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Literature Review: The Application of Think Talk Write (TTW) Model to the Writing Skills of Learners in Elementary School

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Abstract

Writing is one of the four main components of language skills, namely speaking, listening, reading and writing. Writing has a very important role in conveying concepts and ideas in depth and structure, both in the form of fiction and non-fiction. This confirms that the ability to write is not only a basic skill in communication, but also an important means of expressing human thoughts and emotions. This research is a literature review that involves analysis of various articles that examine the Think Talk Write (TTW) model and writing skills. The articles used are sourced from Google Scholar and Scopus. The articles used were articles published between 2019 and 2024 and 25 relevant articles were found. This research aims to analyze the application of the Think Talk Write (TTW) learning model to the writing skills of elementary school students in several types of text writing material in Indonesian language subjects. Apart from that, this research also discusses the application of the Think Talk Write (TTW) model with the help of several types of learning media. Based on data analysis, it is proven that the Think Talk Write (TTW) model improves students' writing skills in elementary schools.

Keywords: Writing Skills, Think Talk Write Model, Elementary School

Literature Review: Penerapan Model Think Talk Write (TTW) pada Keterampilan Menulis Siswa di Sekolah Dasar

Abstrak

Menulis merupakan salah satu dari empat komponen utama keterampilan berbahasa, yaitu berbicara, mendengarkan, membaca, dan menulis. Menulis memiliki peran yang sangat penting dalam menyampaikan konsep dan ide secara mendalam dan terstruktur, baik dalam bentuk fiksi maupun nonfiksi. Hal ini menegaskan bahwa kemampuan menulis tidak hanya menjadi keterampilan dasar dalam komunikasi, tetapi juga merupakan salah satu sarana penting untuk mengekspresikan pikiran dan emosi manusia. Penelitian ini bertujuan untuk menganalisis penerapan model pembelajaran Think Talk Write (TTW) terhadap keterampilan menulis peserta didik sekolah dasar dalam beberapa materi jenis penulisan teks dalam mata pelajaran Bahasa Indonesia. Selain itu, dalam penelitian ini membahas mengenai penerapan model Think Talk Write (TTW) berbantu beberapa jenis media pembelajaran. Berdasarkan analisis data, terbukti bahwa model Think Talk Write (TTW) dapat meningkatkan keterampilan menulis peserta didik di sekolah dasar.

Kata kunci: Keterampilan Menulis, Model *Think Talk Write*, Sekolah Dasar

INTRODUCTION

Education is a fundamental element in developing the quality of human resources (Yulianingsih, Fahrurrozi, & Utami, 2023) . In the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, education is defined as a conscious and planned effort to create a learning atmosphere and learning process that allows students to actively develop their potential. Education is a conscious effort through guidance, teaching, learning, and training, both at school and outside school, to prepare students to carry out their future roles (Citriadin, 2019) . Education requires the interaction of essential components in an effort to achieve educational goals. In its implementation, education requires interaction between essential components in order to achieve the expected goals. The success of education is influenced by the harmony, balance, and quality of interaction of these educational elements (Syukur & Rafiqoh, 2022) . Based on the definition of education from several experts, it can be concluded that education is a planned effort made to develop the potential of students in order to carry out their role for the future.

Education is part of learning. According to the Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System, learning is defined as a process of interaction between educators and students and learning resources that take place in a learning environment. This definition emphasizes the importance of the reciprocal relationship between various components in the educational process, namely educators, students, and learning resources, all of which play an active role in creating an effective and conducive learning atmosphere. Learning essentially has the aim of changing behavior in a better direction (Ariani, et al., 2022) . Learning is carried out in all subjects at school. One of the subjects that influences other subjects is learning in Indonesian language subjects.

Indonesian language is learning that includes language skills. Language is a series of sounds that are systemized, symbolic, arbitrary, meaningful, conventional, unique, universal, productive, varied, dynamic, humane, which are used as a means of communication in a social group (Suarta, 2022) . Every member of society is involved in linguistic communication as a speaker and listener. Communication will run smoothly if the process of changing from speaker to listener and from listener to speaker occurs quickly (Mubin, Juniar, & Aryanto, 2023) . Language has an important role in the smooth communication in society. Thus, language learning is needed to develop language skills starting from an early age.

Language skills play an important role in people's lives, especially to facilitate human communication in carrying out various professions. Professions in the fields of public relations, economics, politics, law, education and others require language skills. Language skills are the ability and dexterity to use language which includes listening, speaking, reading, and writing skills (Bahri, Rahamma, & Idkhan, 2023) . Language skills are important to be taught in schools, especially in elementary schools, which have goals that support learners to prepare themselves in an ever-evolving society. The purpose of language skills is so that students can express self- expression, as a means of communication, as a tool for social integration and adaptation, and as a tool for social control (Bahri, Rahamma, & Idkhan, 2023) .

Skills in learning Indonesian include listening, speaking, reading and writing. One of the final skills that learners must have is writing skills. Writing means expressing ideas, ideas, opinions, thoughts, and feelings in writing in language that is organized, systematic, simple, and easy to understand (Bahri, Rahamma, & Idkhan, 2023) . Learning writing skills at the elementary school level is the foundation for higher levels later, so it needs to be trained and fostered in introducing various forms of writing (Purwaty, Marlina, & Fitrianti, 2022) .

One of the skills in Indonesian language learning is writing skills, which is currently an international concern because it is considered as one of the indicators of learning success. Writing is not only a part of learners' daily activities, but also has an important role in determining their future, especially in obtaining employment. As a skill, writing serves as a tool to visibly and permanently record, connect, analyze, personalize, and manipulate key ideas contained in the text. However, in reality, not all learners have good writing skills. This suggests that many learners do not fully understand what they are learning. This gap reflects the importance of strengthening writing skills in the educational process to improve understanding and overall learning success (Fuad, Wahyuni, & Yaqin, 2023).

Strengthening writing skills is an important aspect of Indonesian language learning, but Indonesian language learning in elementary schools that occurs in the field still uses a teacher centered approach. Students are less motivated to learn, lack of attention when learning, so they have difficulty in understanding the subject matter, especially writing (Farsyafat, 2020) . As found in the State Elementary School 2 Lubukngin, Selangit-Musirawas Subdistrict, namely the problem of the Indonesian language learning process in the classroom, one of which is the low ability to write, especially in understanding the

structure and rules of good Indonesian language. Tasks related to writing are found many errors in the use of Indonesian that are not in accordance with the rules, such as in the use of spelling errors or errors in the use of capital letters. Students only get information from one learning source, causing the learning process to become monotonous. Schools have limited resources, including inadequate educational facilities such as the lack of textbooks, learning materials, and quality reading materials so that they can affect students' ability to understand and use Indonesian properly and correctly. The low ability to write using the structure and rules of Indonesian language makes the low learning outcomes of students, especially in the writing process (Murti, Masnon, Wahyuni, & Sabrilla, 2024) .

Indonesian language learning needs to use the right learning strategies and models. In the implementation of Indonesian language learning, innovation is needed to develop creativity and independence based on the talents, interests, and characteristics of students. For example, learning that contains interactive, fun, challenging, and motivating aspects for students (Libiawati, Indihadi, & Nugraha, 2020). One strategy that can be done is through the Think Talk Write (TTW) learning strategy.

The right learning model can improve skills in students. Yamin and Ansari explained that Think Talk Write (TTW) is a learning strategy introduced by Huinker and Laughlin which is basically built through thinking, talking and writing. The Think Talk Write (TTW) learning strategy is very meaningful in creating writing learning, because with this strategy the teacher can deliver the material by making students interact more with friends to think, talk and write ideas that have been discussed (Theresia & Nurbaiti, 2020) .

The application of the Think Talk Write (TTW) learning model in learning to write in elementary schools has significant relevance in developing writing skills as well as forming students' life skills. The TTW model which consists of three main stages of thinking (think), talking (talk), and writing (write) encourages students to process information critically, communicate ideas orally, and express them in the form of structured writing. In the context of basic education, writing skills are not only interpreted as a technical ability in composing sentences, but also as a means to form critical thinking skills, effective communication, and reflective self-expression. Through the discussion stage, learners are trained to express opinions logically and accept different views, which are important foundations in the development of social and collaborative skills. Furthermore, the writing skills trained through the TTW approach also facilitate the growth of self-confidence, independence, and responsibility for individual and group work. These skills become an integral part of life skills that are needed in everyday life, such as expressing opinions in writing, making rational decisions, and establishing effective interpersonal communication. Thus, the TTW model not only contributes to improving academic achievement in writing, but also plays a strategic role in equipping students with essential basic competencies to face the challenges of life in the future. Based on this description, the purpose of this article is to provide a systematic review of the application of the Think Talk Write (TTW) model to writing skills in elementary schools.

METHODS

The research method used in this study is Systematic Literature Review (SLR), which is known in Indonesian as systematic literature review. SLR is a methodological approach designed to identify, evaluate and critically interpret all research findings relevant to a particular topic. This approach is structured to answer predetermined research questions through a systematic, transparent, and replicable process (Setiawan, Pujiastuti, & Susilo, 2021).

In conducting this study, researchers collected secondary data sources in the form of scientific articles from several leading databases, such as Google Scholar, Scopus, ERIC (Education Resources Information Center), and Garuda (Garba Rujukan Digital). The search process was conducted using keywords such as: "Think Talk Write Model", "Think Talk Write Model", and "Writing Skills". The publication year limit applied was between 2019 and 2024, with coverage in Indonesian and English, and in the context of primary to secondary education.

The initial identification process resulted in 58 articles. These articles were then screened based on inclusion and exclusion criteria. The inclusion criteria included: (1) the article is the result of empirical research, (2) the topic of discussion is explicitly related to the application of the Think Talk Write model, and (3) the research focus includes students' writing skills. Meanwhile, the exclusion criteria included: (1) articles that did not present empirical data (such as opinions, conceptual reviews, or editorials), (2) duplicate articles published on more than one platform, (3) articles that were not available in full text, and (4) articles that did not directly address the Think Talk Write model or were not relevant to writing skills.

Based on the screening process, 33 articles were eliminated because they did not meet the predetermined criteria. Thus, there were 25 final articles that were declared eligible for further analysis. These articles were then categorized based on the focus of the study, such as the effectiveness of the TTW model in improving narrative writing skills, the application of TTW in Indonesian language learning, and the integration of TTW with other learning approaches. This process provides a strong basis for researchers to gain a comprehensive and in-depth understanding of the implementation of the Think Talk Write model in improving students' writing skills.

RESULTS AND DISCUSSION

Early In the early stages of this research, the researcher collected scientific articles relevant to the research topic. The main focus of this research is to understand how the Think Talk Write (TTW) cooperative learning model affects the writing skills of elementary school students. The Think Talk Write (TTW) learning model has many advantages in helping students develop critical thinking and communication skills. Through the three stages of thinking, talking, and writing, students are guided to organize ideas in a structured manner, discuss with classmates, and write them down coherently. Another advantage is that it increases students' active participation in learning and deepens their understanding of the material through reflection and social interaction. However, this model also has limitations. Its implementation tends to be time-consuming and can be challenging for students who lack confidence when speaking or writing. In addition, if the teacher is not skilled enough in guiding the discussion, the "talk" stage can be less than optimal. Therefore, teachers or educational practitioners who want to implement this model are advised to provide adequate directions from the beginning, create a supportive classroom atmosphere, and combine TTW with other relevant learning approaches to make the learning process more effective and enjoyable.

We selected articles from 2019 to 2024 to ensure the data used remained relevant and up-to-date. A total of 25 relevant articles were found through the search process, and the data is summarized in table 1 for further analysis (O'Connor & Holmquist, 2009).

Table 1. Article Data Reviewed

No.	Name	Methods	Title
1.	Shaffiyah & Kosmajadi, (2024)	Literature Study	Application of *Think Talk Write (*TTW) Cooperative *Learning* Model on Writing Skills of Elementary School Students
2.	Khaerunnisa, Dindin, & Inggriyani, (2023)	Quantitative Methods	The Effect of TTW (*Think Talk Write*) Cooperative Learning Model on the Writing Skills of Grade V Students in Elementary School
3.	Salsabila, Indihadi, & Saputra, (2024)	Experiment Method	The use of *think-talk-write* (TTW) cooperative learning model on procedure text writing skills
4.	Fatihatin, Fakhriyah, & Kironoratri (2024)	Quantitative research *preexperiment design* with *onegroup pretest-postest* type.	The Effect of *Think Talk Write* (TTW) Learning Model Assisted by Padiku *Flipbook* Media on Writing Skills of Fifth Grade Students.
5.	Novitasari & Prasasti (2023)	Experimental Research	The Effect of *Think Talk Write* (TTW) Model on the Narrative Writing Skills of Grade V SDN 03 Madiun Lor
6.	Firdausia & Al Masjid (2024)	Descriptive Qualitative Research	Analysis of the Application of the *Think Talk Write* (TTW) Cooperative Model to Narrative Writing Skills in Elementary School Students

No.	Name	Methods	Title
7.	Ahmad, Efitasari, Aini, & Faddilah (2024)	Pseudo-Experiment Design	Application of TTW (*Think Talk Write*) Model assisted by Interactive Multimedia on Writing Skills of Elementary Students
8.	A'yun & Liansari (2024)	Quantitative Method type *Pre-Experimental Design*	The Effect of *Think Talk Write* Model on Primary School Students' Narrative Writing Ability
9.	Wijayanto, Rukayah, & Budiyarto (2020)	Classroom Action Research	Application of Cooperative Learning Type *Think Talk Write* (TTW) to Improve Rewriting Narrative Text Skills in Grade IV Elementary School Students
10.	Octavia et all. (2020)	Experimental Research	Students' Persuasive Writing Skills in *Think Talk Write* Learning with Media
11.	Suriani (2022)	Classroom Action Research	Efforts to Improve Students' Writing Ability with *Think Talk Write* Learning Model Class V SD Negeri 118273 Mampang Kota Pinang District Labuhan Batu Selatan Regency
12.	Rikmasari & Kurniati (2021)	Qualitative Research	The Role of the *Think Talk Write* (TTW) Model in Improving Elementary Students' Description Writing Skills in Indonesian Language Subjects
13.	Saragih, Girsang, & Indriyani (2022)	Quantitative Research	The Effect of *Think Talk Write* Learning Model on the Ability to Write Descriptive Writing of Grade IV Students of SDN 101732
14.	Nurfaizah, Latri, & Juwaria (2024)	Quantitative Research	The Effect of Think Talk Write Model on Students' Descriptive Writing Skills
15.	Widodo and Hardini (2024)	Classroom Action Research	Efforts to Increase Learning Interest and Pantun Writing Skills through Think Talk Write (TTW) Model in Indonesian Language Subjects of Grade V Elementary School
16.	Mahpudin, Febriyanto, & Maulin (2020)	Classroom Action Research	Efforts to Improve Narrative Writing Ability through Think Talk Write (TTW) Learning Model
17.	Halimah (2023)	Literature Study	Analysis of Think Talk Write (TTW) Implementation in Learning Indonesian Language Narrative Writing in the High Grade
18.	Yanti et all. (2022)	Quantitative Research Quasi Experimental Design	The Improvement of Students' Learning Outcomes and Report Writing Skills at the Sixth Grade Elementary School Using the Learning Model Think-Talk-Write and Wordwall Media
19.	Wibowo & Mider (2021)	Qualitative Approach	Improving Pantun Writing Skills Using the Think Talk Write (TTW) Model for Class V Students of Sd Negeri 29 Sungai Puang in the 2019/2020 Academic Year
20.	Zulydawati, Winarni, & Krisviskalia (2022)	Classroom Action Research	Improving Narrative Writing Skills Through the Think Talk Write (TTW) Learning Model: Classroom Action Research on Grade V Students of SD Negeri 2 Dibal in 2020/2021 Academic Year
21.	Darmawangsa et all. (2020)	Quantitative Approach	Think, Talk, Write Strategy in French Writing Skill Learning

No.	Name	Methods	Title
22.	Azzam & Baniabdelrahman (2023)	Quantitative Research Quasi Experimental Design	The Effect of "Think-Talk-Write" Strategy on EFL Tenth-Grade Students' Writing Performance
23.	Salam et all. (2022)	Experimental Research	The Effect of Think Talk Write Learning Model on Learning Outcomes of Description Writing Skills in Grade V Students of SDN Paccinongan Unggulan Gowa Regency
24.	Surjiyanto (2022)	Classroom Action Research	Improving Narrative Writing Skills Through Think Talk Write Model Assisted Environment
25.	Farsyafat (2020)	Classroom Action Research	Implementation of Think Talk Write Learning Model to Improve Instruction Text Writing Skills

Footnotes:
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X =xxx

Discussion

The Think Talk Write (TTW) learning model is a very effective approach to teaching writing skills, especially because it involves three important stages that help learners understand, discuss and express ideas in writing. The following are examples of the application of Think Talk Write (TTW) on different types of writing learning materials.

Narrative text

Discuss Based on the results of the study, the Think Talk Write (TTW) cooperative learning model has a positive influence on improving students' narrative essay writing skills, as evidenced by the effect size value of 0.37 in the medium category (Khaerunnisa, Dindin, & Inggriyani, 2023). The Think Talk Write (TTW) model has a positive impact on students' feedback and writing outcomes. With a systematic step-by- step approach, this model facilitates an effective learning process, in accordance with learning objectives, and improves students' narrative essay writing skills (Novitasari & Prasasti, 2023) . Through the Think Talk Write (TTW) model, students not only learn to write but also hone critical thinking skills and work together in groups. The result is a higher quality narrative essay (Firdausia & Al Masjid, 2024) .

Based on the data and subsequent research analysis, the application of the Think Talk Write (TTW) model is proven to be able to improve the ability to write narrative essays and students' involvement in learning. Think Talk Write (TTW) can be an effective learning strategy to create a collaborative and fun learning experience in the classroom (Mahpudin, Febriyanto, & Maulin, 2020) . This is supported by other research which shows that the application of the Think Talk Write (TTW) model is not only effective in improving narrative essay writing skills, but also plays a role in helping learners develop social skills through interaction and communication during the learning process (Halimah, 2023) .

Other relevant research shows that the application of the Think Talk Write (TTW) model not only improves writing skills, but also helps learners achieve learning completeness significantly. These results show that Think Talk Write (TTW) is an effective and relevant learning model to improve learners' narrative text writing skills. This strategy should be recommended to be applied in Indonesian language learning at the elementary school level (Wijayanto, Rukayah, & Budiyanto, 2020) . The results of other studies also showed an increase in writing skills after the Think Talk Write (TTW) model was applied. Thus, the hypothesis stating that the Think Talk Write (TTW) model has an effect on students' narrative writing skills is proven correct (A'yun & Liansari, 2024) . The Think Talk Write (TTW) model has a significant positive impact in improving writing skills, especially narrative essays, learner activities, and teacher performance. This approach is able to create active, meaningful, and fun learning, making it a highly recommended strategy to be applied in Indonesian language learning in elementary schools (Zulydawati, Winarni, & Krisviskalia, 2022) .

The following is an example of the application of the Think Talk Write (TTW) learning model in learning to write narrative text. 1) Think: Learners are asked to read a short story or look at serialized images to generate ideas. The teacher can provide guidance on the theme of the story. 2) Talk: Learners discuss in small groups the storyline, characters, conflicts, and moral messages that will be included in the

narrative. 3) Write: Learners write a narrative text based on the discussion results by paying attention to the narrative structure (orientation, complication, resolution).

Description text

The Think Talk Write (TTW) learning model encourages learners to think critically and actively in the learning process through observation, discussion and writing. This makes learners more engaged and motivated. The "Think" process allows learners to observe objects or situations carefully, which becomes the basis for creativity in pouring ideas into description essays. Group discussions in the "Talk" stage create an interactive, collaborative and fun learning atmosphere for learners. With a systematic learning structure, learners can organize ideas better, producing more detailed and structured description texts (Rikmasari & Kurniati, 2021) . The results of other studies also show that the application of the Think Talk Write (TTW) learning model in Indonesian language learning is also proven to have a positive effect on students' ability to write description texts. This model facilitates the learning process of writing gradually, directed, and involves students actively, so that learning outcomes show a significant increase (Saragih, Girsang, & Indriyani, 2022).

The application of the Think Talk Write (TTW) learning model has proven effective in improving students' description writing skills. The learning process that is structured and involves active participation learners at each stage provides positive results in improving writing skills, making the Think Talk Write (TTW) model a very useful learning strategy to be applied in elementary schools (Salam, Nasaruddin, & Anzar, 2022). With a structured and collaborative approach, this model is able to improve students' description text writing skills while motivating students to be more active and creative in the learning process. The Think Talk Write (TTW) model is highly recommended to be applied as an innovative strategy in Indonesian language learning in elementary schools (Nurfaizah, Latri, & Juwaria, 2024).

The following is an example of the application of the Think Talk Write (TTW) learning model in learning to write description text. 1) Think: Learners observe real objects (e.g. flowers, landscapes, or objects in the classroom) or pictures to identify their characteristics. 2) Talk: In groups, learners share descriptions and discuss what details are interesting or important to include. 3) Write: Learners write a description text that describes the object in detail, using descriptive vocabulary.

Procedure/Instruction Text

The results showed that the Think Talk Write (TTW) learning model had a significant positive impact on improving students' procedure text writing skills. The experimental group using the Think Talk Write (TTW) model showed a higher average increase in learning outcomes than the control group using conventional learning. The paired sample t-test results showed a significance value of 0.001 (<0.05), which means there is a significant effect of using the Think Talk Write (TTW) model on procedure text writing skills. This difference indicates that Think Talk Write (TTW) successfully improved students' writing skills after the intervention (Salsabila, Indihadi, & Saputra, 2024).

The application of the Think Talk Write (TTW) learning model is also proven to have a positive impact in improving the quality of the process and learning outcomes of Indonesian language on the skill of writing instructional texts. This improvement can be seen from teacher performance, learner activities, and learning outcomes that reach and even exceed the predetermined targets. The Think Talk Write (TTW) model is recommended as an innovative learning strategy to support learners' writing skills at the primary school level (Farsyafat, 2020).

The following is an example of the application of the Think Talk Write (TTW) learning model in learning to write procedure/instruction texts. 1) Think: Learners identify the steps or procedures of a particular activity, such as cooking or assembling a toy, based on experience or reference text. 2) Talk: In groups, learners discuss the sequence of steps to ensure logicality and order. 3) Write: Learners compose a procedure text with clear and systematic language, using appropriate conjunctions.

Pantun

The use of the Think Talk Write (TTW) model is proven to be successful in increasing students' interest in learning and skills in writing rhymes significantly. This is supported by the results of research data analysis which shows that in the pre-cycle the average rhyme writing skill is 60%. Cycle I experienced an increase of 16% to 76%. Cycle II experienced a further increase to a total of 27%, exceeding the improvement target of 20%. Thus it can be concluded that students' pantun writing skills improved

significantly with the application of Think Talk Write (TTW), showing the effectiveness of this model in helping students understand and hone their writing skills (Widodo & Hardini, 2024) .

Other studies have also shown that the application of the Think Talk Write (TTW) model successfully improves writing skills while creating more interactive and enjoyable learning. This approach can be used as a recommended learning strategy to support pantun writing skills in elementary schools, because it is able to provide meaningful and effective learning experiences (Wibowo & Mider, 2021) .

The following is an example of the application of the Think Talk Write (TTW) learning model in learning to write rhymes. 1) Think: Learners learn the rhyme pattern of the pantun (a-b-a-b) and think about relevant themes (e.g. advice, humor, or romance). 2) Talk: In groups, learners try to create the first and second lines, then give feedback on the next line. 3) Write: Learners write a complete pantun individually based on the results of the group discussion.

The Think Talk Write (TTW) learning model is flexible and can be applied with the help of various types of media to improve learning effectiveness. The use of appropriate media can support each stage in the Think Talk Write (TTW) model, namely Think, Talk, and Write, as well as increase students' motivation and learning outcomes.

Learning using the Think Talk Write (TTW) model assisted by multimedia has advantages that can make students more active in learning and improve the ability to think students by providing memorable experiences for students supported by the teacher's role in providing material, no discrimination, and recognition of the efforts made (Ahmad, Efitasari, Faddilah, 2024) . Other research also shows that the use of the Think Talk Write (TTW) learning model combined with interactive media such as flipbooks is proven to have a significant effect on improving students' writing skills. This can be seen from the significant difference between the results of pretests (before application) and posttests (after application) in students (Fatihatin, Fakhriyah, & Kironoratri, 2024).

In addition, the application of the Think Talk Write (TTW) learning model assisted by other media such as posters also shows a significant effect on improving students' persuasive essay writing skills. This approach creates innovative and integrated learning, thus helping students develop writing skills more effectively (Octavia, Satrijono, Hutama, Haidar, & Rukmana, 2020). Other research results also show that the Think Talk Write (TTW) model assisted by the learning environment not only improves students' writing skills, but also provides a meaningful and interactive learning experience. This approach can be an inspiration to be applied in various other educational contexts (Surjiyanto, 2022) .

The Think Talk Write (TTW) learning model with Wordwall media also has a significant positive impact in improving students' report writing skills. This approach is able to create more effective, interactive, and relevant learning, while supporting the development of students' technological abilities. This combination is highly recommended to be applied in Indonesian language learning at primary and secondary school levels (Yanti, Raharjo, & Sumarni, 2022) .

Writing skills generally aim to improve learners' learning abilities, which means that writing activities not only train language skills but also support broader understanding and mastery of the material. Teachers need to provide support, guidance, and practice to learners to use the Think Talk Write (TTW) learning model in the writing learning process (Shaffiyah & Kosmajadi, 2024).

The Think Talk Write (TTW) strategy makes a positive contribution in improving students' writing skills. This strategy has great potential to be used because it creates more active learning and engages directly with learners through the stages of thinking, discussing, and writing (Darmawangsa, Mutiarsih, & Karimah, 2020) . The Think Talk Write (TTW) strategy-based learning program is proven to be effective in improving learners' writing skills as well as cooperation skills during class activities. This approach provides multiple benefits, which not only improves the quality of learners' writing skills, but also strengthens their social competence through collaboration and communication that occurs during the learning process (Azzam & Baniabdelrahman, 2023).

CONCLUSION

The application of the Think Talk Write (TTW) learning model with the help of various learning media is proven to be effective in improving the skills of writing various types of texts (narration, description, procedure/instruction, rhyme). The combination of the Think Talk Write (TTW) learning model with the right learning media not only helps students achieve better learning outcomes, but also creates a more interesting, interactive and meaningful learning experience. This approach can be used as an alternative learning strategy to improve learners writing skills at various levels of education. The teacher is advised to apply the TTW model in a variety of ways according to the type of text and learning media.

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