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Implementation of the Think Talk Write Model to Improve Explanatory Text Writing Skills in Fifth-Grade

Silvia Lase[1]*, Dernius Hura[2], Indah Wijaya Lase[3], Arozatulo Bawamenewi[4]

[1-4] Elementary School Teacher Education Study Program, Faculty of Teacher Training and Education, Universitas Nias, Gunungsitoli, North Sumatra 22812, Indonesia

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ABSTRACT

Writing is a fundamental language skill in elementary education, yet many students experience difficulties organizing ideas, using appropriate vocabulary and spelling, and producing coherent explanatory texts. This study aimed to describe the application of the Think Talk Write (TTW) model and determine its effectiveness in improving the explanatory text writing skills of fifth-grade students at SD Negeri 078462 Iraonolase. The study employed classroom action research using the Kemmis and McTaggart model, consisting of planning, action, observation, and reflection. The research involved 17 fifth-grade students and was conducted through two cycles. Data were collected through observation, writing assessments, field notes, and documentation, and were analyzed using quantitative and qualitative approaches. The findings showed a substantial improvement in students' explanatory text writing skills following the implementation of TTW. In Cycle I, the average student score was 44, with 5 of 17 students achieving the minimum learning criterion of 70, resulting in 29% classical mastery. After improvements in classroom management, guidance, discussion, and implementation of the TTW stages, the average score increased to 78 in Cycle II, with 15 of 17 students achieving the criterion, resulting in 88% classical mastery. Student participation and classroom engagement also increased, particularly in expressing ideas, discussing, collaborating, and organizing written texts. These findings indicate that the Think Talk Write model can effectively improve fifth-grade students' explanatory text writing skills, particularly in text structure, factual content, spelling, and vocabulary. Therefore, TTW is recommended as an interactive instructional model for supporting elementary students' writing development in Indonesian language learning.

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* Corresponding Author: silvialase8@gmail.com
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1. Introduction

Writing is a fundamental component of literacy development through which students construct, organize, and communicate knowledge (Naderpour, 2022). At the elementary school level, writing instruction is essential because students are developing the linguistic, cognitive, and self-regulatory abilities necessary for effective written communication (Rahayu et al., 2026; Turmudli et al., 2025). Writing involves interconnected processes, including generating ideas, selecting vocabulary, constructing sentences, organizing texts, and revising written work. Kim et al. (2021) emphasize the interaction of transcription, language, cognition, and self-regulation in primary writing development, while Graham and Alves (2021) highlight the importance of systematic instruction throughout the composing process. Similarly, McKeown et al. (2021) conceptualize writing competence as an integration of transcription, text generation, and self-regulation. Therefore, elementary writing instruction should extend beyond mechanical skills to develop students' ability to communicate ideas coherently and meaningfully.

Explanatory text writing represents a particularly challenging aspect of elementary literacy because students must communicate information and explain how or why phenomena occur through logically organized ideas. This process requires subject-matter understanding, relevant information selection, logical organization, appropriate vocabulary, and correct linguistic conventions. Skar et al. (2022) indicate that foundational skills, such as handwriting fluency, are associated with the quality of students' written production. Meanwhile, Bouwer and van der Veen (2024) demonstrate that upper-elementary students may experience difficulties developing and revising texts, particularly when they focus on surface-level features rather than the substantive organization of ideas. These findings highlight the need for instructional approaches that support students in transforming their understanding into coherent written explanations.

This problem was identified through preliminary observations and teacher interviews conducted at SD Negeri 078462 Iraonolase on January 31, 2026. Although the school's Learning Objective Achievement Criteria (KKTP) was established at 70, none of the 17 fifth-grade students achieved this standard in the initial explanatory text writing assessment. The recorded scores were 52 for six students, 41 for five students, 52 for three students, and 64 for three students. Students experienced difficulties developing appropriate titles, organizing text structures, selecting vocabulary, applying spelling conventions, and maintaining coherence. Teacher interviews also revealed that instruction predominantly relied on lectures and written assignments, limiting opportunities for students to develop and exchange ideas. Other challenges included limited reading and writing habits, low motivation, lack of confidence in expressing opinions, and inadequate concentration. These findings suggest that students' writing difficulties are associated not only with individual competencies but also with the instructional practices and learning environment.

Previous research emphasizes the importance of integrating cognitive engagement, social interaction, and meaningful writing activities. Bouwer and van der Veen (2024) demonstrate that structured peer discussions, teacher-guided dialogue, and subsequent revision can support collaborative reasoning and the development of higher-order writing skills among Grade 5 and Grade 6 students. Furthermore, Alves-Wold et al. (2023), through a systematic review of K–5 writing motivation, identify task appeal, student beliefs, choice, difficulty, learning environments, feedback, goals, assistance, and teacher influence as important factors affecting students' motivation to write. These findings indicate that effective writing instruction should provide opportunities for students to think independently, exchange

perspectives, receive guidance, and develop confidence in expressing their understanding through written language.

The Think Talk Write (TTW) learning model offers a relevant approach to addressing these instructional challenges (Asvini et al., 2020; Nurhayati et al., 2023). TTW consists of three interconnected stages: *think*, *talk*, and *write*. In the thinking stage, students independently explore information and develop preliminary ideas. During the talking stage, they exchange perspectives, clarify understanding, and refine their ideas through peer interaction. Finally, in the writing stage, students transform their understanding into organized written expressions. This approach integrates individual cognitive processing, dialogic interaction, and written production, consistent with the findings of Bouwer and van der Veen (2024) regarding the benefits of combining writing activities with peer dialogue and revision. In explanatory text instruction, these stages are particularly relevant because students must understand a phenomenon, establish logical relationships, and communicate their explanations through an appropriately structured text.

Despite the pedagogical relevance of TTW and previous evidence supporting collaborative writing instruction, further classroom-based investigation is necessary to examine its application in specific elementary educational contexts. In particular, the writing difficulties identified among fifth-grade students at SD Negeri 078462 Iraonolase require an instructional approach that facilitates idea generation, text organization, vocabulary development, and the application of linguistic conventions. Accordingly, this study aims to investigate the implementation of the Think Talk Write model to improve fifth-grade students' explanatory text writing skills at SD Negeri 078462 Iraonolase. Specifically, it examines the implementation of the three TTW stages and changes in students' writing performance following the instructional intervention. The findings are expected to provide empirical evidence of the pedagogical potential of structured thinking, peer discussion, and written expression while offering practical insights for developing more active and collaborative Indonesian language instruction in elementary schools.

2. Method

2.1 Types of research

This study employed Classroom Action Research (CAR) to address classroom learning problems and improve students' explanatory text writing skills through the implementation of the Think Talk Write (TTW) learning model. CAR is a reflective and systematic research approach designed to improve teaching practices and student learning outcomes through practical interventions. CAR consists of four interconnected stages: planning, action, observation, and reflection. Kemmis et al. (2014) further emphasize its self-reflective and participatory nature, enabling educational practitioners to evaluate and improve their instructional practices. Similarly, Creswell and Poth (2018) describe CAR as a systematic process through which teachers identify classroom problems, implement planned actions, collect relevant evidence, and reflect on the effectiveness of instructional practices to improve the quality of teaching and learning.

This research adopted a mixed-methods approach, integrating quantitative and qualitative data to obtain a comprehensive understanding of the implementation and effectiveness of the TTW learning model. The quantitative approach was used to measure improvements in students' explanatory text writing skills through writing test results obtained in each research cycle, while the qualitative approach was employed to describe classroom activities, student engagement, and the learning process through observations,

interviews, and documentation. A quantitative research emphasizes numerical data and statistical analysis, whereas qualitative research focuses on understanding phenomena within their natural settings through descriptive and interpretive data (Miles et al., 2018). Busetto et al. (2020) further highlight the importance of observations, interviews, and documentation in exploring individual and group experiences. Integrating these approaches enabled the researcher to evaluate changes in students' writing performance while examining the learning processes and classroom dynamics associated with the implementation of the TTW model.

2.2 Research setting

This research was conducted at SD Negeri 078462 Iraonolase in fifth grade. The researchers chose this location because, based on field observations, students' explanatory text writing skills were still low. This was due to a lack of interest and motivation in writing, as well as the teacher's inadequate model for engaging and motivating students to write well. The researchers chose this location to determine whether implementing the TTW model could improve the explanatory text writing skills of fifth-grade students at SD Negeri 078462 Iraonolase.

This situation indicates the need for a learning model that can increase student engagement while helping them understand the steps of writing step by step. Therefore, this location was chosen to implement the TTW model, with the aim of increasing student engagement, collaboration, and ability to produce more structured explanatory texts that align with Indonesian language learning outcomes in elementary schools. This research is scheduled for the even semester of the 2025/2026 academic year. This classroom action research (CAR) is conducted in one cycle. If the results do not meet the success indicators, it will proceed to a second cycle. The time allocation for Indonesian language learning in grade V is 6 hours per week, with each session lasting 35 minutes. Each session lasts 2 hours (70 minutes). Each cycle consists of two meetings, totaling 140 minutes.

2.3 Research Procedure

This research uses the classroom action research model of Kemmis et al. (2014). The implementation of the Kemiss' classroom action research model consists of four components: planning, implementation, observation, and reflection According to Ritonga et al. (2023), obstacles and successes in the first cycle must be monitored, evaluated, and then reflected upon in the planning of the second cycle. Typically, the second cycle actions are improvements to the first cycle, but it is possible that the second cycle actions are repetitions of the first cycle actions. Repetition of actions is carried out to convince researchers that the actions taken in the first cycle were successful or whether further actions are needed. If the results of the first cycle reflection indicate that the success indicators have not been achieved, the research will continue in the second cycle by correcting the weaknesses identified in the first cycle. Each cycle is carried out repeatedly to gradually improve learning until the desired results are achieved. The number of cycles can be two to three times, depending on the achievement of the predetermined success indicators (see also Mu'alimin & Cahyadi, 2014; Siregar et al., 2025; Suhirman, 2021; Supriyadi & Ma'ruf, 2023).

2.4 Data Analysis

The data analysis technique in this classroom action research employed two approaches: quantitative data analysis and qualitative data analysis. The use of these two techniques aimed to obtain a comprehensive picture of the process and results of implementing authentic

assessment through the think-talk-write model in improving the explanatory text writing skills of fifth-grade students. Quantitative data analysis was used to process student learning outcome data obtained from written product and portfolio assessments, while qualitative data analysis was used to process non-test data in the form of observations, field notes, and documentation related to learning activities and the implementation of the think-talk-write model.

3. Results

This section contains the results of the classroom action research conducted in two cycles. Each cycle consists of planning, action implementation, observation, and reflection.

Cycle I

The implementation of the actions in Cycle I was carried out in two meetings with a time allocation of 2 x 35 minutes for each meeting. The first meeting was held on Monday, March 30, 2026, and the second meeting was held on Wednesday, April 1, 2026. In this cycle, learning activities were carried out using the TTW learning model in writing explanatory texts.

Based on the results of data processing on students' explanatory text writing results, the average score of students in Cycle I in writing explanatory texts was 44, this score did not reach the learning objective achievement criteria (KKTP) set at 70. Of the 17 students, there were 5 students who received a score of 70 with a sufficient/complete category, while 12 students did not achieve the set completeness score and were included in the insufficient category, so the classical percentage score only reached 29%. Furthermore, the results of the assessment of students' speech texts in Cycle I were classified based on the category of student ability as presented in Table 1 below.

Table 1. Comparison of the results of writing explanatory texts for students in cycle I.

Range of values	Number of students	Average value	Percentage	Criteria
90-100	0	0	0,00%	Very good
80-89	0	0	0,00%	Good
70-79	5	70	30%	Sufficient
<70	12	33	70%	Poor

These results indicate that students' classical learning achievement has not yet been achieved, as only 85% of students achieved it. To make this easier, see the graph below.

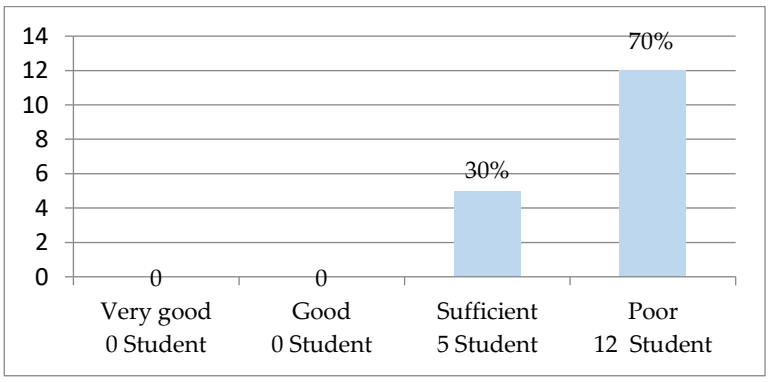


Figure 1. Comparison Diagram of Explanatory Text Writing Assessment ResultsStudents in Cycle I

Based on the table and comparison diagram of the categories of students' explanatory text writing results in Cycle I, it is known that students' ability to write explanatory texts is still relatively low. Based on the assessment results and achievement categories for students' explanatory text writing, only 5 students received sufficient or complete scores, while 12 students were still in the insufficient or incomplete category. Therefore, it is concluded that students' explanatory text writing skills are still lacking or low, particularly in terms of their ability to use explanatory text structure, write factual content, and use appropriate spelling and vocabulary.

Therefore, these results require improvements in the learning process in the next cycle, particularly in implementing collaborative learning activities with the TTW learning model to systematically improve explanatory text writing skills.

Based on the results of the implementation of the actions in Cycle I, the implementation of the TTW model has shown positive changes in the explanatory text writing learning process. This is indicated by the increase in student activity, from less active in the first meeting to quite active in the second meeting. Students began to be more willing to discuss with their partners, provide feedback on their friends' work, and demonstrate greater interest in participating in the learning process.

Based on observations of student activities, it was shown that there were several weaknesses that needed to be addressed in the next cycle, such as students who were still not fully involved in the think stage where students were slightly less able to follow the researcher's directions, most participants still did not understand the material on writing explanatory texts, there were students who were still less conducive, still lacked confidence in expressing opinions and questions and were still less active in discussions, and many students still did not properly structure explanatory texts.

The teacher's observations revealed weaknesses that need to be addressed by future researchers. These include inadequate classroom management, resulting in some students remaining inactive or even passive during the lesson. Furthermore, the researcher did not adequately guide students in their thinking skills to understand the initial material, leaving them somewhat confused. Furthermore, the researcher did not provide comprehensive guidance during the discussion, resulting in some groups not understanding the framework for an explanatory text. In implementing the learning activities, the researcher must be able to integrate the Think, Talk, Write model into the explanatory text writing material. Therefore, these observations suggest that improvements are needed in subsequent meetings to ensure efficient and effective explanatory text writing activities.

Based on these reflections, it can be concluded that the implementation of the TTW model in Cycle I has shown improvement, but has not yet achieved the set outcome indicators. Therefore, improvements are needed in Cycle II to ensure optimal improvement in students' explanatory text writing skills. Based on the results of the Cycle I reflection, several improvements will be made in Cycle II, as follows:

In Cycle II, the researcher plans several improvements to the learning process to ensure effective implementation and improved student learning outcomes.

a. Researchers will improve classroom management by being more assertive in managing students, as well as using more interesting learning methods so that students are not passive and the class becomes more conducive.
b. Researchers guide students more at the beginning of learning by providing clearer explanations, examples that are easy to understand, and trigger questions so that students are not confused when they start learning the material.

c. During the discussion, the researcher will provide clearer and more comprehensive directions to each group, especially in how to structure the explanatory text, so that all groups can understand their assignment.
d. At the think stage, researchers will ensure that all students are involved by providing clearer instructions and carrying out direct monitoring.
e. Researchers will help students better understand explanatory text material with simpler explanations, accompanied by examples and gradual exercises.
f. Researchers will give praise or awards to active students, and researchers will give all students the opportunity to speak and give appreciation for every opinion or question submitted. So that it can motivate and grow the self-confidence of each student.
g. Researchers will encourage students to be more active in group discussions, as well as provide further explanations about the structure of explanatory texts so that students can organize them correctly.

Through these improvements, it is hoped that students' learning activities, the quality of the learning process, and explanatory text writing skills can improve in Cycle II.

Cycle II

The actions in Cycle II were implemented in two meetings, each with a time allocation of 2 x 35 minutes. The first meeting was held on Wednesday, March 4, 2026, and the second meeting was held on Thursday, March 5, 2026. In this cycle, learning activities were carried out using the TTW learning model for writing explanatory texts.

During the learning activities in this cycle, researchers conducted observations of student learning activity and assessed the performance of students in writing explanatory texts.

Based on the results of data processing on students' explanatory text writing, the average score for students in Cycle II in writing explanatory texts was 78, which has met the established learning objective achievement criteria (KKTP) of 70.

Table 2. Comparison of Explanatory Text Writing ResultsStudents in Cycle II.

Range of values	Number of students	Average value	Percentage	Criteria
90-100	5	90	30%	Very good
80-89	6	80	35%	Good
70-79	4	75	23%	Sufficient
<70	2	30	11%	Poor

The students of 17, 15 have achieved the minimum completion criteria, while 2 students have not achieved the required completion score, resulting in a classical percentage score of 88%. To facilitate understanding, see the diagram below.

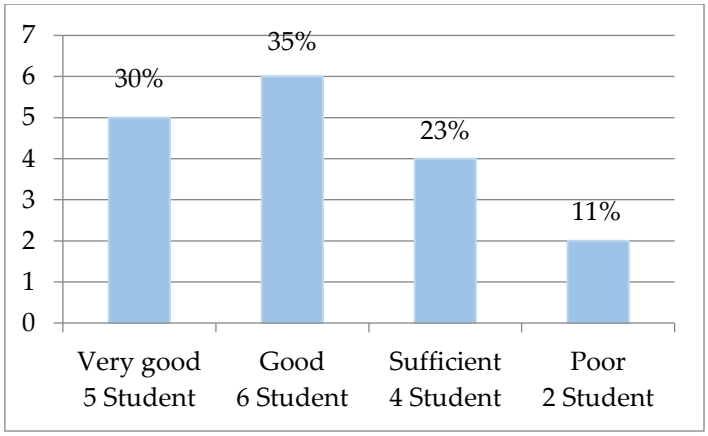


Figure 2. Results of the Explanatory Text Writing Assessment for Cycle II Students

Based on the table and diagram of students' explanatory text writing results in Cycle II, it is known that students' ability in writing explanatory texts is classified as Good. Of the 17 students, 5 students were in the very good category, 6 students were in the good category, 4 students were in the adequate category, and 2 students were in the poor category. Therefore, it can be concluded that the implementation of the TTW model in improving students' ability in writing explanatory texts in grade V in Cycle II was successful, and the actions implemented have achieved the established assessment indicators.

Based on the results of the implementation of the actions in Cycle II, the learning activities were carried out well and were declared successful. In the two meetings that were held, the implementation of the TTW model successfully improved students' ability in writing explanatory texts, student activeness in expressing opinions, involvement, and collaboration in discussions.

Based on the results of observations and assessments of student writing results, the implementation of the TTW model in improving students' ability in writing explanatory texts was considered effective. This can be assessed by student engagement in learning, as well as by achieving the set learning objectives and meeting all assessment indicators established in the learning process.

Furthermore, after conducting a test in Cycle II on explanatory text writing skills using the TTW Learning Model, the results obtained were an average score of 48% in Cycle I and 78% in Cycle II.

Comparisons between the implemented cycles showed significant improvements in both student learning activities and explanatory text writing outcomes. The following are the results of the comparisons between the implemented cycles:

a. Students' average score from Cycle I increased from 44 to 78 in Cycle II.

b. Students' classical scores increased from 29% in Cycle I to 88% in Cycle II.

c. Students' activity levels increased from less active in Cycle I to very active in Cycle II.

Therefore, it can be concluded that the TTW learning model is effective in improving students' explanatory text writing skills.

4. Discussion

The findings demonstrate that the implementation of the Think Talk Write (TTW) learning model improved the explanatory text writing skills of fifth-grade students at SD Negeri 078462 Iraonolase. The improvement was evident in students' writing performance,

classroom participation, and ability to organize ideas into coherent explanatory texts. The average writing score increased from 44 in Cycle I to 78 in Cycle II, while classical learning mastery improved from 29% (5 of 17 students) to 88% (15 of 17 students). These results indicate that the implementation of TTW provided opportunities for students to develop their writing competencies through individual thinking, collaborative discussion, and structured written expression. Improvements were particularly evident in text organization, factual content, spelling, and vocabulary.

These findings are consistent with previous studies examining different instructional approaches to improve explanatory text writing. Afrizal and Syamsi (2025) demonstrated that project-based learning could improve students' interest and ability to write explanatory texts by engaging them in understanding problems and developing ideas based on observed phenomena. Similarly, Hardi et al. (2021) emphasized the importance of group collaboration in understanding and composing texts. Suriani and Yanti (2024) also reported improvements in explanatory text writing through the RADEC learning model, which integrates reading, answering questions, discussing, explaining, and producing written work. Although these studies employed different instructional models, they shared the objective of developing students' ability to construct meaningful and organized explanatory texts. The present study extends these findings by demonstrating the contribution of TTW, which systematically integrates individual thinking, collaborative discussion, and written production.

The improvement in students' writing performance can be understood through the implementation of the three interconnected stages of TTW. During the *think* stage, students were introduced to learning materials through videos, pictures, and other relevant stimuli related to the phenomena being discussed. They were encouraged to observe the materials, identify relevant information, formulate initial ideas, ask questions, and develop preliminary explanatory text outlines. This individual thinking process helped students establish an initial understanding of the subject before participating in group discussions. Such activities were particularly important because students initially experienced difficulties generating ideas and identifying relevant information for their written explanations.

The *talk* stage provided opportunities for students to communicate their understanding, exchange perspectives, and discuss information identified during the previous stage. Students worked in groups to clarify concepts, organize information, and develop explanatory text outlines. Teacher guidance during these discussions helped students understand the appropriate structure and content of explanatory texts. This collaborative process also enabled students to obtain additional information and improve their understanding through interaction with classmates. The findings suggest that discussion was particularly beneficial for students who initially lacked confidence in expressing their opinions and organizing ideas independently.

During the *write* stage, students transformed the ideas developed through individual thinking and group discussions into written explanatory texts. The teacher provided guidance to ensure that students organized their explanations systematically and applied appropriate vocabulary and spelling conventions. Students were also encouraged to review and improve their written work. This stage connected cognitive preparation and social interaction with the production of individual written texts. The systematic progression from thinking to discussing and writing is consistent with Aprilia et al. (2024), who explain that TTW facilitates the development of students' thinking, speaking, and writing abilities. These stages help students understand learning materials and communicate their ideas before producing written work.

Furthermore, Novitaningrum and Agustin (2024) emphasize that TTW encourages students to think, speak, and write about particular topics while positioning them as active participants in the learning process. This principle was reflected in the present study, as students gradually became more involved in expressing opinions, asking questions, exchanging information, and composing explanatory texts. The model also facilitated the development of process skills, including observation, information processing, conceptual understanding, and communication. Therefore, the improvement in writing performance was accompanied by positive changes in students' engagement and participation.

The implementation of TTW also contributed to improvements in teaching practices across the research cycles. Teacher activity observations increased from 50% in the first meeting to 90% in the final meeting. This development indicates that the researcher progressively improved classroom management, instructional guidance, and the implementation of the three TTW stages. During Cycle I, several weaknesses were identified, including insufficient guidance during the thinking stage, limited direction during group discussions, and difficulties maintaining student participation. These limitations were addressed in Cycle II through clearer explanations, more systematic instructions, direct monitoring, additional examples, and greater opportunities for students to express their opinions. This improvement suggests that the effectiveness of TTW was supported not only by the instructional model itself but also by continuous reflection and refinement of classroom practices.

Student participation also increased throughout the intervention. Students gradually became more willing to participate in discussions, express their ideas, collaborate with peers, and complete writing activities. Observation results indicated that student participation increased from 40% in the initial observation to 92% in the final observation. This development is consistent with Kasmila et al. (2025), who found that the TTW model can strengthen students' visual thinking skills and encourage active engagement through interaction and group discussions. In the present study, visual stimuli, individual reflection, and collaborative discussion helped students understand the learning materials and develop ideas before writing. Thus, increased participation indicates that TTW supported both the cognitive and social dimensions of writing development.

The improvement in students' writing performance is further illustrated by the comparison of assessment results across the research cycles.

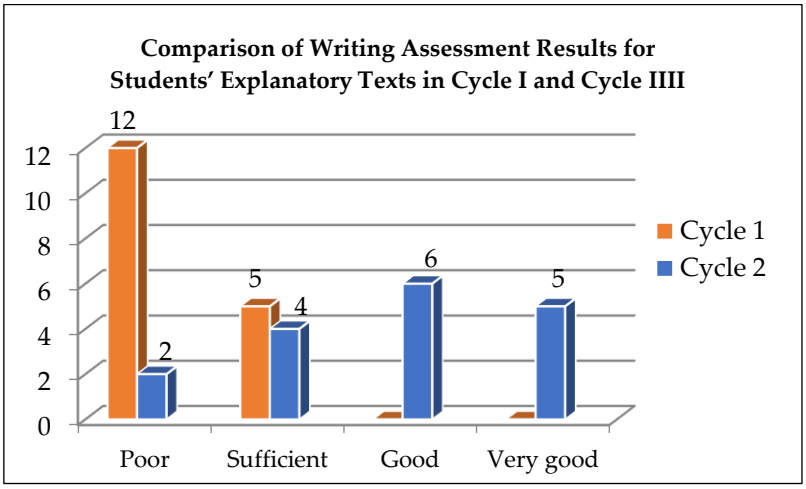


Figure 3. Comparison of writing explanatory texts for cycle I and cycle II students

As illustrated in Figure 3, students' writing performance improved considerably between the two cycles. In Cycle I, five students achieved the sufficient category, while twelve remained in the poor category and had not achieved the minimum learning criterion. In Cycle II, the distribution changed substantially: five students achieved the very good category, six achieved the good category, four achieved the sufficient category, and only two remained in the poor category. Consequently, 15 of the 17 students achieved the minimum learning criterion of 70, representing 88% classical mastery. These findings demonstrate that most students achieved the expected writing competencies following the implementation and refinement of TTW activities.

The improvement was particularly evident in four aspects of explanatory text writing. First, regarding text organization, students demonstrated better abilities to arrange information systematically according to the structure of explanatory texts, including a general statement, a sequence of explanations, and a conclusion. The *think* and *talk* stages helped students identify main ideas, determine relevant information, and establish logical relationships before composing their texts. Consequently, students became better prepared to organize explanations into coherent written products.

Second, improvements were observed in the presentation of factual content. Students demonstrated greater ability to construct explanations based on relevant information rather than unsupported statements. Observing videos and pictures during the thinking stage provided an initial basis for understanding the phenomena, while group discussions enabled students to exchange information and clarify their interpretations. These activities helped students develop more relevant and logically connected explanations. This finding indicates that explanatory text writing requires not only linguistic competence but also an adequate understanding of the subject being explained.

Third, students demonstrated improvements in spelling conventions. They became more attentive to linguistic accuracy and increasingly capable of identifying and correcting errors in their written work. Discussion and teacher guidance provided opportunities to review language use before completing their texts. Fourth, improvements were also evident in vocabulary selection. Students increasingly used appropriate and varied vocabulary to communicate their explanations clearly. Peer interaction enabled them to exchange vocabulary and improve their understanding of appropriate word choices, while teacher feedback reinforced their ability to recognize and correct linguistic errors.

Nevertheless, several limitations should be considered when interpreting these findings. Differences in students' initial writing abilities, motivation, and learning interests influenced their participation and progress during the intervention. Furthermore, limited instructional time restricted opportunities for more extensive writing practice and individual feedback. Although most students achieved the minimum learning criterion in Cycle II, two students remained below the expected standard. These findings indicate that some students may require additional instructional support and differentiated guidance according to their individual learning needs. Future research could examine the implementation of TTW over a longer period and investigate its application across different student ability levels and educational contexts.

Overall, the findings demonstrate that the Think Talk Write model contributed to improvements in students' explanatory text writing skills and classroom engagement at SD Negeri 078462 Iraonolase. The integration of individual thinking, collaborative discussion, and written expression enabled students to develop ideas progressively and produce more organized explanatory texts. These results reinforce previous studies showing that project-

based learning, collaborative learning, RADEC, and TTW can support the development of explanatory text writing (Afrizal & Syamsi, 2025; Hardi et al., 2021; Suriani & Yanti, 2024; Aprilia et al., 2024; Novitaningrum & Agustin, 2024; Kasmila et al., 2025). The contribution of this study lies in demonstrating how structured cognitive preparation, peer interaction, and individual writing production can be integrated into classroom action research to address specific writing difficulties among elementary school students.

5. Conclusion

The implementation of the TTW model in learning activities has been well-implemented and has increased student engagement and activeness in learning. Student engagement in learning also showed an increase from Cycle I to Cycle II, as assessed by students' ability to express ideas, opinions, and questions. Students were also able to collaborate and interact with their group mates to convey their ideas.

The application of the TTW model in explanatory text writing learning activities also had a positive impact on students' explanatory text writing outcomes, which have continued to develop and improve. This improvement is evident in the increasing scores and achievement of assessment indicators obtained by students. From Cycle I to Cycle II, there was a significant improvement in students' explanatory text writing outcomes, from the criteria of "poor" to "very good." It shows that the application of the TTW model in the learning activity of writing explanatory texts can provide a good influence as seen from the activeness of students and can create an interactive classroom atmosphere according to the characteristics of students. So, it is concluded that the TTW learning model approach is effective in being applied to elementary school students in improving students' skills in writing explanatory texts.

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Conflict of interest
The authors declare that there is no conflict of interest.

Authors' contribution
Silvia Lase: Conceptualization, Data curation, Formal analysis, Funding acquisition, Investigation, Methodology**,** Writing – original draft, Writing – review & editing
Dernius Hura: Investigation, Methodology, Supervision, Validation, Writing – original draft
Indah Wijaya Lase: Investigation, Supervision, Validation, Writing – original draft
Arozatulo Bawamenewi: Investigation, Supervision, Writing – original draft

Statement of the use of AI
The authors declare that, during the process of writing this paper, they used generative AI to refine the grammar, readability, and language; however, all research outputs and content were reviewed and verified by the authors.

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