

ARTICLE

# The Effect of “Think-Talk-Write” Strategy on EFL Tenth-Grade Students’ Writing Performance

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## ABSTRACT

This study investigated the effect of “*Think-Talk-Write strategy*” on English as a Foreign Language (EFL) tenth-grade students' writing performance. A quasi-experimental design with two groups was employed. The researcher randomly assigned two whole sections of grade 10 from Al-Kharaj Secondary School for Boys. The first section was chosen as the experimental group with (20) students, and the second as the control group with (20). To achieve the purpose of the study, a pre/post writing performance test was designed. In addition, *Think-Talk-Write (TTW) strategy* was used to teach the experimental group, whereas a control group was taught by the conventional teaching strategies, as suggested in the teacher's book. Results revealed that *TTW strategy* enhanced students' writing performance. In light of the research results, the researcher recommends to use *TTW strategy* on other genres of writing.

## 1. Introduction

It is essential for people to learn English as a second language because it can help them understand other people's cultures, communicate with them, and succeed in school and the workplace. In an English as a Foreign Language (EFL) setting, developing communication skills is essential for helping students become proficient in the target language. This calls for their capability for both the receptive (reading and listening) and the productive (speaking and writing) skills (Ivancic & Mandic, 2014). Integrating skills plays a big part in assisting students in accurately practicing and learning the language (Ibnian, 2010; Omaggio, 2001).

Writing is one of the language communication skills.

An efficient way to transfer knowledge and information from one generation to another is through writing (Xin, 2007). Additionally, structuring and combining words and sentences in a meaningful way requires a lot of mental effort (Al-Abed Al Haq & Al-Sobh, 2010). Writing is a problem-solving activity, in which the writer should come up with and organize ideas (Massi, 2001).

Students benefit from writing. It is a crucial educational tool for academic success where they may exchange knowledge, hone their skills, and analyze data (Albert-Morgan, Hessler, & Konard, 2007). Writing is, in general, done to express thoughts and send messages to readers. As a result, the writer needs to be knowledgeable about grammar, formal writing, and vocabulary (Ur, 1996).

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The goal of EFL teachers is to motivate students to create a range of written pieces, most usually in their native language (Ur, 1996). Writing is a complex activity; thus writers should be familiar with the alphabet and how letters combine to make words and convey meaning. They should also be proficient in sentence construction and writing mechanics. Additionally, they should be able to combine sentences to create well-organized paragraphs and essays (Al-Muawa & Taisser, 1989).

Starkey (2004) argues that successful writing should have the following elements. First, organization, which directs both the writer and the reader from the first to the final sentence, is essential. Second, clarity, which can be done by eliminating ambiguity, using modifiers and precision, employing strong, precise adjectives and adverbs, and remaining succinct by omitting superfluous words and informational repetition. Third, the word choice: When picking words, writers should consider two factors: denotation (they should be aware of the words' literal meanings) and connotation (writers should pay attention to positive or negative association that most word naturally carry with them).

Even though writing is one of the most crucial language acquisition abilities, it is nevertheless a challenging activity that requires students to master many different skills. For instance, Heaton (1975) asserted that students should possess the following writing abilities: language use, mechanical skills, treatment of materials, stylistic abilities, and judgment abilities.

EFL teachers have recently shown a greater interest in finding ways to help their students learn to write. "*Think-Talk-Write*" strategy is one strategy for this help. *TTW strategy* emphasizes the importance of three distinct cognitive processes: thinking, speaking, and writing (Rahmah, 2017).

*TTW strategy*, which consists of stages of thinking, talking, and writing, is a cooperative learning strategy (Supandi, Waluya, Rochmad, Suyitno, & Dewi, 2018). This strategy constructs introspection, cognition, and concept structure. Students then need to write depending on their ideas. The three phases of the *TTW strategy* are as follows: first, students think about the content; second, students discuss the consequences of thinking about the material; third, students write the thoughts received from discourse.

According to Zulkarnaini (2012: 149) "Huinker and Laughlin introduced the *TTW strategy*". This strategy aids in the practice of fluent spoken and written language. It is predicated on the idea that education is a social activity. Students are encouraged to think, talk, and write about the specific topic using it. *TTW strategy* is employed to

improve writing fluency and language practice prior to writing.

According to Huinker and Laughlin in Zulkarnaini (2012), *TTW strategy* incorporates time for students to reflect and deliberate before organizing and testing their ideas. The exchange of ideas evolves from students talking to themselves or having reflective dialogue to them conversing with one another.

Rahmah (2017) claims that *TTW strategy* is a teaching strategy that can help students develop their ideas by comparing the testing ones that check presents with their ideas and knowing what thoughts that can be discussed, talk with their classmates can help students share and test their ideas to get better clues, and it helps students gain the confidence to use their own language in the writing activity because they are certain that their thoughts are sound.

*TTW strategy* includes three activities as the following: first, Think is preceded by looking at a picture or reading an idea written on the board by the teacher. After taking time in thinking, students are given time to write some notes about their thoughts to sort out their ideas with some help from the teacher about how to take notes. It is a way to integrate thinking and writing skills. Second, Talk is a stage where students can use the language orally in order to communicate with their peers. The importance of this stage comes from how students use their own language to produce clues and build on them by sharing with each other. In addition, it can create a socializing environment, which can enhance talking and communication skills of the EFL students. Third, Write is a phase where those thoughts, clues, discussions, and dialogues should be expressed through writing (Suminar and Putri, 2018).

From first through twelfth grades, English is taught to students in Jordan. *The General Guidelines and General and Specific Outcomes for English Language Teaching* for both Elementary and Secondary Stages, students should improve their abilities so they can communicate in a range of situations (Ministry of Education, 2006). Students receive English instruction for 45 minutes each, four or five times each week. English teachers are given textbooks, CDs, and flashcards to help them with their teaching duties. However, Jordanian students continue to struggle with weak writing abilities and other issues (Al-Abed Al-Haq & Sobh, 2010; Al-Sawalha & Chow, 2012; Toubat, 2003).

## 2. Statement of the Problem

Writing paragraphs, informal letters, notes, and reports have been challenges that EFL students face. The researcher, as an English language teacher for fifteen

years in different educational stages in Jordan, Kuwait, and Qatar has noticed that there is a general weakness in students' ability to use the words properly, write structured sentences, and have the right cohesion in their writing. Such difficulty may be attributed to the fact that the conventional methods and strategies of teaching writing performance that are used by EFL teachers.

Therefore, Jordanian researchers (e.g., Al-Abed Al Haq & Sobh, 2010; Rababah & Melhim, 2015) stated that the lower level of students' writing performance might be due to the improper use of writing performance strategies. Thus, using *TTW strategy* in the teaching/learning process may be beneficial. Specifically, many studies (e. g., Qomariyah & Nafisah 2020; Laoli & Harahap 2021; and Nova, Umara, & Ginting 2022) showed a positive effect of *TTW strategy* and recommended to use it in the learning process.

### Purpose of the Study

The purpose of the current study is to examine the potential effect of "*Think-Talk-Write*" strategy on tenth-grade students' writing performance.

### Question of the Study

The current study attempted to answer the following research question:

1. Are there any statistically significant differences at ( $\alpha = 0.05$ ) in the tenth-grade EFL students' mean scores on the writing performance post-test that can be attributed to the teaching strategy (*TTW* vs. conventional instruction)?

### Significance of the Study

The present study is significant as it enables the Jordanian EFL tenth-grade students to develop their performance in writing lessons through *TTW strategy*. Moreover, the researcher claims that this study is one of the first studies in Jordan, which investigates the effect of *TTW strategy* on tenth-grade students' writing performance. This study is important because it might enable EFL teachers in Jordan to adopt a new strategy to teach writing performance. The study is also important because it could help curriculum designers and decision-makers plan and create appropriate activities and tasks that enhance students' writing performance. Further, the results of the current study may encourage other researchers to conduct studies, particularly in Jordan, to investigate the potential effect of *TTW strategy* on subjects rather than English.

## 3. Operational Definitions of Terms

The following terms are defined as follows in the current study:

**Writing Performance:** Is the students' ability to convert their ideas and thoughts to a piece of written text (Forteza Fernandez & Gunashekar, 2009). In the current study, it refers to Jordanian tenth-grade students' ability to express their ideas according to the writing rubric of focus, development, organization, conclusion, and word choice. It is measured by the writing post-test, based on the outcomes of some chosen units under the study in *Action Pack 10*.

**"Think-Talk-Write":** Is a strategy that requires students to think about a picture they would see or a text they would read. Then, they are asked to write some notes using their own language to express those thoughts. Next, they talk to each other as a cooperative work with their peers to discuss clues and notes. Finally, they express the result of the discussion through writing (Mulyarti, 2016). In this study, *TTW* is a strategy of three stages used to teach tenth-grade students to improve their writing performance.

### Limitations of the Study

The following limitations confine the results of the present study:

1. The generalizability of the study is limited to the tenth-grade male students in a public school, Al-Kharaj secondary school for boys in Irbid Directorate of Education, during the first semester of the academic year 2022–2023. So, the results reported in this study can be generalized to similar samples or contexts.
2. The duration of the study lasted only for seventh weeks. Longer duration may have different results.
3. The textbook used in this study is *Action Pack 10* (namely, units 1, 2 and 3), used in Jordanian public schools. Another textbook with another content may give different results.
4. The evaluation of students' writing performance is restricted the paragraphs, informal letters, notes, and reports. Other genres of writing may give different results.

### Review of the Related Literature

After reviewing educational research, the researcher collected the following studies relevant and informative to the study of the *TTW strategy*.

Rahmah (2017) analysis *TTW strategy* in writing descriptive text. Whether this strategy effects to improve the students' score or not. The participants of the study were 30 students. Data were collected through a pre/post-test and a questionnaire. The findings of the study showed that *TTW strategy* is effective to improve the students'

score in writing descriptive text, and the students' responses towards the use of *TTW strategy* in writing descriptive text were positive response.

Istiara (2018) investigated the impact of *TTW strategy* as a learning model on English essay writing ability. The participants of the study were 22 semester IV students. Data were collected through observation, interview, and tests. The findings of the study showed that there is a positive effect of *TTW strategy* on students' English essay writing ability.

Kurniaman, Yuliani and Mansur (2018) investigated the effect *TTW Learning Model* on third-grade primary students' writing skill. Experimental design was used in this study. Data were collected through pre/post-test. The findings of the study showed that *TTW strategy* had a positive influence on third-grade students' narrative writing skill.

Kamilia (2019) investigated the effect of *TTW strategy* on writing fluency. A quasi-experimental design was used in this study. Two groups were used as control and experimental ones. Data were collected through a pre-test, a treatment, and a post-test. The findings of the study showed that there is a significant effect of *TTW strategy* on the first-grade students' writing ability.

Darmawangsa, Mutiarsih, Karimah and Racmadhany (2020) examined *TTW strategy* effect on university students' French writing skill through the Zoom video-conferencing platform. Two groups were used as control and experimental. Data were collected through a pre/post-test. The findings showed a positive contribution of *TTW strategy* on improving students' writing skill.

Muna, Aziz, and Muthalib (2020) investigated the effect of *TTW strategy* on the students' writing analytical exposition improvement and to know their responses towards it. A quasi-experimental design was used in this study. A control and experimental groups were used to collect the data. The findings showed positive responses toward the implementation of *TTW strategy* on teaching writing analytical exposition text. In addition, applying *TTW strategy* showed improvement in students' ability to write an analytical exposition text.

Qomariyah and Nafisah (2020) investigated the effect of *TTW strategy* in students' vocabulary mastery. Experimental design was used in this study. There were a control group and an experimental one. Data were collected through a pre/post-test. The findings of the study showed that there is a significant effect of *TTW strategy* in students' vocabulary mastery.

Laoli and Harahap (2021) examined if *TTW strategy* has an effect on students' descriptive writing ability.

Experimental design was used in this study. The participants of this study were 64 of eleventh grade students, who were divided into two groups. Data were collected through a pre/post-test. The findings of the study showed that *TTW strategy* had positive effect on students' writing ability.

Herlina, Rahman, and Abdul (2022) examined if there is an effect of *TTW strategy* and Clustering Strategy on the students' achievement in their descriptive text writing. A quasi-experimental design with two groups was used in this study. The participants of this study were the 4<sup>th</sup> and the 6<sup>th</sup> semester of the English Department in the Faculty of Teacher Training and Education. They were divided into 22 students in an experimental group and 20 students in the control one. Data were collected through a pre/post-test. The findings of the study showed that using *TTW strategy* improves students' writing achievement.

Nova, Umara, and Ginting (2022) investigated if there was an effect of *TTW strategy* on students' writing skill in recount text or not. A quasi-experimental design was used in this study. The participants of the study were taken from the tenth-graders who were divided into 30 students for an experimental group and 30 for the control one. Data were collected through a test. The findings of the study showed a positive effect of the *TTW strategy* on students' writing skill in recount text.

## Concluding Remarks

Many studies (e.g., Darmawangsa, Mutiarsih, Karimah and Racmadhany, 2020; Herlina, Rahman, and Abdul, 2022; Istiara, 2018; Kamilia, 2019; Kurniaman, Yuliani and Mansur, 2018; Laoli and Harahap, 2021; Muna, Aziz, and Muthalib, 2020; Nova, Umara, and Ginting, 2022; Qomariyah and Nafisah, 2020; Rahmah, 2017) confirmed that *TTW strategy* is useful and successful as a teaching strategy. It also revealed that a few studies have been conducted to investigate the effect of *TTW strategy* on students' writing performance at school and university level. Yet the previous studies showed that *TTW strategy* has a significant positive effect on the improvement of EFL students' writing skill in general. Also, they were concerned to examine students' attitudes towards *TTW strategy* in learning writing skill.

Lots of studies were conducted to examine the effect of *TTW strategy* on EFL learners. However, few studies have been carried out on Arab learners of English. In the Jordanian context, there are no studies conducted to examine the effect of *TTW strategy* among Jordanian learners' writing performance.



## 4. Method and Procedures

### Design and Variables of the Study

In the current study, the quasi-experimental design was followed. The independent variable is TTW teaching strategy. The dependent variable was the students' performance in the writing performance post-test. In addition, *TTW strategy* was used to treat the experimental group, whereas a control group was taught by the conventional teaching strategies, as suggested in the teacher's book.

### Participants of the Study

The current study consisted of two EFL tenth-grade sections of 40 students who were purposefully chosen by the researcher. They studied at Al-Kharaj Secondary School for Boys. The current study was carried out during the first semester of the academic year 2022/2023.

The first section was chosen as the experimental group with (20) students by flipping a coin, and the second as the control group with (20) students. The students in both groups were pre-tested to ensure equivalency. *TTW strategy* was used to teach the writing exercises of the Action Pack 10 textbook to the experimental group. The control group was taught using conventional teaching based on the Teacher's Book of Action Pack 10 with no indication of the use of *TTW strategy*.

### Research Instrument

The pre/post-test of writing performance was designed to achieve the purpose of the study. The description of the instrument is as follows:

### The Pre/Post-test for Writing Performance

A pre-post writing test was designed in light of the rubric of teaching writing skills for the tenth-grade students by the researcher himself after analyzing the content of 1, 2, and 3 units of *Action Pack 10* to find out how the writing activities should be taught and tested, and then administrated by the teacher; the students were asked to write a short paragraph about (protecting rainforests).

The pre-test was given to examine the students' writing performance and find out whether the two groups (experimental and control) were equivalent or not. Whereas the post-test was administrated at the end of the instructional program to find out the effect of *TTW strategy* on students' scores after controlling the effect of pre-test scores. The total score of the test was 25; the test was marked and graded in terms of five-writing rubric

including focus, development, organization, word choice, and conventions.

To evaluate the construct validity of the test, correlation analysis was used. Results revealed that Pearson Correlation Coefficients between the item score and the total score of the test are between (0.55-0.93). Furthermore, Cronbach's alpha and test-retest coefficients for the test were extracted; Results revealed that Cronbach's Alpha Coefficients for the test are. 0.87, while, the test-retest coefficient is 0.91. Since the reliability coefficients are above the threshold value (0.70), the test is reliable and applicable to assess students' writing performance.

### TTW Strategy-Based Instructional Program

To achieve the purpose of the study, the researcher designed *TTW strategy*-based instructional program to help participants improve their writing performance. The researcher additionally redesigned the writing activities in units (1, 2 and 3) so that the experimental group's participants used *TTW strategy* in their writing performance sessions.

### The Instructional Material

The instructional material used in this study is based on the writing activities of three units from the *Student's and Activity Book of Action Pack 10*. The researcher redesigned these activities to incorporate *TTW strategy* for the participants in the experimental group. This instructional program lasted for seven weeks. It started on the 6<sup>th</sup> of October 2022 and ended on the 28<sup>th</sup> of November 2022. The writing activities of the units (1, 2 and 3) of *Action Pack 10* were redesigned in the light of *TTW strategy*. The writing activities of each unit were alienated into nine 45-minute sessions for seven weeks.

### Procedures for Designing and Implementing the Instructional Program

In order to implement the current program, the following procedures were carried out:

1. Identifying the writing activities in units 1, 2, and 3 of *Action Pack 10*.
2. Identifying the activities in the student's and activity books of *Action Pack 10* in which *TTW strategy* can be implemented.
3. Modifying these activities per *TTW strategy*.
4. Identifying the procedures to be implemented in each lesson.
5. Allocating appropriate time for each activity.
6. Giving the control and experimental groups a writing performance test before introducing the targeted *TTW*

strategy.

7. Introducing the targeted *TTW strategy* to the experimental group.

8. Teaching students the targeted activities per *TTW strategy* after training them on it.

9. Assessing the students' performance in writing through a post-test after implementing the program.

### Validity of the Instructional Program

To ensure the validity of the instructional program, the researcher presented it to a jury of English curriculum and instruction specialists. The jury was asked to review the program and offer any ideas or suggestions to the researcher on the program that was handed out.

### Results

To answer the research question, the means and standard deviations of pre/post-test scores in the five-writing rubric were calculated, as shown in Table 1.

Table 1 shows that the post-test scores of the experimental groups are higher than the mean scores of the control group in the five-writing rubric (focus, development, organization, conventions, and word choice) as measured by the writing performance test.

To investigate the effect of the teaching strategy (*TTW*

vs. conventional instruction) on the linear combination of the five-writing rubric after controlling the effects of pre-test scores, a one-way multivariate analysis of covariance (one-way MANCOVA) using a multivariate test (Hotellings' Trace) was used, as shown in table 2.

Table 2 shows that the main effect of the teaching strategy was significant. This indicates that the linear composite of the five-writing rubric differs across the two groups. The partial eta square value of .603 indicates that 60.3% of the variance in the composite of the five-writing rubric is attributed to the teaching strategy. Since the effect of the teaching strategy is significant, a follow-up univariate analysis (Tests of between-subject effects) was conducted, as shown in Table 3.

Table 3 shows that there were statistically significant differences between the two groups in the five-writing rubric of the experimental group. The partial eta squared values of .232, .411, .560, .308, and .117 indicated that the teaching strategy explained 23.2%, 41.1%, 56.0%, 30.8%, and 11.7% of the variance in the focus, development, organization, conventions, and word choice respectively.

Additionally, the means, standard errors, and standard deviations of the two groups in the five-writing rubric before and after controlling the pre-test scores were extracted, as shown in Table 4.

Table 4 shows that there are differences between the

**Table 1: Means and Standard Deviation of Five Writing Rubric for the Pre-Test and Post-Test**

Writing Rubric	Group	Pre-test		Post-test	
		Mean	S.D	Mean	S.D
Focus	Control	1.58	1.13	2.74	1.19
	Experimental	1.64	.96	3.95	1.02
	<b>Total</b>	1.61	1.03	3.38	1.25
Development	Control	.68	.67	1.42	.51
	Experimental	.71	.64	3.21	1.23
	<b>Total</b>	.70	.65	2.36	1.31
Organization	Control	.68	.63	1.26	.48
	Experimental	.83	.53	2.79	.78
	<b>Total</b>	.76	.58	2.06	1.01
Conventions	Control	.71	.67	1.39	.66
	Experimental	.86	.62	2.69	1.03
	<b>Total</b>	.79	.64	2.08	1.08
Word choice	Control	2.00	.94	2.84	1.36
	Experimental	2.64	1.04	3.81	1.02
	<b>Total</b>	2.34	1.03	3.35	1.28

**Table 2: Results of Multivariate Test (Hotellings' Trace) for the Effect of Teaching Strategy on the Five-Writing Rubric**

Effect	Value	F	Hypothesis df	Error df	Sig.	Partial Eta Squared
Teaching strategy	1.517	8.798	5.000	29.000	.000	.603

**Table 3: The Effect of the Teaching Strategy on the Five Writing Rubric after Controlling the Effect of Pre-Test Scores**

Source	Dependent Variable	Type III Sum of Squares	df	Mean Square	F	Sig.	Partial Eta Squared
Covariate1	Focus	2.113	1	2.113	2.333	.136	.066
Covariate2	Development	.119	1	.119	.126	.725	.004
Covariate3	Organization	.000	1	.000	.000	.983	.000
Covariate4	Conventions	.680	1	.680	1.631	.210	.047
Covariate5	Word choice	4.535	1	4.535	4.512	.041	.120
Teaching Modality	Focus	9.027	1	9.027	9.966	.003	.232
	Development	21.827	1	21.827	23.022	.000	.411
	Organization	16.704	1	16.704	42.002	.000	.560
	Conventions	6.131	1	6.131	14.710	.001	.308
	Word choice	4.387	1	4.387	4.364	.044	.117
Error	Focus	29.891	33	.906			
	Development	31.286	33	.948			
	Organization	13.124	33	.398			
	Conventions	13.755	33	.417			
	Word choice	33.170	33	1.005			
Corrected Total	Focus	61.375	39				
	Development	66.994	39				
	Organization	39.594	39				
	Conventions	45.775	39				
	Word choice	63.600	39				

**Table 4: Adjusted and Unadjusted Means of the Five-Writing Rubric**

Dependent Variable	Group	Unadjusted mean		Adjusted mean	
		Mean	S.D	Mean	S.E
Focus	Control	2.74	1.19	2.83	.228
	Experimental	3.95	1.02	3.87	.216
Development	Control	1.42	.51	1.52	.234
	Experimental	3.21	1.23	3.13	.221
Organization	Control	1.26	.48	1.33	.151
	Experimental	2.79	.78	2.73	.143
Conventions	Control	1.39	.66	1.63	.155
	Experimental	2.69	1.03	2.48	.147
Word choice	Control	2.84	1.36	2.97	.241
	Experimental	3.81	1.02	3.69	.228

two groups on the five-writing rubric (focus, development, organization, conventions, and word choice) that remain after the differences in the pre-test scores are controlled. As such, *TTW strategy* enhanced students' performance in focus, development, organization, conventions, and word choice.

## 5. Discussion

The results revealed that there are statistically significant differences in the participants' writing performance in

favor of those in experimental group. This demonstrates the potential effect of *TTW strategy* on developing participants' writing performance. As a result, it can be stated that *TTW strategy* improved students' performance at all five- writing rubric in the experimental group.

Numerous factors may have contributed to the positive effect of *TTW strategy* on the experimental group of students' post-test writing performance overall and on their performance on the five-rubric writing performance. One of the potential deciding factors is the design of *TTW*

strategy-based instructional program. *TTW strategy*-based instructional program was meticulously developed and approved for use in order to accomplish its objective. The writing exercises were thoughtfully planned by the researcher; they were concise and well-organized to generate better conversation topics, the subjects were drawn from the students' curriculum, and the time allotted was adequate.

The students themselves are one other factor that might have played a role in the experimental group's higher performance. Throughout the duration of treatment, they participated actively and attentively in the enjoyable activities. A further contributing factor to the experimental group's higher performance was the teachers' use of corrective feedback strategies while executing *TTW strategy* in the classroom.

## 6. Conclusion

Based on the discussion of the results of the study, conclusions were put forth, as follows:

1. *TTW strategy*-based instructional program enhanced the participants' writing performance and improved their cooperation in classroom activities.
2. The students' motivation increased when *TTW strategy* was used in the classroom, particularly during writing performance courses.
3. *TTW strategy*-based instructional program improved student performance on the post-test compared to the pre-test, suggesting the effect of this teaching strategy in enhancing the teaching/learning process and expanding the teaching content in the MOE textbook.

## Recommendations

Based on the findings of this study, several recommendations are presented as follow:

- 1- EFL teachers are recommended to use the current instructional program to improve students' performance in writing lessons and help students interact, communicate with others, and get feedback from the teacher and peers.
- 2- The Ministry of Education is recommended to train teachers through conducting training sessions and workshops to qualify and educate them to use *TTW strategy* in their teaching.
- 3- EFL textbook designers should adopt *TTW strategy* activities when they design the English language curriculum, especially for grade ten. This feature makes EFL writing performance classes more active and enjoyable.
- 4- Researchers are invited to conduct different studies to investigate the effect of *TTW strategy* on other grades.

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