

**THE IMPLEMENTATION OF THINK TALK WRITE LEARNING
MODEL ON TEACHING AND LEARNING WRITING FOR THE TENTH
YEAR STUDENTS OF SMKN 4 KLATEN**

S-1 THESIS

Submitted as a Partial Fulfillment of the Requirement for S-1 Thesis in English
Education Study Program



By

Name : Hami Na'im

Student Number : 2011200009

TEACHER TRAINING AND EDUCATION FACULTY

WIDYA DHARMA KLATEN UNIVERSITY

KLATEN

2024

APPROVAL

THE IMPLEMENTATION OF THINK TALK WRITE LEARNING
MODEL ON TEACHING AND LEARNING WRITING FOR THE TENTH
YEAR STUDENTS OF SMKN 4 KLATEN

By

Name : Hami Na'im

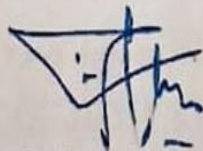
Student Number : 2011200009

Approved by the Consultants on:

Day : Thursday

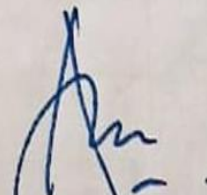
Date : 13th June 2024

Consultant I,



Dr. Purwo Haryono, M. Hum.
NIDN/ NIP. 0607026703/690 890 115

Consultant II,



Ana Setvandari, S.Pd., M.Pd.
NIDN/ NIK. 0617068003/690 112 325

RATIFICATION

THE IMPLEMENTATION OF THINK TALK WRITE LEARNING
MODEL ON TEACHING AND LEARNING WRITING FOR THE TENTH
YEAR STUDENTS OF SMKN 4 KLATEN

By

Name : Hami Na'im

Student Number : 2011200009

This thesis has been ratified by the Board of Examiners of Teacher Training and
Education Faculty, Widya Dharma University on:

Day : Wednesday

Date : July 10th, 2024


Board of Examiners

Chairman,




Prof. Dr. D.B. Putut Setivadi, M. Hum.
NIDN. 0012046001

Secretary,



Dra. Sri Harvanti, M. Hum.
NIDN.0019066101

First Examiner,



Dr. Purwo Harvono, M. Hum.
NIDN. 0607026703

Second Examiner,



Ana Setyandari, S.Pd., M. Pd.
NIDN. 0617068003

Dean of Teacher Training and Education Faculty,



Prof. Dr. D.B. Putut Setivadi, M. Hum.
NIDN. 0012046001

PRONOUNCEMENT

This is to certify that I, myself, write this thesis entitled "THE IMPLEMENTATION OF THINK TALK WRITE LEARNING MODEL ON TEACHING AND LEARNING WRITING FOR THE TENTH YEAR STUDENTS OF SMKN 4 KLATEN". It is not plagiarism or made by others. Anything related to others's work is written in quotation, the source of which is listed on the bibliography. If this pronouncement proves incorrect, I am ready to accept academic punishment, including the withdrawal or cancellation of my academic degree.

Klaten, 13th June 2024



Hami Na'im

MOTTO

“Bila semua dilakukan karena Allah, sulit jadi mudah dan senang walau lelah”

The Writer

“Maka bersabarlah kamu, sesungguhnya janji Allah itu benar”

(Ar-Rum: 60)

PRESENTATION

1. My beloved parents. Ibu Suratmi and Bapak Nurhasan, thank you for all your endless prayers, love, support, and sacrifice. Without you, I would not be able to reach this point. You are the biggest inspiration in my life. This can be a small evidence of my love and respect for you.
2. My dearest older brother and sister. Hafizhun ‘Alim and Hayyin Nafisa, thank you for your encouragement and motivation. Your support makes this journey easier and more colorful. May we always support and inspire each other.
3. My best friends, who are always there in times of joy and sorrow, thank you for being a place to share stories and provide encouragement

ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful, all praise be to Allah, the Lord of the Worlds, who has given the writer grace, blessings, and permission to complete this thesis. Peace and blessings await the Prophet Shallallahu Alaihi Wassalam, his family, companions, and followers until the last day. The writer would like to thank the following parties:

1. Prof. Dr. Triyono, M.Pd., as the rector of Widya Dharma University Klaten.
2. Prof. Dr. D.B. Putut Setiyadi, M.Hum., as the dean of the Faculty of Teacher Training and Education, Widya Dharma University Klaten.
3. Ana Setyandari, S.Pd., M.Pd., as the head of English Education Study Program, and also as the second consultant who has directed and motivated the writer complete this thesis.
4. Dr. Purwo Haryono, M.Hum., as the first thesis consultant who has guided and helped the writer complete this thesis.
5. Muhamad Choiri, S.Pd., M.Pd., as the principal of SMKN 4 Klaten who has permitted the writer to conduct the research.
6. Sri Astutik Rahayu, S.Pd., as the English teacher of class X Kuliner of SMKN 4 Klaten who helped the writer conduct the research.
7. All family, friends, and all parties who have helped and provided support, enthusiasm, and motivation in completing this thesis which cannot be mentioned one by one.

Therefore, the writer expects suggestions and criticism for this thesis because the writer realizes that this thesis is not perfect and still has many imperfections. “The Implementation of Think Talk Write Learning Model on Teaching and Learning Writing for the Tenth Year Students of SMKN 4 Klaten” needs to be enriched by the readers in the future. In the end, the writer hopes that this thesis can provide benefits for all readers in the future.

Klaten, 13th June 2024

Hami Na'im

TABLE OF CONTENTS

TITLE PAGE	i
APPROVAL	ii
RATIFICATION	iii
PRONOUNCEMENT	iii
MOTTO	v
PRESENTATION	vi
ACKNOWLEDGEMENT	vii
TABLE OF CONTENTS	ix
LIST OF TABLES	xi
LIST OF FIGURES	xii
LIST OF APPENDICES	xiii
ABSTRACT	xiv
CHAPTER I INTRODUCTION	1
A. The Background of the Study	1
B. The Reason for Choosing the Topic.....	7
C. The Limitation of the Study	7
D. The Problem of the Study	8
E. The Aim of the Study	8
F. The Use of the Study.....	9
G. The Clarification of the Key Terms.....	10
H. The Organization of the Study	11
CHAPTER II REVIEW OF RELATED LITERATURE	13
A. Previous Studies.....	13
B. Position of The Study.....	17
C. Writing	17
D. Think Talk Write Learning Model	22
E. Theoretical Framework.....	25

CHAPTER III METHOD OF STUDY	27
A. The Meaning of Research Method.....	27
B. The Strategy of the Research	27
C. The Data and the Source of Data	28
D. The Technique of Collecting the Data.....	30
E. The Validity of the Data	33
F. The Data Analysis Technique.....	34
CHAPTER IV THE RESULT OF THE STUDY	37
A. The Findings	37
B. The Discussion of The Findings	48
CHAPTER V CONCLUSION AND SUGGESTION	53
A. Conclusion	53
B. Suggestion.....	54
BIBLIOGRAPHY	56
APPENDICES.....	61

LIST OF TABLES

Table 1. Students' score	44
Tabel 2, The Students' Interval	45

LIST OF FIGURES

Figure 1. Data Analysis Technique.....	34
--	----

LIST OF APPENDICES

Appendix 1. Capaian Pembelajaran.....	62
Appendix 2. Alur Tujuan Pembelajaran.....	64
Appendix 3. Modul Ajar.....	76
Appendix 4. Transcription of Teachers' Interviews.....	91
Appendix 5. Transcription of Students' Interviews.....	96
Appendix 6. Observation Sheets.....	122
Appendix 7. List of Students' Names.....	134
Appendix 8. Students' Writing Scores from the Teacher.....	135
Appendix 9. Students' Writing Marks.....	136
Appendix 10. Students' Lesson Schedule.....	137
Appendix 11. Students' Worksheets.....	138
Appendix 12. Annual Program.....	144
Appendix 13. Academic Calendar.....	145
Appendix 14. Documentations.....	147
Appendix 15. Consultant Application Letter.....	150
Appendix 16. Thesis Consultant Card.....	152
Appendix 17. The Research Permission Letter from University.....	154
Appendix 18. The Research Letter from the School.....	155

ABSTRACT

HAMI NA'IM. 2011200009. English Education Study Program. Faculty of Teacher Training and Education. Widya Dharma University, Klaten in 2024. ***The Implementation of Think Talk Write Learning Model on Teaching and Learning Writing for the Tenth Year Students of SMKN 4 Klaten.***

This study aims to: (1) describe the writing learning process using Think Talk Write model for grade X students, (2) describe the writing achievement of grade X students taught with Think Talk Write model, (3) describe the obstacles found by teachers in teaching writing using Think Talk Write model, and (4) explain the solutions to overcome these obstacles.

This study used a qualitative descriptive method. The data used are the learning process of writing using the Think Talk Write model, students' writing scores, and information from teachers and students. Data sources include the learning process, teachers and students, and documents. Data were collected through observation, interview, and documentation. Data validation was done by triangulating sources and methods. Data analysis used qualitative descriptive techniques: data collection, condensation, display, and conclusions.

The results of the study on 35 students of class X Kuliner SMKN 4 Klaten showed that the implementation of the Think Talk Write model resulted in a successful writing learning process. There was an increase in students' writing achievement, with the average score increasing from 76.86 to 84.61. The obstacle faced by the teacher was the students' lack of vocabulary. The solution provided by the teacher was to encourage students to use a dictionary and get used to using English in everyday life.

Keywords: *Implementation, teaching writing, Think Talk Write*

CHAPTER I

INTRODUCTION

A. The Background of the Study

Writing is a process of expressing feelings and experiences through written language. Writing can be a way to express our feelings and personal experiences (Kane, 2003). That means writing is not only a physical activity of recording words, but also a complex mental process that allows one to explore deepest thoughts, organize ideas, and structure arguments logically. By writing, someone can share thoughts, emotions, and views with others, the writer is able to communicate ideas and stories that may be difficult to express orally. Writing is called expressive because through writing, a writer can convey his thoughts and ideas to others (Annisa et al., 2023). Thus, writing is a powerful tool for self-expression because it allows the writer to arrange words creatively and emotionally. Writing not only helps us understand experiences and process emotions, but also makes it easier for us to share ideas, feelings and thoughts with readers.

Besides writing, there are other skills that must be mastered in language learning. Including speaking, listening and reading. These skills can be divided into two main categories: productive skills and receptive skills. Productive skills are skills that enable us to produce language, such as writing and speaking (Brown, 2007). Writing involves composing well-structured written texts to convey ideas and information. Writing includes the ability to communicate ideas, information,

and messages through written language in a way that is organized, coherent, and in accordance with correct writing conventions (Ismail, 2011). While speaking is a crucial skill in language learning as it enables individuals to engage in oral communication and express their thoughts and ideas verbally. Speaking is the oral expression of meaningful utterances in spoken language (Suban, 2021). It involves the ability to articulate words, use correct grammar and pronunciation, and convey messages effectively

Meanwhile, receptive skills are skills that allow us to understand language. Receptive skills also require the ability to grasp implicit meaning, recognize context, and associate new information with existing knowledge (Brown, 2004). Such as listening and reading. Listening is an important skill in language learning that plays a crucial role in effective communication. Listening is a receptive skill that involves the process of receiving and understanding spoken information (Djabbarova, 2020). It includes recognizing sounds, comprehending vocabulary and grammar, and understanding both the main idea and specific details.

While reading is not just passively gathering information, reading is an active cognitive process that enhances critical and analytical thinking skills (Irkinovich, 2022). Reading is not just taking in facts but reading involves the mind to actively interact with the text. This dynamic engagement encourages students to question, evaluate, and understand information in depth. By reading, students not only gain knowledge but also develop the ability to think critically and analyze ideas. Receptive skills help in developing productive skills because by

understanding language deeply, someone can more easily produce precise and meaningful language.

Productive skills such as writing is crucial in language learning because students' success in learning is closely related to their ability to communicate their thoughts and ideas effectively in written form. This skill is included in the category of productive skills, which involves using language to produce outcomes. As a productive skill, writing allows students to actively generate and express their knowledge and understanding. Grammar, vocabulary, and spelling are three linguistic aspects that support in writing skill. Grammar provides the basic structure and rules for creating words and sentences, and plays an important role as the main component of language for forming words and constructing sentences (Myhill et al., 2014) . It encompasses aspects such as sentence structure, verb tenses, subject-verb agreement, and punctuation. Good grammar ensures that ideas are expressed clearly and accurately, facilitating effective communication.

Besides grammar, vocabulary and spelling are also important aspects in supporting students' writing skills. Vocabulary refers to the words and phrases used in writing. It includes the range and depth of words a student possesses, allowing them to convey precise meanings and express themselves with clarity and precision (Webb & Nation, 2017). A rich vocabulary enhances a student's ability to articulate ideas and engage readers effectively. The last aspect is spelling. Spelling relates to the correct arrangement of letters in words. Accurate spelling is essential for conveying intended meaning, as misspelled words can lead to confusion and

misinterpretation (Graham et al., 2013). It also reflects attention to detail and demonstrates a commitment to producing high-quality written work.

Aspects of language such as grammar, vocabulary, and spelling play an important role in supporting students' writing skills. Writing skills are essential for students because their success in learning is closely related to their ability to communicate thoughts and ideas effectively in written form. In line with *Peraturan Kementerian Pendidikan dan Kebudayaan Nomor 5 tahun 2022*, high school students are expected to demonstrate their ability and passion for literacy, especially in writing. By mastering writing skills, students can communicate their thoughts clearly and precisely to others, which is crucial for their learning success. Writing enables students to generate and express their knowledge and understanding actively.

Writing is the focus of this study because this skill is very important for students' success at school and in the future in the world of work. By being able to write well, students can convey their ideas and thoughts in a clear and organised manner. They can also explain complicated things in more detail and clarity. However, the current condition of students' writing skills is still not optimal. Many students experience difficulties in writing, especially in the aspects of grammar, vocabulary, and idea organisation (Handayani, 2023). These difficulties not only affect students' academic scores, but can also have an impact on their readiness to face the demands of writing at higher education levels and in the world of work.

To be successful in teaching writing, teachers need to consider several factors that can affect the process of teaching and learning writing. These factors

are classified into internal and external factors. In fact, not all teachers are aware of these factors. There are still many problems found in the process of teaching and learning writing in vocational high school. External factors such as lack of interaction between students, as well as teaching models that are less varied can cause students to feel bored in learning to write, which can lead to internal factors such as lack of motivation, interest and confidence in learning. Student motivation itself is a crucial factor that determines the success of learning to write. Students who have strong learning motivation will be more diligent in practicing and trying to improve their writing skills.

Based on observations conducted by the writer at SMKN 4 Klaten, several problems as above were also found in the writing learning process. These problems include external and internal factors that can hinder the success of learning to write. From the internal side, students have difficulty in vocabulary mastery which is still limited. In addition, students' spelling still often make mistakes and are not well mastered. Another internal factor is students' learning motivation, where students sometimes look uninterested and must be continuously motivated by the teacher to be enthusiastic in learning. From here it can be seen that students' writing skills still need to be improved.

Meanwhile, from the external side, one factor that often becomes a challenge is the learning model used by the teacher. The learning model used by teachers in teaching writing is not varied and interactive enough. This can cause a lack of interaction between students in the learning process, so that students feel bored and less motivated. Actually, the teacher have tried to apply an appropriate

learning model in teaching writing, but the learning model used has not been fully maximized in improving students' writing skills and there is still need some efforts to improve the effectiveness of the model so that it can better facilitate the development of students' writing skills optimally. Here, the writer tries to offer a solution by using a more innovative learning model. One alternative that can be considered is to implement a more structured, interactive, and student-centered learning model, such as Think Talk Write learning model. This model helps students with their writing by encouraging thinking, speaking, and writing. (Belangi, 2019) emphasized that this model activates and enhances learning effectively before students start writing their final work.

Think Talk Write model can solve the factors that hinder the learning process of writing by providing a more interesting and interactive learning environment. The importance of collaborative activities such as discussion and brainstorming fosters a sense of community and encourages students to share ideas and learn from each other. This can help overcome feelings of isolation and build confidence in their writing abilities. In addition, Think Talk Write model's focus on developing ideas before writing can help students understand the purpose of writing with more clarity, leading to more purposeful and interesting writing. By discussing ideas, students can explore ideas in depth and gain new insights.

After the explanation, the writer focused on writing and decided to do a study about the implementation of Think Talk Write learning model on teaching and learning writing for the tenth year students of SMKN 4 Klaten.

B. The Reason for Choosing the Topic

English teachers should prepare new strategies to improve students' writing skills to motivate them to improve their writing skills with the right learning model. TTW model involves students actively in the writing process, from thinking, and discussing with friends, to expressing ideas in the form of writing. The activities in this model encourage critical thinking, feedback from peers, and problem solving together. This can not only improve students' grammar, vocabulary, and writing organization, but also build students' confidence, motivation, and interest in writing. The collaborative nature that distinguishes TTW from other models provides opportunities for students to learn from each other and develop ideas together. Thus, TTW has the potential to improve students' writing ability in an engaging and interactive learning environment.

C. The Limitation of the Study

To make the study clear, the writer wants to limit the study. The limitation of the study are formulated:

1. the process of teaching and learning writing by using Think Talk Write learning mode;
2. the students' writing achievements taught by using Think Talk Write learning model;
3. the obstacles found by the English teacher in the process of teaching and learning writing by using Think Talk Write learning model; and
4. the solution of the obstacles found by the English teacher in the process of teaching and learning writing by using Think Talk Write learning model;

D. The Problem of the Study

The problems of this study are as follows.

1. How is the process of teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4 Klaten?
2. How is the writing achievement of the tenth year students of SMKN 4 Klaten taught by using Think Talk Write learning model?
3. What obstacles are found by the English teacher on teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4Klaten?
4. How does the English teacher solve the obstacles of teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4 Klaten?

E. The Aim of the Study

The aims of the study are:

1. to describe the process of teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4 Klaten;
2. to describe the writing achievement of the tenth year students of SMKN 4 Klaten taught by using Think Talk Write learning model;
3. to describe the obstacles found by the English teacher on teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4 Klaten; and

4. to describe the solution of the obstacles found by English teacher in teaching and learning writing by using Think Talk Write learning model for the tenth year students of SMKN 4 Klaten

F. The Use of the Study

The result of the study is expected to be useful both theoretically and practically as follows:

1. The Theoretical Use

The result of the study is expected to be a reference for developing innovation on model of teaching and learning English.

2. The Practical Use

a. For English Teachers

- 1) This study provides experience on a more innovative model of teaching and learning writing in descriptive text for the tenth year students of SMKN 4 Klaten.
- 2) This study provides the material for consideration in determining learning models that are suitable for the students' characteristic and following development in government policies in terms of learning innovation.
- 3) This study provides the increasing knowledge and inspiration about the use of Think Talk Write for the English teacher.

b. For Students

- 1) This study provides motivation to students to be more active and enthusiastic in the learning process of writing skill.

- 2) This study provides of adding learning experiences by using Think Talk Write learning models that provide learning motivation.

c. For School

- 1) This study improves the quality of teaching and learning writing by utilizing Think Talk Write learning model.
- 2) This study will make a positive contribution to the progress of the school.

G. The Clarification of the Key Terms

There are several terms used in this study. Some definitions of terms are explained as follows:

1. Implementation

Implementation refers to the efforts and actions taken to apply certain methods or techniques (Lyon et al., 2019). In this study, implementation is the action and plan that must be taken by the writer who have been appointed to complete the implementation by using Think Talk Write learning model on teaching and learning writing for the tenth year students of SMKN 4 Klaten. Implementation is a practical step in innovation adoption, applying concepts in real situations to achieve specific goals (Rogers, 2003).

2. Writing

Writing is a complex skill that involves communicating ideas through written language (Kane, 2003). This process is not only about putting words on paper, but also includes idea discovery, thought organisation, and expression (Flower and Hayes, 2006). In learning, writing serves as a tool to develop students'

critical thinking ability, express themselves, and improve their language skills comprehensively.

3. Think Talk Write

Think Talk Write is a cooperative learning model that facilitates students in writing through three main processes: thinking, speaking or discussing, and writing, which is the process of expressing the results of the discussion in writing (Sembiring et al., 2021). The model starts with students thinking deeply about their ideas and then discussing them with peers to enrich their perspectives and understanding. As Wells and Meyer point out, the act of talking about a text activates prior knowledge, encourages active listening, and provides an opportunity for multiple perspectives to be present (Wells and Meyer, 2006). After the discussion, students write the results of their thinking and discussion, allowing them to organize and structure ideas more clearly and systematically. Therefore, TTW helps students develop better critical thinking skills, communication skills, and writing skills.

H. The Organization of the Study

The writer would like to describe the organization of the study as follows.

Chapter I is Introduction. It consists of background of the study, the reason for choosing the topic, the limitation of the study, the problem of the study, the aim of the study, the use of the study, the clarification of the key terms, and the organization of the study.

Chapter II is Review of Related Literature. It consists of previous study, learning models, theory of Think Talk Write, the theory of writing, and theoretical framework.

Chapter III is the Method of the Study. It consists of the strategy of the research, the data and source of the data, the technique for collecting the data, the validity of the data, and the technique of analyzing the data.

Chapter IV is the Result of the Study. It consists of the data analysis and the discussion of the findings.

Chapter V is Conclusion and Suggestion. It consists of conclusion and suggestion.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the results of the research and discussion that has been presented in the previous chapters, the following conclusions can be drawn:

The implementation of Think Talk Write (TTW) learning model had been successfully implemented. The teacher plays an active role in involving students through questions that encourage students to think and participate. Students were enthusiastic in following the stages of thinking, discussing, and writing in the TTW model. The interactive classroom atmosphere makes students more motivated to be actively involved in learning. Thus, it can be concluded that the application of TTW model succeeded in creating active and fun learning for students.

Based on the assessment results, the application of the Think Talk Write (TTW) learning model is proven to improve student achievement in learning writing. There was a significant increase in the average score of students' writing, from **76.86** to **84.61**. Individually, students' lowest score increased from **71** to **79**, while the highest score increased from **83** to **95**. This shows that the TTW model not only helps students with low writing ability to improve their achievement, but also encourages students with high writing ability to reach their best potential. Thus, the implementation of Think Talk Write model in writing learning proved to be effective in significantly improving students' achievement.

The main obstacle the teacher faces when implementing the Think Talk Write model in learning writing is students' limited vocabulary. Students have difficulty finding the right words to write their ideas, so the writing becomes less clear and less interesting. This hinders students' ability to convey ideas well. The small vocabulary also makes students always use the same words in their writing.

To overcome the obstacle of students' limited vocabulary in learning writing, the solution applied by the teacher is to use a dictionary. The teacher instructs students to use the dictionary when they have difficulty finding the right words to express their ideas. The teacher is also a direct source of information, she helps students find English words that are difficult to find in the dictionary. The teacher also encourages students to get used to using English in everyday life through simple conversations with friends. This can help improve vocabulary acquisition and familiarise students with language structures.

B. Suggestion

There are some suggestions for English teachers, students, and other researchers in the application of Think Talk Write learning model:

1. For English Teacher
 - a) The teacher is advised to continue expanding their knowledge about various innovative learning models such as Think Talk Write in order to facilitate meaningful and interesting learning for students.
 - b) The teacher needs to understand the characteristics and needs of students in order to choose appropriate learning models and methods so that students are more motivated and actively involved in learning.

2. For Students

Students are expected to improve their English vocabulary by practicing a lot of English in daily life and looking up the meaning of new words in the dictionary.

3. For Other Researchers

Other researchers are expected to conduct further and in-depth research related to the application of the Think Talk Write model to develop more innovative and effective learning practices.

BIBLIOGRAPHY

- Aziz, M., & Maaliah, E. (2017). The application of think-talk-write strategy to improve the students' writing skill: a classroom action research. *Inovish Journal*, 2(2), 24-40.
- Annisa, S., Nurhadi, N., & Martutik, M. (2023). The implementation of reflective learning model plus to improve proposal text writing skills of xi social 1 students of state senior high school 4 jember. *Erudio Journal of Educational Innovation*, 10(1), 47–63. <https://doi.org/https://doi.org/10.5281/zenodo.8105174>
- Boudribila, W. (2019). An analysis of the relationship between vocabulary size and writing ability. *International Journal of Research in Engineering, IT and Social Sciences*. 09(10), 33–38.
- Brown, H. D. (2001). *Teaching by principles: an interactive approach to language pedagogy*. Pearson Education.
- Brown, H. D. (2004). *Language assessment: principles and classroom practices*. Pearson Education.
- Brown, H. D. (2007). *Principles of language learning and teaching* (5th ed.). Pearson Education
- Djabborova, F. O. (2020). Ways of developing listening skills of English. *European Journal of Research and Reflection in Educational Sciences*, 8(10), 212–216.
- Carter, R., Nunan, D., & Doring, A. (2002). *Teaching English to speakers of other languages*. Cambridge University Press.
- Cohen, L., Manion, L., & Morrison, K. (2018). *Research methods in education*. Routledge.
- Creswell, J. W. (2016). *Research design: qualitative, quantitative, and mixed methods approaches*. Sage Publications.

- Fitriana, M., Muliastuti, L., Rafli, Z., & Boeriswati, E. (2023). Think-talk-write strategy in flipped learning : a study of efl students ' writing. *Proceeding of International Conference on Eduction (PICE)*, 1(1). <https://doi.org/10.32672/pice.v1i1.322>
- Flower, L., & Hayes, J. R. (2006). Cognition and the creation of text. *Psychology of Learning and Motivation*, 43, 185-227.
- Flower, L., & Hayes, J. R. (1981). A Cognitive Process Theory of Writing. *College Composition and Communication*, 32(4), 365-387
- Graham, S., MacArthur, CA., & Fitzgerald, J. (2013). *Best practices in writing instruction*. The Guilford Press.
- Graham, S., & Perin, D. (2007). *Writing next: Effective strategies to improve writing of adolescents in middle and high schools*. Carnegie Corporation of New York.
- Harmer, J. (2004). *How to teach writing*. Pearson Longman.
- Handayani, R.. (2023) Exploring EFL Learners' Difficulties in Academic Writing: Problems and Solutions. *Journal of Linguistics, Literacy, and Pedagogy*, 2(1), 59-56. <https://dx.doi.org/10.30870/jllp.v2i1.20349.g10676>
- Helmiati. (2012). *Model pembelajaran*. Aswaja Pressindo.
- Hornby, A. S. (1995). *Oxford advanced learner's dictionary (J. Crowther (ed.))*. Oxford University Press.
- Huan, L., Yuan, Y., & Kernagara, K.M. (2023). The Impact of Smartphone Dictionary Apps on EFL Reading Comprehension. *International Journal of Academic Research in Bussines and Social Science*, 13(12), 773-786 <https://doi.org/10.6007/IJARBSS/v13-i12/19885>
- Huberman, A., Miles, M., & Saldana, J. (2014). *Qualitative data analysis: a sourcebook of new methods*. Sage Publications.
- Hussein, A. (2009). *Metode penelitian untuk skripsi dan tesis bisnis*. Rajawali Persada.

- Imran, F., Firman, E., & Raudhatunnisa, S. (2019). Applying think-talk-write (ttw) in the teaching of reading comprehension in relation to students' critical thinking skills. *Journal of Languages and Language Teaching*, 7(1), 57-63
- Irkinovich, N. R. (2022). Methods for teaching reading. *Journal of Pedagogical Inventions and Practices*. 15, 47–50.
- Ismail, S. A. A. (2011). Exploring Students' Perceptions of ESL Writing. *English Language Teaching*, 4(2), 73–83. <https://doi.org/10.5539/elt.v4n2p73>
- Joyce, B. R., & Weil, M. (1980). *Models of teaching*. Prentice-Hall.
- Kane, T. S. (2003). *The oxford essential guide to writing*. Oxford University Press.
- Kumar, R. (2011). *Research methodology a step-by-step guide for beginners*. Sage Publication.
- Lyon, A. R., Cook, C. R., Locke, J., Davis, C., Powell, B. J., & Waltz, T. J. (2019). Importance and feasibility of an adapted set of implementation strategies in schools. *Journal of School Psychology*, 76, 66–77. <https://doi.org/10.1016/j.jsp.2019.07.014>
- Meiranti, R. (2012). Improving students' writing skills through field trip method. *Journal of English Education*, 1(1), 1–8.
- Muna, I. A., Aziz, A. Z., & Muthalib, K. A. (2020). Using think-talk-write strategy in teaching writing an analytical exposition text. *English Education Journal*, 11(3), 347-366.
- Myhill, D., & Watson, A. (2014). The role of grammar in the writing curriculum: A review of the literature. *Child Language Teaching and Therapy literature*, 30(1), 41-62. <https://doi.org/10.1177/0265659013514070>
- Nasution, D. K. (2022). The effect of think-talk-write strategy in writing procedure text. *Al'adzkiya International of Education and Sossial (AIOEs) Journal*, 3(2), 107–110. <https://doi.org/10.55311/aioes.v3i2.197>
- Nunan, D. (2003). *Practical English language teaching*. McGraw-Hill.
- Nurjanna, & Nasrullah, A. (2018). The use of think-talk-write strategy to improve students writing ability. *Journal of Language Teaching and Pedagogy*, 1(1), 46-52.

- Peraturan Menteri Pendidikan, Kebudayaan, Riset, dan Teknologi Republik Indonesia Nomor 16 Tahun 2022 tentang Standar Proses pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah, (2022).
- Kementerian Pendidikan dan Kebudayaan. (2016). Peraturan Menteri Pendidikan dan Kebudayaan Nomor 21 Tahun 2016 tentang Standar Isi Pendidikan Dasar dan Menengah Kurikulum 2013.
- Reyza, A., & Prestika, A. (2023). The effectiveness of think-talk-write technique to teach writing to students with different personalities. *Pulchra Lingua: A Journal of Language Study, Literature, & Linguistics*, 2(1), 1-16.
- Rezaei, M., & Davoudi, M. (2016). The Influence of Electronic Dictionaries on Vocabulary Knowledge Extension. *Journal of Education and Learning* 5(3), 139–148. <https://doi.org/10.5539/jel.v5n3p139>
- Rizky, D. (2021). The use of Think-Talk-Write (TTW) strategy and its effect on the tenth grade students' ability in writing descriptive text. *Jurnal Inspirasi Pendidikan* 11(1), 51–60.
- Rogers, E. M. (2003). Diffusion of innovations. Free Press.
- Scott, W. A., & Ytreberg L. H. (1995). *Teaching English to Children*. Longman.
- Sembiring, R. K. Br., Simorangkir, Frida. M. A., & Anzelina, D. (2021). *Model pembelajaran kooperatif ttw (think talk write) untuk meningkatkan komunikasi matematika dan sikap positif siswa*. Jakad Media Publishing.
- Setiawan, R., Sujana, I. M., & Aprgrianto, K. (2017). The effect of think-talk write (ttw) technique on students' wriing ability. *English Language Teaching and Technology Journal (ELT-Tech Journal)*, 1(1).
- Sharan, B. M., & Tisdell., E. J. (2016). *Qualitative research a guide to design and implementation*. Jossey-Bass.

- Suban, T. S. (2021). Teaching speaking: activities to promote speaking skills in efl classrooms. *LECTIO: Journal of Language and Language Teaching*, 1(1), 42-50.
- Sudirman, & Maru, R. (2015). *Model-model pembelajaran dalam bingkai penelitian tindakan kelas*. Badan Penerbit UNM.
- Sutopo, H.B. (2006). *Metodologi penelitian kualitatif*. Universitas Sebelas Maret
- Turner, P., & Turner, S. (2009). Triangulation in practice. *Virtual Reality*, 13(3), 171–181. <https://doi.org/10.1007/s10055-009-0117-2>
- Webb, S., & Nation, paul. (2017). *How vocabulary is learned*. Oxford University Press.
- Wells, G., & Meyer, M. (2006). Literacy and use: Opening up opportunities to learn across the curriculum. Routledge.
- Winarti, A. (2018). Model pembelajaran think talk write meningkatkan prestasi belajar mata pelajaran ipa sd. *Jurnal Pendidikan : Riset Dan Konseptual*, 2(3), 232-238. https://doi.org/10.28926/riset_konseptual.v2i3.56
- Yamin, M., & Bansu I. Ansari. (2009). *Taktik mengembangkan kemampuan individual siswa*. Putra Grafika.