm, and meaning in context (Rost, 2011).

Together, these four skills support integrated language development, enabling learners to use the target language effectively in real-world communication. Speaking and writing skills play a significant role in developing an individual's character, conveying ideas, creating shared understanding, and fostering collaborative relationships. In the workplace, productive language skills align with the complexities of professional communication. Writing is a fundamental element in creating reports, proposals, documents, promotional materials, and more. Clear, concise, and professional writing not only reflects a person's analytical skills but also improves communication efficiency within an organization (Helaluddin, 2020).

Similarly, writing skills play a crucial role in human communication (Hendrawan and Indihadi, 2019). This statement is not an exaggeration, as nearly all information and

communication are conveyed through written media. Writing can also serve as authentic, accountable documents that serve as a medium for expanding cognition and developing positive attitudes such as critical thinking and broad-mindedness.

In Indonesian language learning in schools, including at the junior high school level, writing material is delivered through a theoretical and practical approach. Students are encouraged to understand the concept of writing and practice writing theory through continuous exercises. Writing requires continuous learning to achieve optimal results (Permanasari, 2017).

In fact, teaching writing in schools also faces numerous challenges. This is due to internal student backgrounds, such as low learning interest and self-confidence, and a lack of basic skills (such as motor skills, visual memory, and mastery of diction) (Amra, Hoiril, et al., 2025:165). This is further compounded by external factors, such as teachers' monotonous and lack of variety in teaching and learning activities, a lack of quality reading resources, etc. (Sari et al., 2019). In line with this statement, Dhanajaya (2024) states that Improving students' writing skills is the most important thing in their academic journey, yet it often poses some difficulties so need effective strategies to improve it well.

Initial observations in class VII E SMPN 1 Mojowarno showed that students still considered that learning to write descriptive texts was not interesting, difficult to master, and experienced confusion about how to start conveying their ideas in writing. Writing descriptive texts is one of the writing skills taught at the junior high school level. Description is a form of written work that describes or depicts an object or thing to the readers as if the readers felt, saw or experienced the topic in the writing themselves (Suparno and Yunus, 2006:29).

Based on this reality, researchers feel the need for immediate efforts to improve the learning process. According to researchers, the use of varied learning models is one solution to this improvement, so that students are more interested and actively participate in learning. Researchers chose to use the learning *Think Talk Write* (TTW) model. Suyatno (2009:66) calls it "The learning *Think Talk Write* (TTW) model is a learning model that starts from the flow of thinking through reading material (listening, criticizing and alternative solutions), then speaking by conducting discussions, presentations, and finally writing by making reports on the results of discussions and presentations. According to Iru and La Ode (2012:68) the steps of the TTW learning model are: a) Thinking (*thinking*). Students are given the opportunity to think about the material or answer questions asked by the teacher in the worksheet which is done individually, b) discuss or exchange opinions (*talking*). After being divided into groups, students are directed to actively discuss in groups and work on the worksheets provided, c) writing (*writing*). At this stage, students are asked to write in their own language and thoughts the results of learning and group discussions, d) presentation. The results of students' writing are presented in front of the class while providing an opportunity for students from other groups to make corrections to the work results. In conclusion, TTW is a cooperative learning model that starts from the flow of thinking (*think*) through reading and speaking activities (*talk*) in discussion activities, exchanging opinions and presentations and writing (*write*) through the activity of writing down the results of the discussion.

According to researchers, the use of the TTW learning model will shift learning activities from being teacher-centred to increasing student engagement. This is because students will be stimulated and trained to think, accustomed to speaking and expressing opinions, and accustomed to writing down what's on their minds. This will undoubtedly impact learning outcomes, enabling students to achieve predetermined learning targets.

The formulation of the problem in this study is (1) How to use the TTW model to improve the descriptive text writing skills of students in class VII E SMPN 1 Mojowarno, and (2) What is the impact of using the TTW model to improve the descriptive text writing skills

of students in class VII E SMPN 1 Mojowarno. The selection of this model is based on its ability to facilitate fluent oral and written language practice, as well as encourage students' creativity and courage in conveying ideas. Meanwhile, the purpose of this study is to determine the impact of implementing the TTW model in improving descriptive text writing skills for students in class VII VII A SMPN 1 Mojowarno in the academic year 2023/2024.

METHOD

The researcher chose a descriptive research method with a qualitative approach to collect and present data and present the results. According to Abdussamad (2021:23), qualitative research is a type of research approach in the social sciences that uses a naturalistic paradigm, based on phenomenological theory (and its types), to examine social problems in a region from the perspective of the object's background and perspective. This is line with the statement of Creswell (2018) qualitative research is a process of inquiry that explores and understands the meaning individuals or groups ascribe to a social or human problem. It involves building a complex, holistic picture from detailed views of participants, collected in a natural setting, and reported in words, not numbers. This approach involves emerging questions, analyzing data inductively, and reporting findings with a flexible structure. This study was conducted using a qualitative approach to find solutions to a social problem, namely the low descriptive writing skills of students in class VII E of SMPN 1 Mojowarno. This study used a descriptive method to describe and explain this phenomenon. Sukmadinata (in Rikmasari and Kurniati, 2021:23) explains that descriptive research is a type of basic research that aims to provide an overview of the phenomenon.

The subjects of this study were 20 students of class VII E of SMPN 1 Mojowarno in the 2023/2024 academic year. These subjects were selected based on the problems that occurred in the class, namely the low writing skills of students. In addition, the subjects of this study had the lowest learning interest compared to other classes at the same level. The data collection techniques used were observation (observing the situation directly), a questionnaire method in the form of questions to determine the level of influence of the TTW model in helping students improve their writing skills, interviews (direct questions and answers) to obtain information regarding the learning process with the TTW model on students' writing skills, and documentation in the form of student writing results and photos when the study was carried out. To strengthen the validity of the data in this study, method triangulation was used, namely by comparing information obtained through various methods such as observation, distributing questionnaires, interviews, and document analysis related to the research subjects.

Kusnandar (2010:33-37) explains;

1. Observation

This activity includes focusing attention on an object with all five senses accompanied by detailed recording of the object being studied or observed.

2. Questionnaire

A questionnaire or survey is a means of collecting data through a list of written questions related to the research problem.

Table 1. Questionnaire or Survey Assessment Criteria
Alternative Answers Positive Score Negative Score

ALTERNATIVE ANSWER	POSITIVE SCORE	NEGATIVE SCORE
<i>Very Suitable (VS)</i>	<i>4</i>	<i>1</i>
<i>Suitable (S)</i>	<i>3</i>	<i>2</i>

<i>Not Suitable (NS)</i>	2	3
<i>Very Unsuitable (VUS)</i>	1	4

3. Interview (direct question and answer process)

Interview techniques are useful both in the initial stages of research to identify problems and in the process of extracting deeper information from respondents.

4. Documentation

Documentation studies complement the use of observation and interview methods in qualitative research. This is done to understand the actual conditions at the research site. In qualitative research, the data collection process is carried out from beginning to end (with no time limit).

FINDINGS AND DISCUSSION

In class VII E of SMPN 1 Mojowarno in the 2023/2024 academic year, writing descriptive texts was considered difficult. Consequently, the number of students who showed interest in learning it was relatively low. In general, they considered writing or being a writer not a job or a career. *ife skill*. The researcher as an Indonesian language teacher at SMPN 1 Mojowarno feels compelled to build understanding and concrete evidence that writing descriptive text can be done through a gradual and continuous learning process.

In learning to write descriptive texts, the basic competencies (KD) of core competencies (KI) 3 (knowledge) and KD of KI 4 (skills). Indonesian language learning in grade VII is detailed into five types of texts, namely observational texts, descriptions, expositions, explanations, and short stories. KD 4. "Presenting data, ideas, impressions in the form of descriptive texts about objects in writing and orally by paying attention to the structure of the text and the characteristics of the linguistic elements of the text" is a reference for researchers in managing learning activities with the target of mastering the skills of writing descriptive texts adequately.

Good writing is not just about beautiful writing and many sentences, but Reason and Boote (in Wibowo, A.W., and Setyaningtyas, E.W., 2023:1215) explain 3 important things in defining good handwriting, namely legibility, fluency, and speed. This means that good writing is easy to read, the writing process is smooth, and the speed is stable in writing; in order to produce good writing. To be able to write interestingly, coherently and well. Furthermore, there are six components that need to be considered, namely: (1) Ideas, (2) Relevant/appropriate word choice, (3) Voice (*voice*) namely an engaging storytelling style, (4) Organization or how the writer organizes the information poured into his writing, (5) Grammar and writing style (*convention*) namely good language structure such as punctuation, spelling, paragraphs and so on, (6) Good and attractive presentation/layout (Supriyadi, 2018:9).

Supriyadi also added (*ibid*) The writing process has 3 stages, namely: (1) the pre-writing stage; this stage includes selecting a topic, formulating the topic, determining the purpose of writing, determining the writing material and organizing ideas in the form of an essay outline; (2) the writing stage, namely discussing each topic point contained in the essay outline; and (3) the editing/revision stage.

Applying the right learning model will increase students' interest in learning, making it easier for them to understand the knowledge and encourage them to practice directly. Learning models serve as guidelines for teachers in planning and implementing learning to achieve desired learning objectives.

The researcher considers the TTW learning model to be relevant for use in learning descriptive text material in class VII E of SMPN 1 Mojowarno because this model provides clear guidance for students in producing written work. *Think* directing students to gather ideas and plan their writing, which is often a challenge in itself when starting the writing process *Talk*. The TTW model provides opportunities for students to exchange ideas or engage in discussions with peers and teachers. Through this social interaction, students can classify ideas, receive feedback, and broaden their understanding of the topic they are writing about. This process is crucial in building students' confidence in writing assignments, thereby increasing their motivation to write. *Write* is the culmination of the TTW model, at this stage students pour out the ideas they have developed and discussed into written form. With a strong foundation from the stage *Think And Talk*, students tend to produce writing that is more structured, coherent (sequential, logical), and rich in content (informative). Teachers can also provide feedback because they can see how students have developed their thinking through this series of processes.

Results of using learning *Think Talk Write*'s model (TTW) in class VII E SMPN 1 Mojowarno in the 2023/2024 academic year, students showed interest or increased enthusiasm in participating in the learning process. The use of the TTW model created a different learning atmosphere than usual. Students who previously seemed passive and had great difficulty expressing ideas in writing, now appear motivated so they are more active in discussions and appear enthusiastic in writing. Students in class VII E SMPN 1 Mojowarno in the 2023/2024 academic year who initially experienced difficulties when given the task of writing descriptive texts because they were confused about finding ideas, arranging sentences, and developing writing, but felt that the learning process became structured and enjoyable after the use of the TTW model. At the thinking stage, students are given time to determine writing ideas. Next, in the speaking stage, students are given time and opportunity to discuss with their desk mates or teachers to be able to develop their ideas. And, at the peak stage, namely writing, where students pour the ideas, they have thought about and discussed into a complete piece of writing.

Qualitative data from interviews also supports this fact. One student stated that previously he had difficulty developing ideas, but after learning to use the TTW model, he found it easier to write because he had the opportunity to discuss with friends. This indicates that the writing stage *Talk*. The TTW model helps students generate and develop ideas. This finding aligns with research conducted by Shafiyah, S.M. and Kosmajadi, E. (2024:119), which found that the TTW model can improve students' writing skills. This study showed improvements in several aspects of students' writing skills, as seen in their written work. First, students' vocabulary became more diverse. Second, students' ability to develop ideas improved, resulting in more organized writing.

The use of the TTW model has been proven to have a significant impact on learning to write descriptive texts in class VII E of SMPN 1 Mojowarno in the academic year 2023/2024. This model strengthens understanding of the importance of thought processes and social interactions in developing writing skills. This model can be integrated into various types of writing lessons, such as writing descriptions, narratives, expositions, and arguments. Managing writing learning activities according to the stages in the TTW model not only increases students' interest in writing but also enables them to produce more structured, coherent, and communicative descriptive texts.

The positive impact of implementing the TTW model on students in class VII E of SMPN 1 Mojowarno in the academic year 2023/2024 provides a good starting point for further development to continuously improve their writing skills. The TTW model provides a clear structure or stages, facilitates social interaction in the form of discussions, and encourages students to become more confident individuals.

CONCLUSION

From the explanation above, it can be concluded that the use of learning *Think Talk Write* model (TTW) on the descriptive text writing skills of students in class VII E SMPN 1 Mojowarno in the academic year 2023/2024 has a significant influence on learning activities. Observations, interviews, questionnaire distribution, and documentation collection conducted by researchers show that the TTW model can be said to be successfully implemented in managing learning activities in class VII E SMPN 1 Mojowarno in the academic year 2023/2024 to improve descriptive text writing skills. Learning activities that were previously considered less interesting by students have shifted to being fun and meaningful because they not only make them more confident in writing their ideas, but also able to interact with peers and teachers.

However, the use of the TTW model in this study also has limitations, such as the fact that its success is tied to the characteristics of the learning environment and specific learning materials. Therefore, the results cannot be generalized to other contexts. Therefore, it is recommended to conduct research by combining the TTW model with other learning models appropriate to the environment and learning materials. Furthermore, a combination of quantitative and qualitative methods in data processing will ensure the validity and reliability of the research results.

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