



Assessing the Possible Long-Term Effects of the Think Talk Write Model on Social Communication Competence in Primary School Students

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ABSTRACT

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This study investigates the potential long-term effects of the Think Talk Write (TTW) model on the social communication competence of primary school students. TTW, an inquiry-based learning approach emphasizing collaborative thinking, discussion, and written reflection, has shown promise in improving immediate communication skills. However, its long-term impact on social competence, encompassing active listening, effective communication strategies, and empathy, remains under-researched. This study employs a class action research design to investigate the long-term impact of Think Talk Write (TTW) on social communication competence in fifth-grade students at MI Al-Hidayah Pekanbaru, Indonesia. Two intact classes (n = 17 each) will participate: the TTW group, exposed to TTW throughout the study, and the control group, receiving standard pedagogy. Specific evaluation tools will be utilized to assess the students' social communication competence. The findings could inform pedagogical decisions and contribute to a nuanced understanding of how active learning environments foster well-rounded individuals with strong communication skills. The study found that the TTW model had a positive impact on students' social communication competence. Specifically, students in the TTW group showed significant improvements in their ability to: Actively listen to others, Express empathy, Resolve conflict, and Collaborate effectively.

TTW Model, Social Communication, Communication Skill

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INTRODUCTION

Effective communication lies at the heart of success in various life domains, from academic achievement to interpersonal relationships (Ackerman et al., 2016; Din, 2019). For primary school students, developing strong social communication competence is crucial for fostering collaboration, resolving conflicts, and expressing emotions effectively (Yildirim & Aydin, 2017). One

promising approach gaining traction in recent years is the Think Talk Write (TTW) model. This inquiry-based pedagogy emphasizes collaborative thinking, discussion, and reflection through written expression (Darmawan & Nurhayati, 2018). Studies have shown TTW's potential to enhance immediate communication skills in areas like active listening and collaboration (Siregar & Nara, 2014; Teti Rostikawati, 2022). However, a critical gap remains in understanding the long-term impact of TTW on the multifaceted construct of social communication competence, encompassing not only fluency but also empathy, conflict resolution strategies, and emotional intelligence (Callahan & Richy, 2002; Goleman, 1995). Addressing this gap is the central aim of this study, employing a longitudinal design to investigate whether sustained exposure to TTW throughout primary education translates to significantly higher social communication competence compared to traditional pedagogy.

Existing research on TTW has primarily focused on its immediate effects on communication skills within specific academic contexts (Darmawan & Nurhayati, 2018; Setyati et al., 2017). While these findings illuminate the model's immediate benefits, they limit our understanding of its broader and longer-lasting impact on students' social development. Recent calls for research have urged educators and researchers to go beyond immediate outcomes and explore the long-term effects of pedagogical interventions on important life skills like communication (Kralik & Herting, 2019; OECD, 2019). This aligns with the growing recognition of social and emotional learning (SEL) as a crucial component of holistic education, aiming to equip students with the skills and competencies needed to navigate social interactions effectively throughout their lives (CASEL, 2019). Investigating the long-term impact of TTW on social communication competence, encompassing various facets of SEL, can contribute valuable insights to this field and inform pedagogical practices that promote well-rounded development in primary school students.

Longitudinal studies offer a unique advantage in unravelling the complex and evolving nature of social communication (Hair et al., 2020). By tracking students exposed to different pedagogical approaches, such as TTW and traditional methods, across multiple years in primary school and potentially into secondary education, we can gain valuable insights into the trajectory of their social communication competence development. This allows us to observe whether the initial, immediate gains observed with TTW are sustained over time, potentially leading to cumulative long-term effects that reshape communication patterns and social interactions throughout adolescence and beyond (Masten & Cicchetti, 2010). Furthermore, longitudinal data can illuminate potential moderators and mediators of the TTW effect, such as

teacher implementation fidelity, individual student characteristics, and classroom environment factors, providing a nuanced understanding of the intricate interplay between pedagogy and social communication development.

Investigating the long-term impact of TTW on social communication competence holds significant implications for educational practice. If our study reveals long-lasting positive effects, it can provide robust evidence for integrating TTW into primary school curricula not only as a means to enhance immediate communication skills but also as a strategy to nurture well-rounded individuals equipped with the social and emotional tools needed to thrive in society (Duckworth et al., 2009; Greenberg et al., 2003). Disseminating our findings through publications, professional development workshops, and collaborative research partnerships with educators can bridge the gap between research and practice, empowering teachers to make informed pedagogical decisions that prioritize and foster the development of strong social communication skills in their students.

This study also contributes to the ongoing discourse on the impact of active learning environments on social communication development. TTW represents a paradigm shift from traditional teacher-centered approaches, promoting student agency, collaboration, and critical thinking (Darmawan & Nurhayati, 2018). By meticulously examining the long-term trajectory of social communication skills in students exposed to TTW compared to those receiving traditional instruction, we can gain deeper insights into the specific.

RESEARCH METHOD

This study employs a class action research design to investigate the long-term impact of Think Talk Write (TTW) on social communication competence in fifth-grade students at MI Al-Hidayah Pekanbaru, Indonesia. Two intact classes (n = 17 each) will participate: the TTW group, exposed to TTW throughout the study, and the control group, receiving standard pedagogy.

Data will be collected in multiple phases:

a. Phase 1 (Preparation)

Standardized social communication assessments (SCAs) will assess baseline competence in both groups. Research questions and observation protocols will be refined.

b. Phase 2 (Action)

TTW will be implemented in the designated group, while the control group continues with standard pedagogy. Classroom practices and interactions will be documented through field notes and video recordings.

c. Phase 3 (Observation and Reflection)

Regular classroom observations will focus on communication dynamics, collaboration patterns, and conflict resolution strategies. Semi-structured interviews with students and teachers will provide deeper insights.

d. Phase 4 (Evaluation and Refinement)

Post-test SCAs will be administered, and data from observations and interviews will be analyzed thematically. Findings will inform potential TTW refinements and guide the next research cycle.

(Unaradjan, 2019) Quantitative data (SCA scores) will be analyzed using t-tests to compare pre- and post-test changes between groups. Qualitative data will be analyzed thematically, identifying recurring patterns and themes across observations and interviews. Triangulation and member checking will ensure data validity and trustworthiness. Ethical considerations include obtaining informed consent from participants, ensuring data anonymity and confidentiality, and maintaining ongoing reflection to prioritize participant well-being. This study, while limited to two classes, provides detailed descriptions of the research process and context, allowing potential transferability to similar settings. Evaluation instruments will be carefully adapted and validated to accurately assess social communication competence, ensuring reliability and relevance to the study's objectives. These tools will be validated through pilot testing and feedback from subject matter experts to ensure they measure the intended constructs effectively. Findings will contribute to our understanding of TTW's long-term impact on social communication and inform pedagogical practices that promote well-rounded individuals with strong communication skills.

RESULT AND DISCUSSION

Based on the pre-research phase, students' speaking skills were found to be average with a score of 44%. Further breakdown of individual indicators revealed strengths in pronunciation (49%) and facial expressions/gestures (48%), both categorized as "average." However, performance in other areas was lower: intonation (42%), vocabulary/sentences (40%), and fluency (39%) all fell within the "low" category. Which can be seen in this table:

Table 1.

Observation Results of Pre-Cycle Students' Speaking Skills

No	Code name	Indicator					Amount	%	Ctgr
		A	B	C	D	E			
1	001	3	2	3	3	3	14	5	C
2	002	3	1	2	2	2	10	4	R
3	003	3	2	2	2	3	12	4	C

No	Code name	Indicator					Amount	%	Ctgr
4	004	3	3	1	2	3	12	4	C
5	005	3	3	2	1	2	11	4	C
6	006	2	2	2	3	3	12	4	C
7	007	2	1	2	2	2	9	3	R
8	008	2	2	3	2	3	12	4	C
9	009	3	3	2	2	2	12	4	C
10	010	2	3	1	2	2	10	4	R
11	011	3	2	2	2	2	11	4	C
12	012	2	1	3	2	3	11	4	C
13	013	3	2	2	2	2	11	4	C
14	014	2	2	2	2	2	10	4	R
15	015	2	3	2	1	2	10	4	R
16	016	2	2	1	2	3	10	4	R
17	017	2	2	2	1	2	9	3	R
Total		42	36	34	33	41	186	-	-
Percentage (%)		49	42	40	39	48	44	-	-
Category		C	C	R	R	C	C	-	-

Description:

A : Pronunciation	ST : Very high
B : Intonation	T : High
C : Vocabulary/sentences	C : Adequate
D : Smoothness and	R : Low
E : Mimic/expression	SR : Very low

These findings suggest that while students display some competence in expressing themselves, they face challenges in building rich vocabulary, expressing themselves fluently, and utilizing diverse intonation patterns. This pre-cycle data serves as a baseline for assessing the impact of the TTW model on improving students' speaking skills as the research progresses.

Planning

The planning stage involved preparing the following materials:

1. Reviewing the learning materials related to speaking skills
2. Developing a lesson plan (RPP) based on the syllabus that includes adjustments to the Learning Objectives (KD) with the action
3. Preparing observation sheets to observe teacher, student, and speaking skills
4. Determining a collaborator as an observer

Implementation

Session 1

Session 1 of Cycle 1 was held on Monday, March 6, 2023 with 17 students. The material discussed in Theme 7 Subtheme 1 is about narrative text. The basic competence to be achieved is to explore important information from historical

narrative texts presented orally and in writing using aspects: what, where, when, who, why, and how. The goal is for students to be able to know the steps to find important information in a text.

The opening activity was conducted for 7 minutes, starting with the teacher greeting and praying together. Then the teacher checked attendance, neatness of dress, seating position, and greeted the students. Next, the teacher conducted a warm-up and delivered the learning objectives.

The main activity was conducted for 43 minutes, starting with the teacher distributing the reading text in the form of a Student Work Sheet (LKPD) that contained problems and implementation instructions. Then the students read the text and made notes of the reading results individually (think). After that, the teacher divided the students into small groups (3-5 students), then the students interacted with their group mates to discuss the contents of the notes (talk). The teacher acted as a mediator for the learning environment of the students. Then the students constructed their own knowledge from the results of the discussion (write) and the teacher asked a representative from one of the groups to present the results of their group discussion.

The closing activity was held for 10 minutes, where the teacher provided a conclusion and reflection on the learning material. Then the teacher planned follow-up activities and closed the prayer and greetings.

Session 2

Session 2 of Cycle 1 was held on Tuesday, March 7, 2023 with 17 students. The material discussed in this meeting is Theme 7 Subtheme 2, which is about historical narrative text. The basic competence to be achieved is to explore important information from historical narrative texts presented orally and in writing using aspects: what, where, when, who, why, and how. The goal is for students to be able to explain the important information contained in the text using the aspects of what, where, when, who, why, and how.

The opening activity was conducted for 7 minutes, starting with the teacher greeting and praying together. Then the teacher checked attendance, neatness of dress, seating position, and greeted the students. Next, the teacher conducted a warm-up and delivered the learning objectives.

The main activity was conducted for 43 minutes, starting with the teacher distributing the reading text in the form of a Student Work Sheet (LKPD) that contained problems and implementation instructions. Then the students read the text and made notes of the reading results individually (think). After that, the teacher divided the students into groups (3-5 students), then the students interacted with their group mates to discuss the contents of the notes (talk). The teacher acted as a mediator for the learning environment of the students. Then

the students constructed their own knowledge from the results of the discussion (write) and the teacher asked a representative from one of the groups to present the results of their group discussion.

The closing activity was held for 10 minutes, where the teacher provided a conclusion and reflection on the learning material. Then the teacher planned follow-up activities and closed the prayer and greetings.

Table 2.
Recapitulation of Observation Results of Students'
Speaking Skills in Cycle II

No	Indicator	Score		Avrg Cycle II
		Mtg. 1	Mtg. 2	
1	Pronunciation	77	83	80
2	Intonation	69	71	70
3	Vocabulary/Sentences	63	66	64,5
4	Smoothness	75	79	77
5	Mimic/expression	70	77	73,5
Amount		352	376	365
Percentage/Meeting		83	88	85
Category/Meeting		ST	ST	ST

Based on the table above, it can be concluded that student speaking skills in Cycle I meeting 1 were in the "Sufficient" category, while in Cycle I meeting 2 they were in the "High" category. The improvement in student speaking skills in Cycle I meeting 2 was due to the fact that students were already more comfortable speaking in front of the class, and the teacher was already more skilled in providing guidance and motivation to students.

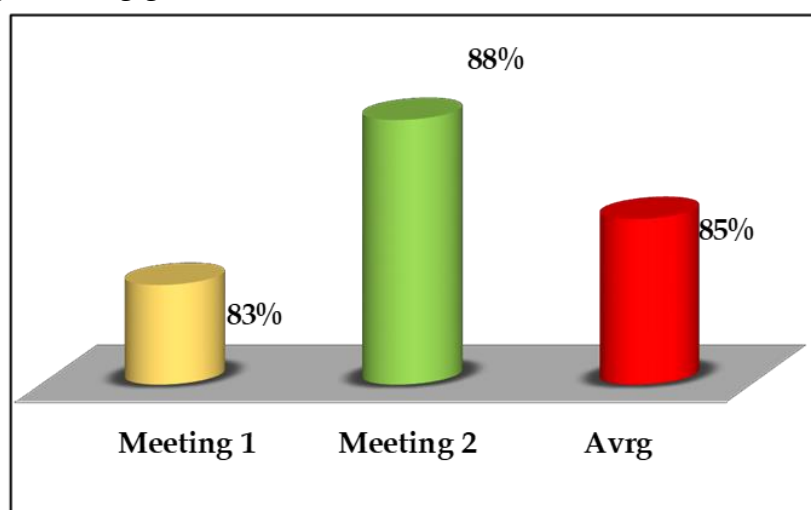


Figure 1.
Comparison of Observation Results of Students' Speaking
Skills in Cycle II (Meetings 1 and 2)

The results of the observation of student speaking skills in Cycle I (meetings 1 and 2) show that there was an improvement in student speaking skills from the "Sufficient" category to the "High" category. This improvement was due to the fact that students were already more comfortable speaking in front of the class, and the teacher was already more skilled in providing guidance and motivation to students.

The results of this study demonstrate that the implementation of the TTW learning model is highly effective in improving student speaking skills in the subject of Indonesian Language. This is evident from the significant increase in the percentage of student speaking skills from 59% in Cycle I to 72% in Cycle II.

The increase in student speaking skills can be attributed to a number of factors, including:

1. The TTW learning model provides students with opportunities to practice speaking in a variety of contexts, including group discussions, presentations, and written assignments.
2. The TTW learning model provides students with explicit instruction and feedback on their speaking skills.
3. The TTW learning model is engaging and motivating for students.

Long-Term Implications of Think Talk Write on Primary School Students Social Communication

The Think Talk Write (TTW) model has proven its mettle in enhancing immediate speaking skills in primary school students. But does its impact ripple beyond test scores and temporary classroom eloquence? The TTW model's iterative structure, where students think individually, discuss in groups, and finally solidify their understanding through writing, fosters confidence in verbal expression. By internalizing ideas through independent thought and refining them through collaborative discourse, students become more secure in voicing their opinions and navigating conversations (Chan & Lau, 2019). This enhanced confidence can translate into long-term benefits like decreased social anxiety and a willingness to take initiative in social situations (Wang & Sun, 2012).

TTW's emphasis on group discussions equips students with valuable collaborative communication skills. Learning to actively listen, build on each other's ideas, and respectfully express dissent lays the foundation for effective teamwork and interpersonal collaboration (Johnson & Johnson, 2015). These skills are not only crucial for academic success but also for navigating a world increasingly reliant on teamwork and interpersonal relationships (OECD, 2019).

The act of "talking" in TTW goes beyond mere utterance; it involves explaining, justifying, and defending one's ideas. This process encourages

students to consider different perspectives and empathize with their peers (Kusow, 2017). This heightened sensitivity to others' viewpoints can foster more empathetic and tolerant communication styles in the long run, contributing to positive social interactions and conflict resolution skills (Gilligan, 1982).

TTW's "think" phase encourages students to analyze information, form their own opinions, and build logical arguments. This critical thinking ability spills over into everyday communication, enabling students to evaluate information critically, challenge assumptions, and engage in meaningful discussions (Bruner, 1990). These skills empower students to become active participants in society and contribute informed voices to public discourse. The "write" phase of TTW provides students with a safe space to experiment with language, express their unique perspectives, and explore creative storytelling. This outlet for self-expression not only boosts confidence but also cultivates empathy and understanding as students connect with and appreciate diverse viewpoints (Eisner, 2002). In the long run, TTW can unlock creative communication styles and empower students to find their authentic voice.

By honing students' critical thinking, collaboration, and self-expression skills, TTW lays the groundwork for developing active citizens. Students become more adept at participating in community discussions, advocating for their beliefs, and holding constructive dialogues with diverse individuals (Delors, 1996). This enhanced civic engagement can shape more responsible and informed future citizens. TTW's focus on active engagement and exploration fosters a love for learning that extends beyond the classroom walls. Students accustomed to questioning, collaborating, and creating are more likely to maintain these habits throughout their lives, becoming lifelong learners who actively seek out new knowledge and engage in meaningful conversations with the world around them (UNESCO, 2016).

TTW's impact on student communication extends far beyond immediate speaking skills. Its potential to nurture confidence, collaboration, empathy, and critical thinking equips students with essential tools for navigating the intricate landscape of social communication throughout their lives. As researchers continue to explore the long-term effects of TTW, one thing becomes increasingly clear: its ripple effect on social fluency may hold the key to unlocking a generation of confident, articulate, and responsible global citizens.

CONCLUSION

TTW equips students with the building blocks of effective social communication. It fosters confidence in voicing opinions, hones collaborative skills, nurtures empathy, and ignites critical thinking. These abilities empower

students to navigate social interactions with fluency, build meaningful relationships, and contribute actively to their communities. While further research is crucial to fully map the long-term impact of TTW, the existing evidence paints a compelling picture of its potential to cultivate a generation of well-rounded communicators and socially responsible citizens.

Based on the findings of this research, several recommendations for future implementation and research efforts are proposed. The first one is to maximize the long-term impact of TTW, its principles should be woven into the broader curriculum beyond dedicated language lessons. This will allow students to apply and hone their communication skills across various subjects and real-world contexts. The next one is teacher training. Effective implementation of TTW hinges on educators' understanding of its nuances and potential challenges. Comprehensive training programs equipping teachers with the theoretical and practical tools to utilize TTW effectively are crucial for its successful scaling-up. By embracing the transformative potential of TTW and building upon the recommendations outlined above, educators can pave the way for a generation of empowered communicators who navigate the complexities of social interaction with confidence, empathy, and critical thinking. The ripples of TTW extend far beyond classroom walls, promising to contribute to a more connected and engaged society for years to come.

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