**THE IMPLEMENTATION OF THINK-TALK-WRITE LEARNING MODEL ON TEACHING WRITING FOR VOCATIONAL HIGH SCHOOL STUDENTS**

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***Abstrak***

*Menulis merupakan keterampilan penting dalam pembelajaran bahasa Inggris, terutama bagi siswa sekolah menengah kejuruan yang perlu mengembangkan kompetensi komunikatif mereka untuk pengaturan profesional. Namun, banyak siswa menghadapi kesulitan dalam mengatur ide-ide mereka, menyusun kalimat, dan menjaga koherensi dalam tulisan mereka. Penelitian ini bertujuan untuk mengkaji implementasi model pembelajaran Think-Talk-Write (TTW) dalam pengajaran menulis. Data dikumpulkan melalui observasi kelas, wawancara, dan dokumentasi. Temuan menunjukkan bahwa model TTW secara signifikan meningkatkan kemampuan menulis siswa dengan mendorong pemikiran kritis, diskusi kolaboratif, dan praktik penulisan terstruktur. Kompetensi menulis mereka meningkat dari 76,86 menjadi 84,61. Selain itu, siswa menunjukkan peningkatan motivasi dan keterlibatan dalam proses penulisan. Studi ini menyimpulkan bahwa model TTW adalah pendekatan pedagogis yang efektif untuk mengajar menulis di sekolah menengah kejuruan, menyediakan kerangka kerja yang terstruktur namun fleksibel yang mendorong perkembangan kognitif dan linguistik siswa.*

***Kata Kunci***: *Think-Talk-Write; keterampilan menulis; Sekolah Menengah Kejuruan; model pembelajaran; pembelajaran bahasa Inggris*

**Abstract**

Writing is an essential *skill* in English language learning, especially for vocational high school students who need to develop their communicative competence for professional settings. However, many students face difficulties in organizing their ideas, structuring sentences, and maintaining coherence in their writing. This study aims to investigate the implementation of the Think-Talk-Write (TTW) learning model in teaching writing. Data were collected through classroom observations, interview, and documentation. The findings indicate that the TTW model significantly enhances students’ writing abilities by encouraging critical thinking, collaborative discussions, and structured writing practices. Their writing competence increases from 76.86 to 84.61. Moreover, students demonstrated increased motivation and engagement in the writing process. The study concludes that the TTW model is an effective pedagogical approach for teaching writing in vocational high schools, providing a structured yet flexible framework that fosters students’ cognitive and linguistic development.

**Keywords***:* Think-Talk-Write; writing skills; vocational high school; teaching model; English learning

**INTRODUCTION**

Writing is a multifaceted process that involves the articulation of thoughts, emotions, and experiences through written language. It is more than just the physical act of recording words; it is a complex cognitive activity that requires critical thinking, creativity, and organization (Kane, 2003). Through writing, individuals can delve into their deepest reflections, structure their ideas coherently, and present arguments in a logical and persuasive manner. Writing also serves as a powerful medium for self-expression, allowing writers to communicate their thoughts, perspectives, and emotions to others in meaningful ways (Annisa et al., 2023). Whether used for personal reflection, academic discourse, or professional communication, writing remains an essential tool for conveying ideas and fostering connection.

In language learning, mastering a set of essential skills is crucial for effective communication. These skills are not limited to writing alone but also encompass speaking, listening, and reading. Linguists categorize these competencies into two main groups: productive skills and receptive skills (Brown, 2007). Productive skills, which involve the active generation of language, include writing and speaking. Writing requires the ability to compose well-structured texts that effectively convey ideas and information in a clear and coherent manner (Ismail, 2011). Meanwhile, speaking involves the oral articulation of meaningful utterances, enabling individuals to express thoughts and engage in verbal interaction (Suban, 2021). Both skills are essential for effective communication and play a significant role in language acquisition, complementing receptive skills such as listening and reading.

Receptive skills play a crucial role in language acquisition, enabling individuals to comprehend and interpret language through listening and reading. Listening, as a fundamental receptive skill, involves actively processing spoken information, recognizing speech patterns, and extracting meaning from auditory input (Djabborova, 2020). Similarly, reading is an intricate cognitive process that not only facilitates comprehension but also enhances critical and analytical thinking skills, allowing learners to engage with texts more effectively (Irkinovich, 2022). Mastering receptive skills is essential for the development of productive skills, as a deep understanding of language structure, vocabulary, and context significantly contributes to one’s ability to produce clear, precise, and meaningful spoken or written communication. By strengthening receptive skills, language learners build a strong foundation for fluency and accuracy in expression.

In writing, several key aspects contribute to clarity, coherence, and overall effectiveness, including grammar, vocabulary, and spelling. Grammar serves as the foundation of written communication, providing the essential rules and structures needed to form coherent words, phrases, and sentences (Myhill et al., 2014). A well-developed vocabulary, on the other hand, allows writers to articulate their thoughts with precision and nuance, making their writing more engaging and impactful for readers (Webb & Nation, 2017). Additionally, accurate spelling plays a crucial role in ensuring that the intended meaning is conveyed clearly, as errors in spelling can lead to confusion or misinterpretation of ideas (Graham et al., 2013). Mastering these fundamental aspects enhances the overall quality of writing, enabling individuals to express themselves effectively and persuasively.

In accordance with Peraturan Menteri Pendidikan dan Kebudayaan Regulation No. 5 of 2022, high school students are encouraged to develop both their literacy skills and a deep appreciation for writing. Mastering writing skills enables students to articulate their thoughts clearly and accurately, fostering effective communication, which is essential for academic success. Through writing, students not only demonstrate their understanding of various subjects but also actively engage in knowledge construction, critical thinking, and self-expression. Furthermore, strong writing abilities empower students to convey their ideas persuasively, participate in intellectual discourse, and enhance their overall learning experience. By cultivating a habit of writing, students can develop a lifelong skill that contributes to their personal, academic, and professional growth.

Several factors influence the effectiveness of the teaching and learning process in writing, which can be broadly classified into internal and external factors. External factors include limited interaction among students and monotonous teaching models, which can lead to disengagement and a lack of enthusiasm for learning. A dynamic and interactive learning environment is crucial in maintaining students' interest and encouraging active participation. On the other hand, internal factors such as low motivation, lack of interest, and limited self-confidence can hinder students from developing their writing skills effectively. Based on the author's observations at SMKN 4 Klaten, these challenges were evident in the writing learning process, where students often struggled with engagement and confidence in expressing their ideas through writing. Addressing these issues requires a combination of innovative teaching strategies, student-centered learning approaches, and motivational support to foster a more engaging and productive writing experience.

One effective learning model that can be implemented to enhance students' writing skills is the *Think-Talk-Write* (TTW) model. This approach engages students in a structured learning process that encourages critical thinking, discussion, and written expression, ultimately strengthening their ability to organize and articulate ideas effectively (Belangi, 2019). By guiding students through the stages of thinking, verbalizing, and then writing, the TTW model helps them refine their thoughts and develop greater confidence in their writing. Moreover, this model addresses common challenges in writing instruction, such as lack of motivation, limited interaction, and monotonous teaching methods, by fostering a more engaging and collaborative learning environment. Through active participation and peer discussions, students become more invested in the writing process, making it a more meaningful and enjoyable experience.

The Think-Talk-Write (TTW) model encourages students to engage in a structured process of thinking, discussing, and writing, which enhances their overall writing proficiency. Through collaborative activities such as discussions and brainstorming, students develop a sense of community and actively exchange ideas, fostering deeper understanding and mutual learning. This interactive approach not only boosts confidence but also helps students refine their thoughts before translating them into written form. By emphasizing idea development before writing, the TTW model enables students to grasp the purpose of their writing more clearly, resulting in more structured, meaningful, and engaging compositions. Furthermore, this model nurtures critical thinking and communication skills, making the writing process more dynamic and enjoyable.

Based on the explanation above, this research focuses on the implementation of the Think-Talk-Write (TTW) learning model in the teaching and learning process of writing for tenth-grade students at SMKN 4 Klaten. By integrating this structured and interactive approach, the study aims to enhance students' writing abilities through critical thinking, discussion, and structured idea development. Furthermore, this research is expected to provide valuable insights into effective teaching strategies that foster student engagement and motivation in writing. The findings of this study may serve as a reference for educators seeking innovative solutions to improve writing instruction, ultimately contributing to the overall enhancement of students' literacy skills.

**RESEARCH METHOD**

This research employs a descriptive qualitative approach, aiming to systematically describe, explain, and validate social phenomena through in-depth interviews and observations. The study focuses on the implementation of the Think-Talk-Write (TTW) learning model in writing instruction for tenth-grade students at a vocational high school in Klaten Regency. The participants consist of 35 students from the Culinary Program, providing a specific context for examining the effectiveness of the TTW model in enhancing writing skills. The research data encompass various aspects, including the writing learning process using the TTW model, students' writing achievement scores, and insights from both teachers and students. Data collection methods involve classroom observations, structured interviews, and analysis of relevant documents such as teaching modules, Alur Tujuan Pembelajaran (ATP), and observation notes. By triangulating these data sources, this study seeks to provide a comprehensive understanding of how the TTW model influences students’ writing development and overall learning experience.

To ensure the validity and reliability of the data, this study employed both source and method triangulation techniques. Source triangulation was conducted by comparing information obtained from multiple perspectives, including teachers and students, to enhance the accuracy and credibility of the findings. Meanwhile, method triangulation was achieved through the use of various data collection techniques, such as classroom observations, structured interviews, and document analysis. The collected data were then analyzed using the descriptive analysis framework proposed by Miles et al. (2014), which consists of four key stages: data collection, data condensation, data display, and conclusion drawing with verification. These systematic steps allowed the researchers to organize and simplify the data effectively, facilitating a clearer interpretation and ensuring that conclusions drawn were both valid and reliable.

**RESULT AND DISCUSSION**

This study examined the implementation of the Think-Talk-Write (TTW) learning model in the teaching and learning of writing for tenth-grade Culinary Program students at SMKN 4 Klaten. Data collection methods included classroom observations, structured interviews, and document analysis to gain a comprehensive understanding of the model's effectiveness. Initial pre-observations revealed that the conventional teaching methods previously employed were not effective in enhancing students' participation or improving their writing skills. To address these challenges, the TTW model was introduced, incorporating three main stages designed to engage students in a structured learning process that fosters critical thinking, collaboration, and written expression.

1. Think

The thinking stage in the Think-Talk-Write (TTW) model serves as a crucial initial step in the learning process, allowing students to construct their own knowledge and develop a deeper understanding of the subject matter (Supraptinah et al., 2015). However, some researchers propose an alternative approach by incorporating an orientation stage at the beginning of the learning process, where teachers clearly explain the learning objectives and motivate students (Rahayu & Suningsih, 2018).

During the thinking stage, students are encouraged to reflect and gather their ideas individually, a process that significantly enhances their metacognitive skills, helps them organize their thoughts, and stimulates creativity (Yamin & Ansari, 2012). Additionally, this stage fosters self-confidence, as students who take time to think independently before engaging in discussions are more prepared to express their ideas effectively (Suningsih et al., 2023). Research has shown that students who are given the opportunity to reflect individually before participating in group discussions tend to engage more actively and contribute higher-quality insights in the subsequent stages (Yunzira et al., 2022). By allowing students to internalize their thoughts first, the thinking stage ensures they are more focused and ready for collaborative learning.

1. Talk

After the thinking stage, students move on to the talking stage, where they discuss and exchange ideas with their peers. This phase in the Think-Talk-Write (TTW) model plays a crucial role in enhancing students’ comprehension and refining their thoughts before transitioning to writing. Engaging in group discussions provides several benefits, including the development of communication skills, a deeper understanding of concepts, and the enhancement of social interaction and teamwork. Furthermore, collaborative discussions help students strengthen their argumentation skills, enabling them to articulate and defend their ideas more effectively (Zhafirah et al., 2023).

The importance of this stage in preparing students for writing is further supported by research conducted by Rusdiusman et al. (2019), which found that students who participated in discussions before writing produced more structured, coherent, and comprehensive texts compared to those who wrote directly without prior discussion. By verbalizing their ideas, students gain clarity, receive feedback, and refine their understanding, making the writing stage more effective and meaningful.

1. Write

The final stage of the Think-Talk-Write (TTW) model is the writing phase, where students translate their discussed ideas into structured text. This stage allows students to organize and develop their thoughts into coherent and meaningful written expressions. As the culmination of the thinking and talking processes, the writing stage reinforces students’ understanding and enhances their ability to articulate ideas effectively. This aligns with Emig’s (1977) perspective that writing is a distinctive and powerful form of learning.

However, some researchers, such as Mardhatillah et al. (2023), suggest incorporating a reflection stage after writing to further deepen students’ comprehension and critical thinking. Writing after the thinking and discussion phases offers several benefits, including reinforcing conceptual understanding, refining writing skills, and improving information retention. Research by Listiana et al. (2016) indicates that students who engaged in the TTW model demonstrated stronger scientific writing skills compared to those who did not use this approach. Furthermore, the effectiveness of the writing stage in helping students organize and communicate their thoughts is supported by Supandi et al. (2018), who found that students applying the TTW model showed significant improvements in argumentative writing and problem-solving skills. By integrating writing as the final step, the TTW model not only enhances students’ writing proficiency but also promotes critical thinking and structured reasoning.

The implementation of the Think-Talk-Write (TTW) model led to a remarkable improvement in students' writing achievement. The average writing score increased significantly from 76.86 to 84.61, reflecting a substantial enhancement in overall writing proficiency. Notably, the effectiveness of this model was evident across all levels of student ability. Even students who previously struggled showed considerable progress, with the lowest score rising from 71 to 79. At the same time, high-achieving students also experienced notable growth, as the highest score increased from 83 to 95.

This comprehensive improvement aligns with the findings of Nasution (2022), who reported that students employing the TTW strategy outperformed those in the control group when writing procedure texts. The consistency between this study and previous research reinforces the effectiveness of the TTW model in improving writing skills across different contexts and text types.

Moreover, a detailed analysis of student performance categories further supports the model's success. Out of 35 students, 31 achieved an A category, while the remaining 4 fell into B. Remarkably, no student was classified under C or D, demonstrating that the TTW model effectively elevated the majority of students to a high level of writing proficiency. These results highlight the TTW model as a powerful and inclusive instructional strategy that benefits students across various skill levels, fostering both confidence and competence in writing.

The implementation of the Think-Talk-Write (TTW) learning model had a profound impact on classroom dynamics and student engagement. Students exhibited high levels of enthusiasm and active participation throughout the learning process, particularly during the thinking,talking, and writing stages. This increased engagement fostered a more communicative and interactive classroom environment, which is essential for effective language acquisition.

These findings align with Budiyono et al. (2023), who observed that the TTW model significantly enhances students' enthusiasm and participation in learning. Beyond improving involvement, this model also plays a crucial role in building students’ confidence in using English. Confidence is a key factor in language learning, as it encourages students to take risks, express their ideas more freely, and practice their skills more frequently. By creating a supportive and structured learning process, the TTW model not only strengthens students’ writing abilities but also empowers them to become more self-assured and proactive language learners.

Despite the overall success of the Think-Talk-Write (TTW) model, this study identified a key challenge: students' limited vocabulary. This constraint made it difficult for students to express their ideas clearly and effectively, ultimately affecting the coherence and quality of their written work. This finding aligns with Fitriana et al. (2023), who also identified vocabulary limitations as a major challenge for EFL learners in writing classes.

The consistency of this issue across multiple studies underscores the critical role of vocabulary in writing proficiency. A well-developed vocabulary enables students to articulate their thoughts more precisely, construct more sophisticated sentences, and convey nuanced meanings. Therefore, these findings suggest that vocabulary development should be an integral component of writing instruction. Implementing strategies such as explicit vocabulary teaching, contextual learning, and exposure to diverse texts can help students expand their word bank, ultimately enhancing their writing skills and overall language competence.

To address the challenge of limited vocabulary, teachers implemented a multi-faceted approach aimed at enhancing students' lexical resources. One of the primary strategies was the extensive use of both manual and electronic dictionaries, allowing students to independently explore and expand their vocabulary. This approach aligns with Rezaei & Davoudi (2016), who highlight the significant role of dictionary use in vocabulary acquisition.

Beyond dictionary use, teachers also played an active role as direct sources of linguistic support. They provided immediate assistance when students struggled to find appropriate English equivalents for their ideas, ensuring that students could express their thoughts accurately. Additionally, teachers encouraged students to integrate English into their daily routines, fostering continuous exposure and practice. This holistic strategy is supported by Huan (2022), who found that regular dictionary use, combined with active engagement in language learning, significantly enhances vocabulary growth.

By combining structured dictionary use, direct teacher support, and daily language immersion, this approach creates a vocabulary-rich learning environment. It not only strengthens students' word knowledge but also empowers them to apply their expanded vocabulary in writing, ultimately improving their overall language proficiency and writing skills.

**CONCLUSION**

Based on the research findings, the implementation of the Think-Talk-Write (TTW) learning model for tenth-grade Culinary students at SMKN 4 Klaten was successfully carried out and proved to be highly effective in enhancing students' writing achievement. The model fostered enthusiasm and active participation among students, creating an engaging and interactive classroom atmosphere.

The effectiveness of the TTW model was evident in the significant improvement in students' writing scores. The average score increased from 76.86 to 84.61, with the lowest score rising from 71 to 79 and the highest score improving from 83 to 95. This upward trend demonstrates that the model benefited students across different proficiency levels.

However, the primary challenge encountered was students' limited vocabulary, which initially hindered their ability to express ideas clearly. To address this issue, teachers implemented a comprehensive vocabulary-building strategy, including the use of both manual and electronic dictionaries, direct teacher support, and encouragement for students to integrate English into their daily lives. These efforts helped students expand their vocabulary, ultimately strengthening their writing skills.

Thus, the implementation of the TTW model not only improved students' writing proficiency but also provided a structured and engaging approach to learning. Given its success, the TTW model can serve as an effective and practical alternative for writing instruction, particularly in EFL settings.

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