



The Effect of the Think-Talk-Write Model on the Explanatory Text Writing Ability of Eighth-Grade Student at SMP YLPI Perhentian Marpoyan

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ABSTRACT

This study aims to determine the effect of the *Think Talk Write* (TTW) learning model on the explanatory text writing skills of eighth-grade students at SMP YLPI P. Marpoyan. The problem examined in this study is the students' limited ability to explain a phenomenon coherently through cause-and-effect relationships in written form. This quantitative study employed a quasi-experimental design with a two-group pretest–posttest design. The study population consisted of 75 students from three classes. The sample was selected using purposive sampling and consisted of two intact classes, each comprising 25 students: the experimental class (TTW) and the control class (conventional learning), resulting in a total sample of 50 students. Data were collected through explanatory text writing tests assessed using a rubric covering content, text structure, and linguistic features. The data were then analyzed using the Shapiro–Wilk test, Levene's test, an independent-samples t-test, and simple linear regression. The mean score of the experimental class increased from 64.04 to 75.32, while the mean score of the control class increased from 64.12 to 68.04. The posttest data were normally distributed and homogeneous. The t-test yielded $t = 2.011$ ($df = 48$), with a significance value of 0.050, while the regression test yielded $F = 4.044$ (significance value = 0.050) with $R^2 = 0.078$. Based on the decision criterion used in this study (significance $d > 0.05$), the null hypothesis was rejected. Therefore, the TTW model affects students' explanatory text writing skills, although its contribution is relatively small (7.8%) and its significance level is at the threshold. The TTW model can be used as an alternative approach to teaching explanatory text writing.

Keywords: *think talk write, explanatory text, writing ability*

INTRODUCTION

Indonesian language instruction within the Independent Curriculum plays a vital role in supporting the mastery of various academic disciplines. Learning is not merely focused on mastering specific types of texts; rather, it emphasizes students' ability to understand the functions, structures, and linguistic rules of texts in relation to their specific contexts of use (Simbolon, 2023). One type of text that students must master is the explanatory text. This genre requires students to explain natural or social phenomena in a logical and organized manner. Furthermore, the study of explanatory texts helps students develop logical and scientific thinking skills by fostering an understanding of the cause-

and-effect relationships underlying various phenomena (Armawati & Habibi, 2024).

The ability to write explanatory texts is significant because students are required not only to convey information but also to explain how and why an event occurs. In the writing process, students must develop ideas, organize information chronologically, and logically connect causes and effects. Such tasks involve the skills of systematically structuring ideas and communicating information with clarity. Gustina (2022) explores the teaching of explanatory text writing through a collaborative learning model and its connection to the enhancement of students' critical thinking skills. Consequently, instruction

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in writing explanatory texts should focus on the processes of idea development, information organization, and the application of linguistic rules. However, the ability to write explanatory texts among eighth-grade students at SMP YLPI Perhentian Marpoyan remains suboptimal. Based on an interview conducted on May 5, 2025, with the eighth-grade Indonesian language teacher, Desmarita Susanti, it was noted that students' proficiency in writing explanatory texts is relatively less developed compared to their ability to write other types of texts. Furthermore, students' initial assessment scores fall below the school's minimum mastery criteria or KKM. This challenge stems from the inherent nature of explanatory texts, which demand that students comprehend the processes behind phenomena and articulate cause-and-effect relationships in a coherent, sequential manner. Some students struggle with generating ideas, developing concepts based on their prior knowledge, and distinguishing between causes, effects, and the processes underlying an event. Consequently, their written work often fails to demonstrate a logical and well-organized connection between pieces of information.

This issue highlights the need for an instructional model that allows students to process their ideas before they begin writing. In current classroom practice, students are frequently asked to start writing immediately, without going through the necessary preparatory stages—such as understanding a phenomenon, noting down key information, and discussing ideas. One model that can support this process is "Think-Talk-Write" (TTW). The TTW model consists of three stages: Think, Talk, and Write. During the Think stage, students develop their understanding and record ideas independently. In the Talk stage, they exchange ideas and enrich their comprehension through group discussion. Finally, in the Write stage, students synthesize these ideas into a written piece on an individual basis. This sequence of activities provides students with the opportunity to prepare and refine their ideas before producing an explanatory text.

The use of the TTW model in writing instruction has been addressed in several studies. Rizqie (2020), as cited in this thesis, reports that the implementation of the TTW model can improve students' ability to write explanatory texts, particularly regarding text structure and linguistic conventions. Fadli (2018) also discusses the effectiveness of the TTW model in enhancing explanatory text writing skills, noting that the stages of thinking and discussing help students explore ideas before they begin writing. Furthermore, Wulandari (2019), as mentioned in this thesis, reports that students who learned using the TTW model achieved higher average scores in writing explanatory texts compared to students who received conventional instruction. These studies provide a foundation for the use of the TTW model in writing instruction. Nevertheless, the impact of this model should be examined in relation to the specific context of the students, the school, and the instructional implementation under study.

Theoretically, the TTW instructional model emphasizes student engagement across three interconnected stages. Siregar & Nara (2016) explain that the TTW process begins with thinking—often prompted by reading materials—followed by talking or discussion, and concludes with writing down the ideas generated through these thoughts or discussions. Shoimin (2016) further notes that the TTW model provides students with opportunities to independently comprehend a topic, engage in group discussions, and articulate the ideas they have developed. Meanwhile, an explanatory text is a text that describes the process behind a phenomenon, with an emphasis on cause-and-effect relationships (Kosasih, 2018). In this study, the ability to write explanatory texts is assessed based on three aspects: content, text structure, and linguistic conventions. Consequently, the application of the TTW model is examined as an instructional approach that enables students to develop content, organize structure, and apply linguistic conventions when writing explanatory texts. Based on these issues,



the research questions are as follows: (1) what is the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan when the TTW learning model is not used? (2) what is the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan when the TTW learning model is used? (3) is there a difference in explanatory text writing ability between students who receive instruction using the TTW model and those who receive conventional instruction? and (4) does the TTW model have an effect on the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan?

In line with these research questions, this study aims to describe students' explanatory text writing ability both with and without the use of the TTW model, to determine the differences in writing ability between classes using the TTW model and those using a conventional model, and to assess the impact of the TTW model on the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan. Theoretically, this research is expected to provide further insight into the application of the TTW model in teaching students how to write explanatory texts. Practically, it is hoped that this study will expand the researcher's knowledge, offer students a learning experience in understanding and composing explanatory texts, and serve as a resource for teachers in selecting alternative learning models for teaching writing skills.

METHOD

This study employs a quantitative approach using a quasi-experimental design. It aims to determine the effect of the TTW learning model on the explanatory text writing skills of eighth-grade students at SMP YLPI Perhentian Marpoyan. A pretest-posttest two-group design was utilized, involving an experimental group and a control group. Both groups were administered a pretest to assess their initial proficiency in writing explanatory texts. Subsequently, the experimental group received instruction using the TTW model,

while the control group underwent conventional instruction. Following the completion of the instruction, both groups were given a posttest to evaluate their explanatory text writing skills.

The study was conducted at SMP YLPI Perhentian Marpoyan, located on Jalan Kaharuddin Nasution Km 11, Simpang Tiga Village, Bukit Raya District, Pekanbaru City, Riau. The research population consisted of all eighth-grade students—comprising three classes (VIII.1, VIII.2, and VIII.3)—totaling 75 students. The sample was selected using a purposive sampling technique, based on recommendations from the Indonesian language teacher, the relative equivalence of the classes, and the requirements of the quasi-experimental design. The final sample consisted of 50 students: 25 students from class VIII.1 (the experimental group, taught using the TTW model) and 25 students from class VIII.2 (the control group, taught using conventional methods).

Data were collected through a writing test focused on explanatory texts. Each group was tested twice—once before and once after the instructional period. The test instrument served to gather data on the students' explanatory text writing proficiency. The assessment of the written work covered three aspects: content, text structure, and linguistic conventions. The evaluation of text structure specifically examined the inclusion of a general statement, a sequence of explanations, and an interpretation. The results from the pre-test and post-test were used to compare the explanatory text writing ability between the experimental group and the control group.

The data were analyzed using descriptive and inferential statistics with the aid of the SPSS software. Descriptive statistics were employed to characterize the test results, including minimum and maximum values, the mean, and the standard deviation. Prior to hypothesis testing, a Shapiro-Wilk normality test was conducted to determine the data distribution, and a Levene's test was performed to assess the homogeneity of variances between the groups. Once the analytical requirements were met, the difference in the mean

explanatory text writing ability between the experimental and control groups was analyzed using an independent-samples t-test. A simple linear regression analysis was also conducted to examine the influence of the TTW (Think-Talk-Write) learning model on explanatory text writing ability. Decision-making was based on a significance level of 0.05, in accordance with the criteria established for this study.

RESULT

1. Students' Ability to Write Explanatory Texts without Using the TTW Model

The results of the explanatory text writing test in the control class show an average pre-test score of 64.12 and an average post-test score of 68.04. Thus, the students' ability to write explanatory texts improved by 3.92 points following conventional instruction. Based on the assessment criteria used in this study, the average pre-test and post-test scores for the control class fall into the "moderate" category.

2. Students' Ability to Write Explanatory Texts Using the TTW Model

The test results for the experimental class show an average pre-test score of 64.04 and an average post-test score of 75.32. Consequently, the students' ability to write explanatory texts improved by 11.28 points after participating in instruction using the TTW model. Based on the assessment criteria used in this study, the average pre-test and post-test scores for the experimental class fall into the "moderate" category. The implementation of the TTW model was supported by observation data, which indicated a 96% score for teacher activity (categorized as "very good") and an 84% score for student activity (categorized as "good").

3. Differences in Explanatory Text Writing Ability between the Experimental and Control Classes

The independent-samples t-test results show a t-value of 2.011, with 48 degrees of freedom (df)

and a significance value of 0.050. Based on the decision-making criteria used in this study—where a significance value less than or equal to 0.05 leads to the rejection of the null hypothesis (H_0) and the acceptance of the alternative hypothesis (H_1)—the results indicate a significant difference in explanatory text writing ability between students who received instruction using the TTW model and those who received conventional instruction. This difference is evident in the post-test mean score of 75.32 for the experimental class, compared to a mean score of 68.04 for the control class. Thus, the experimental class's post-test mean score is 7.28 points higher than that of the control class.

4. The Influence of the TTW Model on Explanatory Text Writing Ability

The results of the simple linear regression analysis show an F-value of 4.044, with a significance level of 0.050. The regression coefficient for the TTW model is 7.280, and the coefficient of determination (R^2) is 0.078. Based on the decision-making criteria applied in this study, H_0 is rejected and H_1 is accepted.

The coefficient of determination of 0.078 indicates that the TTW model accounts for 7.8% of the variation in students' explanatory text writing ability within the research model. Meanwhile, the remaining 92.2% of the variation is not explained by this model. These results demonstrate that the TTW model has an influence on the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan, according to the testing criteria used in this study.

DISCUSSION

Students' Ability to Write Explanatory Texts in the Control and Experimental Classes

The research results indicate that students' ability to write explanatory texts in both the control and experimental classes falls into the "moderate" category, both in the pre-test and the post-test. Nevertheless, the two classes showed different increases in their average scores. The control class experienced an increase of 3.92 points—from



64.12 to 68.04—while the experimental class saw an increase of 11.28 points—from 64.04 to 75.32. This difference in improvement suggests that the students' ability to write explanatory texts developed more significantly in the experimental class than in the control class.

The "moderate" category for both classes indicates that while the students' abilities have developed, they have not yet reached a higher category according to the study's assessment criteria. The ability to write an explanatory text involves not only the capacity to express ideas but also the accuracy of the content, the completeness of the text structure, and the correct application of linguistic rules. Therefore, an increase in the average score does not necessarily mean that all students have fully mastered these three assessment aspects.

From the perspective of the learning process, the control class still showed improvement because the students received conventional instruction and had the opportunity to write explanatory texts; however, this improvement was smaller than that of the experimental class. In the experimental class, students followed the TTW stages. These stages provided students with the opportunity to prepare ideas independently, discuss them with group members, and subsequently develop those ideas into an explanatory text on an individual basis.

Differences in Explanatory Text Writing Ability: TTW Model versus Conventional Instruction

The results of the independent-samples t-test show a significance value of 0.050 at a significance level of 0.05. Based on the decision-making criteria established for this study—where a significance value less than or equal to 0.05 leads to the rejection of the null hypothesis (H₀)—the null hypothesis (H₀) is rejected, and the alternative hypothesis (H₁) is accepted. Thus, this study indicates a difference in the ability to write explanatory texts between students who received instruction using the TTW model and those who received conventional instruction.

This difference is also reflected in the average post-test scores: the experimental class achieved

a mean score of 75.32, while the control class scored 68.04—a difference of 7.28 points. These results show that the experimental class's average score was higher than that of the control class following the instruction. Nevertheless, both averages fall within the "moderate" category according to the study's assessment criteria. In terms of instructional implementation, the TTW model provides a clear sequence of stages for students to follow before producing their writing. In the "Think" stage, students prepare ideas and comprehend information related to a given phenomenon. In the "Talk" stage, they exchange information and develop their ideas through discussion. Subsequently, in the "Write" stage, students individually translate their thoughts and the outcomes of their discussions into an explanatory text. This sequence of activities offers students the opportunity to prepare the content of their writing before composing the text in its entirety.

The results of this study are consistent with previous research on the application of the TTW model in teaching the writing of explanatory texts, as cited in the theses of Fadli (2018), Rizqie (2020), & Wulandari (2019). These studies serve as a point of comparison for the findings of the current research regarding the use of the TTW model in writing instruction. Consequently, this study supports the use of the TTW model as an alternative approach for teaching the writing of explanatory texts, while emphasizing the importance of considering the specific conditions and needs of the students.

The Influence of the TTW Model on Explanatory Text Writing Ability

The simple linear regression analysis yielded an F-value of 4.044 with a significance level of 0.050. A regression coefficient of 7.280 indicates a positive relationship within the model employed. Based on the decision-making criteria established for this study, these results provide the basis for rejecting the null hypothesis (H₀) and accepting the alternative hypothesis (H₁). Thus, this study concludes that the TTW model influences the

explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan.

This finding is further supported by an 11.28-point increase in the average score of the experimental group, compared to a 3.92-point increase in the control group. This disparity in improvement suggests that the change in the average score was greater in the class that received instruction using the TTW model than in the class that underwent conventional instruction. Nevertheless, the magnitude of the increase in average scores and the results of the statistical analysis should be viewed as complementary pieces of information when evaluating the research findings.

The coefficient of determination (R^2) of 0.078 indicates that the TTW model accounts for 7.8% of the variation in explanatory text writing ability within the research model, while the remaining 92.2% is not explained by this model. Therefore, although the study indicates an influence based on the established criteria, the contribution of the TTW model within the analytical framework remains relatively small. The ability to write explanatory texts may also be related to other factors not analyzed in this research model.

The implementation of the TTW strategy is further supported by observation results, which show teacher activity at 96% (categorized as "very good") and student activity at 84% (categorized as "good"). These results indicate that, overall, the stages of the learning process were well executed and followed. However, student engagement was not yet fully maximized, as some students remained less active during discussions and required guidance to develop their ideas. Teachers also faced time constraints in providing individual guidance, given the differences in students' abilities and learning paces.

Strengths and Limitations of the Research

The strength of this research lies in the use of an experimental group and a control group, both of which were administered pre-tests and post-tests. This design allowed the researcher to compare the students' initial and final abilities in

both groups. Furthermore, the data analysis included descriptive statistics, normality tests, homogeneity tests, independent-sample t-tests, and simple linear regression, performed using SPSS. The application of these various analytical methods provided insights into score changes, intergroup differences, and the contribution of the TTW model within the research framework.

The study also employed an assessment of explanatory text writing skills, covering three aspects: content, text structure, and linguistic conventions. These aspects allowed for an evaluation of students' writing proficiency based on multiple components rather than a single criterion.

Nevertheless, this research has limitations. The sample consisted of only 50 students from two classes at a single school; therefore, the findings should be applied with caution when generalized to students in different school environments. Additionally, the assessment instrument focused specifically on content, text structure, and linguistic conventions. Future research could incorporate more comprehensive assessment indicators and involve a more diverse sample and research context. The coefficient of determination of 7.8% indicates that the model used does not yet account for the majority of the variation in explanatory text writing ability. Consequently, future studies could examine other factors related to students' writing proficiency.

CONCLUSION

Based on the research findings, it can be concluded that the explanatory text writing ability of eighth-grade students at SMP YLPI Perhentian Marpoyan—specifically those in the control group who received conventional instruction—showed an average improvement of 3.92 points, increasing from 64.12 to 68.04. Meanwhile, the experimental class, which utilized the TTW learning model, showed an average increase of 11.28 points—rising from 64.04 to 75.32. Although both classes remained within the moderate category, the improvement in the average score for the



experimental class was greater than that of the control class.

The independent-samples t-test yielded a t-value of 2.011, with 48 degrees of freedom (df) and a significance level of 0.050. Based on the decision-making criteria applied in this study—where a significance level of 0.05 or less is considered significant—there is a difference in the ability to write explanatory texts between students who received instruction using the TTW model and those who received conventional instruction. The simple linear regression analysis yielded an F-value of 4.044, a significance level of 0.050, and a coefficient of determination of 0.078 (7.8%). Consequently, based on the established testing criteria, the TTW model is considered to have an effect on students' ability to write explanatory texts. However, this model accounts for 7.8% of the variation in explanatory text writing ability, while the remaining 92.2% is not explained by the model.

CONCLUSION

Based on the research findings, the lyrics of the song *Metafora Berpelukan* by Dongker contain several expressions that illustrate the relationship between literal and figurative meanings. Phrases such as "the easiest thing left unspoken" (satu hal termudah yang enggan terucap), "I am weak" (aku lemah), "wanting your embrace" (ingin dipelukmu), and "in the sky" (di angkasa)—which serve as mere metaphors—demonstrate how the direct meaning of a word or phrase can evolve into a broader significance when interpreted within the lyrical context. The relationship between these two types of meaning emerges through association, contrast, analogy, and semantic extension, although not all the analyzed expressions are entirely figurative.

The interplay between literal and figurative meanings enables the reader to grasp the emotional experiences depicted in the song, such as the difficulty of expressing feelings, anger, sadness, separation, vulnerability, and the longing for closeness. While the literal meaning serves as the initial basis for understanding an expression, the

lyrical context expands its interpretation, allowing for a deeper comprehension of the song's message. These findings indicate that a semantic analysis of song lyrics should not merely identify forms of figurative language but must also elucidate the relationship between direct meaning and the meaning shaped by the context of usage.

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