

# **The Effect of Using Think Talk Write (TTW) Strategy toward Students' Speaking Skill for the Tenth Grade Student of Senior High School**

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## **Abstract**

*This research aimed at finding out the effect of Using Think Talk Write (TTW) Strategy toward students' speaking skill For the Tenth Grade Student of SMA Islam Ulil Albaab NW Lendang Jaran Senior High School. This research was pre experimental research design. The Sample of the study was consisted of 34 students. The Data were gathered by using pre-test and post-test of speaking skill test. In analyzing data, the researcher used SPSS application to count the data. Based on the result of T-Tests, it was founded that the significance result was 0.015 it less than 0, 05. This finding show that Think Talk Write (TTW) effective toward students' in speaking at the Tenth Grade Student of Senior High School at SMA Islam Ulil Albaab NW Lendang Jaran in the academic year of 2024/2025.*

**Keywords:** *Think Talk Write; speaking skill; Senior High School*

## **INTRODUCTION**

Language has an important role in communication system (Rao, 2019; Zainab, 2021). By the language every people can convey a message from the speaker to listener (Krauss, 2002; Tannen, 2021; Rabiah, 2018). In this world every country has own language to communication such as English language. Many people have used English as a medium of communication and this makes it easier for people who come from various countries to interact, speak and communicate (Ingram & Sasaki, 2003; Rao, 2019; Mohamadsaid & Rasheed, 2019; Rosyidi & Paris, 2023). In Indonesia, English is a foreign language and English is taught in formal education (Marlina, 2013; Zein et al, 2020). English is one of the main subjects from elementary school up to university (Rahayu, 2020; Mahrim & Rosyidi, 2024).

In learning English, there are four skills that must be mastered, namely listening, speaking, reading and writing (Rosyidi & Darmanto 2020; Rosyidi et al 2022). Speaking skill is one of the important skill in proses learning, because in learning English there are communicates through talking to get more information. Speaking is an activity to produce words or utterances in communication, in communication activities involve two or more people. As the first recognized speaking skill is the basic competence that must be acquired by students in learning English. Well spoken, other skills will follow

naturally.

Speaking is a hard skill because it has to be practiced directly. It is considered as a barometer for acquiring language, knowing well about a language in terms of components and aspects of that language. According to Akhter (2021) said that Speaking is the most common and important means of providing communication among human beings. The key to successful communication is speaking nicely, efficiently, and articulately, as well as using effective voice projector (Adebiyi & Adelabu 2013; Fleming 2013). Furthermore, speaking is linked to success in life, as it occupies an important position both individually and socially." Because of that speaking skill is known as complex skill and crucial to learn since it is the basic key to communicate which includes expressing ideas, purpose, and persuade to other people (Bahrani, & Soltani, 2012; Leong & Ahmadi, 2017). It consists of some components such as grammar, vocabulary, pronunciation, fluency, and comprehension (Derakhshan( 2016). Anyone who studies English must be master those components, so there will be no any misunderstanding between the speakers and the listeners while they communicate.

The result of observation at tenth grade student of SMA Islam Ulil Albaab NW Lendang Jaran, some students has problem in learning English such as; lack self-confidence, lack vocabulary, lark of pronounce the words and lack of interest to learn English. Based on the problems above, the researcher is interesting to conduct the research with title the effect of using Think Talk Write strategy toward students' speaking skill to solve the problems of the students.

The Think-Talk-Write (TTW) strategy is a powerful instructional approach that can be effectively applied in teaching speaking skills (Rizqi & Sumitro, 2024). Originally designed to support writing development, TTW also enhances oral communication by guiding students through a structured process of thinking, discussing, and expressing ideas verbally before transitioning to written form (Sariana, 2022). In the context of teaching speaking, TTW helps students build confidence, organize their thoughts, and practice meaningful conversation in a supportive environment.

Using TTW in speaking instruction offers several benefits. It creates a low-pressure environment where students can prepare before speaking, reducing fear and hesitation. It also promotes collaborative learning, as students learn from each other's perspectives and language use. Moreover, TTW supports the development of critical thinking, as students must analyze and evaluate ideas during discussion. The integration of thinking, talking, and writing ensures that students engage with content deeply and express themselves with clarity.

Research on TTW has been conducted by several researchers, including Ibnu Jum'aidi (2025) with the title Development of Speaking Skills Learning Design with the Think Talk Write Strategy Using E-Portfolios. This research is a development of the English speaking skills learning design at SMP School of Human, grade VIII. The TTW strategy is combined with the use of digital e-portfolios, where students record their discussions and reflections in the form of videos or texts. The results show that this strategy not only improves students' speaking skills but also strengthens their reflective and collaborative skills. The use of e-portfolios also makes it easier for teachers to conduct continuous

assessments of student progress.

Another study on TTW was also conducted by Era Astaty (2025) entitled Think Talk Write Learning Model to Improve English Learning Outcomes in Introductory Chapter and Family Life Materials. This study was conducted on eighth-grade students at Baiturrosyid Boarding School Padang. The TTW strategy was applied to improve English learning outcomes, particularly in the "Introductory Chapter" and "Family Life" materials. The results showed that this strategy was able to increase student learning activities and their ability to speak English. The stages of thinking, discussing, and writing helped students organize their ideas before expressing them orally, so that they were more confident and structured when speaking.

In conclusion, the Think-Talk-Write strategy is an effective method for teaching speaking skills. By guiding students through a process of reflection, discussion, and written reinforcement, TTW helps learners become more confident, articulate, and thoughtful speakers. It fosters a classroom culture of collaboration and active participation, making speaking practice more meaningful and enjoyable. Teachers who incorporate TTW into their speaking lessons can expect to see improvements in students' fluency, comprehension, and overall communication abilities.

Based on the explanation above, the researcher has investigated "The Effect of Think Talk Write strategy Strategy toward Students' Speaking Skill at tenth Grade of at SMA Islam Ulil Albaab NW Lendang Jaran in Academic Years 2024/2025.

## **METHODS**

This research was experimental research with one group pretest-posttest design. The sample used in this study was 34 students. The data was collected by pretest, treatment, and posttest by using speaking test. In analyzing the data, there are four stages that should be done, including calculating descriptive statistics, data normality testing, data homogeneity testing, and hypothesis testing. All the entire process was calculated using the SPSS 25 for Windows application.

## **FINDING AND DISCUSSIONS**

### **Findings**

#### **Descriptive Statistics**

In this part, present researcher presents the description about the students' critical speaking for the tenth graders of *SMA Islam Ulil Albaab NW Lendang Jaran* after following the pre-test, treatment, and post-test. In collecting the data, the present researcher used speaking test to all the students. To know the students' prior Speaking ability; the present researcher gave the pre-test. After pre-test was done, problem speaking skill during teaching and learning process. At the end of the research, the present researcher gave post-test to know the students' achievement after following the treatment.

Table of Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PRE-TEST	34	73	91	83.44	4.919
POST- TEST	34	70	100	85.18	7.167
Valid N (listwise)	34				

Referring to the data gained in pre-test, the result of students as follows: Standard Deviation of pre-test was 4.919 and post-test were 7.167. The lowest and the highest score of pre-test were 91 and 100, while in the post-test obtained the lowest and the highest score of post-test were 73 and 70. In addition, the mean score of pre-test was 83.44 while in post-test was 85.18. The mean scores of post-test was higher than the mean scores of pre-test, it intended that the problem based learning has an effective in teaching Speaking skill.

### Normality Test

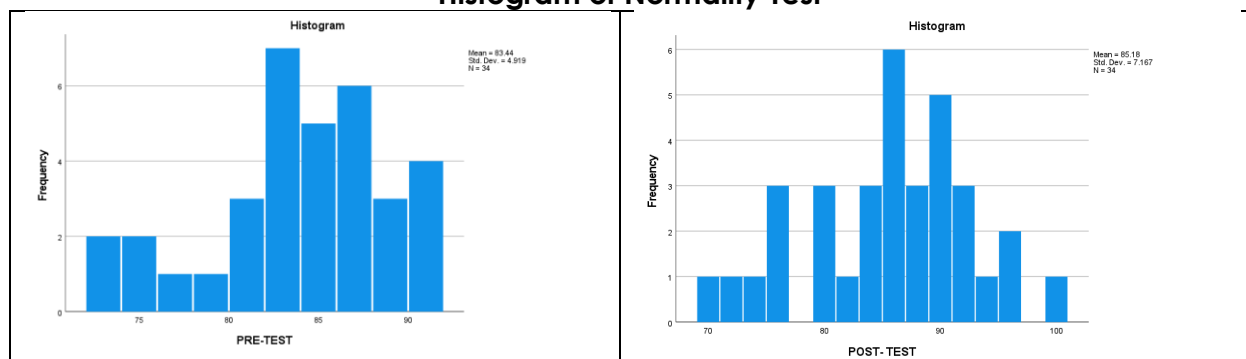
The calculation of normality testing was used to check whether the distribution of pre-test and post-test was normal or not. Moreover, the data is said to be normal if the values of the significance level of pre-test and post-test are more than the values of the significance ( $p$ ) = 0.06.

Table Tests of Normality

	Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
PRE-TEST	.120	34	.200*	.949	34	.113
POST- TEST	.111	34	.200*	.968	34	.416
*. This is a lower bound of the true significance.						
a. Lilliefors Significance Correction						

According to the result of One-Sample K-S, all of the values of Kolmogorov-Smirnov in pre-test and post-test were too much the values of the significance ( $p$ ) = 0.06. The value of Kolmogorov-Smirnov in pre-test was .040 while the value of significance in post-test was .021. It implied that the data was normal.

Histogram of Normality Test



## Homogeneity Test

This test was conducted to know that the data are homogenous. Moreover, the data was said to be homogenous if the values of the level significant is greater than  $p = 0.05$ .

**Table of Homogeneity of Variance**

		Levene Statistic	df1	df2	Sig.
Learning Outcome	Based on Mean	3.573	1	66	.063
	Based on Median	3.036	1	66	.086
	Based on Median and with adjusted df	3.036	1	56.781	.087
	Based on trimmed mean	3.542	1	66	.064

Based on result of based of mean it shown that the value of significance  $p = 0.063$  that more than 0.05, it meant that the data was homogeneous.

## Hypothesis Test

Testing hypothesis was conducted to know whether null hypothesis was accepted or rejected. To analyze whether there was a significant difference in the mean score between the pre-test and the post-test, the present researcher used a paired-samples t-test to get answer of the hypothesis.

**Table Paired Samples Test**

		Paired Differences					T	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
Pair 1	PRE-TEST - POST- TEST	- 1.735	3.957	.679	-3.116	-.355	-2.557	33	.015

After performing a paired- samples t-test, the present researcher found that there was a significant difference in the scores between the pre-test and the post-test,  $t (df= 33) = -2.557$  at  $p = 0.01$ , meaning that the null hypothesis was rejected and alternative hypothesis was accepted. The result of test showed that there was an effect of Using Think Talk Write (TTW) Strategy toward students' speaking skill.

## Discussion

This research aims to understand the effects of using the TTW method in English language instruction, specifically in speaking skills. This method is very useful because it can teach students to be critical thinkers, be unbiased, and write in an integrated manner. It can also increase students' motivation and

activity levels, help them understand concepts more thoroughly through discussion and idea construction, and help them communicate their critical thinking in a systematic and independent way, which will ultimately increase their learning and creative output. In speaking instruction, the Think-Talk-Write (TTW) method can help students think (think) independently about a topic (such as a book), talk (talk) and discuss ideas in small groups, and then write (write) those ideas in a methodical way to improve comprehension and increase the effectiveness of written and spoken communication, making it more structured and self-assured in the language.

The result of testing hypothesis by using paired- samples t-test found that there was a significant difference in the scores between the pre-test and the post-test,  $t (df= 33) = -2.557$  at  $p = 0.01$ , meaning that the null hypothesis was rejected and alternative hypothesis was accepted. There was an effect of Using Think Talk Write (TTW) Strategy toward students' speaking skill for the students.

The results of this research are in line with what Rizky & Sumitro (2024) research found that The use Think Talk Write (TTW) Strategy in teaching English also can improve motivated the students to learn English and it helps the teacher to make them interested in English speaking and enjoy learning especially speaking. Moreover, the strategy facilitated the students to improve English vocabulary and pronunciation well, express their ideas and practice English speaking skill. Therefore, the strategy has changed the situation of the learning become interesting and enhanced students' English speaking skill.

## **CONCLUSION AND SUGGESTIONS**

### **Conclusion**

Based on the data analysis and the discussion it can be concluded that Teaching English at *SMA Islam Ulil Albaab NW Lendang Jaran* by using TTW produced much greater change in the students' speaking ability. On the other words, Think Talk Write (TTW) Strategy has significant effect toward students' speaking skill. The results of testing hypothesis show that the significance scores was 0.01 it less than 0.05. It means that the null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted. It means that TTW Strategy is effective toward students speaking skill at senior high school student's level.

### **Suggestion**

Using the Think Talk Write method consistently in speaking classes can improve students' confidence, fluency, and critical thinking skills. Teachers also need to adjust TTW topics and activities to students' ability levels and interests to make the learning process more effective and engaging. For future researchers, it is recommended to develop this research using different research designs, such as experiments with a broader scope or classroom



action research. In addition, research can focus on other variables, such as learning motivation, student activity, or the application of TTW to other language skills.

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