

## ABSTRACT

**Dellazrina Zainuria (2026): *The Effectiveness of Think Talk and Write (TTW) to Improve Students Writing Descriptive Text a Quasi-Experimental Study*. A Paper. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN Sunan Gunung Djati Bandung.**

This study aimed to investigate the effectiveness of the Think-Talk-Write (TTW) strategy in improving students' writing ability in descriptive texts. Writing is an essential skill in English learning; however, many junior high school students face difficulties in developing ideas, organizing content, and using appropriate language features in descriptive writing. Therefore, the TTW strategy was applied as an instructional approach to support students in generating, discussing, and expressing ideas more effectively in written form.

The purposes of this study were: (1) to identify students' writing ability before the implementation of the Think Talk Write method (2) to determine students' writing ability after the implementation of the Think Talk Write method and (3) to examine whether there was a significant difference in students' writing ability before and after being taught using the Think Talk Write method.

This research employed a quantitative approach with a quasi-experimental design. The study was conducted at Al-Hasan Junior High School during the 2025/2026 academic year. The participants were eighth-grade students divided into two groups: an experimental group taught using the Think-Talk-Write strategy and a control group taught using a conventional method. Data were collected through pre-tests and post-tests in the form of writing tasks. Students' writing was assessed using an analytical scoring rubric adapted from Jacobs et al. (1981), which covered five aspects: content, organization, vocabulary, language use, and mechanics. The data were analyzed using N-Gain calculations and an independent samples t-test. The findings showed that both groups experienced improvement in their writing ability.

The experimental group's mean score increased from 54.44 to 74.00, while the control group's mean score increased from 56.78 to 72.94. Although the experimental group demonstrated slightly higher improvement, the independent samples t-test result (Sig. = 0.753) indicated that there was no statistically significant difference between the two groups. In conclusion, the Think-Talk-Write method contributed to the improvement of students' descriptive writing ability, but the improvement was not significantly different from that achieved through conventional instruction. Future research is recommended to apply the Think-Talk-Write strategy over a longer duration and with larger samples to obtain more significant results.

**Keywords:** Think-Talk-Write, writing skills, descriptive text