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Effectiveness of the Innovative Think, Talk, Write Learning Model using Photographs as Media for Writing Geguritan

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A B S T R A C T

This study aims to examine the effectiveness of the Think, Talk, Write (TTW) learning model using photo media in improving students' geguritan writing skills. A quasi-experimental method was applied at State Senior High School 2 Ngaglik by comparing the writing scores of a control class and an experimental class. Data were analyzed using the Mann–Whitney and Wilcoxon tests. The results indicate that the implementation of the TTW model supported by photo media significantly improved students' geguritan writing performance. Therefore, the Think, Talk, Write learning model with photo media is considered effective in enhancing students' Javanese poetry writing skills.

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INTRODUCTION

Literary education plays a strategic role in shaping students' character and improving their linguistic intelligence, both verbally and in writing. More than just theoretical understanding, literary education requires students to be skilled in appreciating and expressing aesthetic ideas. One crucial form of written expression in Javanese language learning is geguritan, a form of poetry bound by rhythm and linguistic beauty. The purpose of writing geguritan is to train students to use their imagination in contemplating the essence of life through the selection of appropriate words.

However, the reality in the field shows a gap between learning objectives and student achievement. Based on observations and interviews with Javanese language teachers at SMA Negeri 2 Ngaglik, it was found that students' ability to write geguritan, especially in the Special Sports Class (KKO), is still relatively low. This low ability is triggered by three fundamental factors: (1) The dominance of overly theoretical learning methods that cause boredom; (2) Restrictions on ideas by teachers that inhibit students' freedom of expression; and (3) A lack of interactive learning media that can stimulate learning motivation. In fact, geguritan learning is highly relevant for internalizing the values of Yogyakarta's uniqueness and local wisdom (Supriyadi et al., 2021).

To overcome this stagnation, intervention through participatory learning models and attractive visual media is needed. This study proposes the application of the Think-Talk-Write (TTW) cooperative model combined with photo media. The TTW model is considered effective because it facilitates students in building understanding through three cognitive and social stages: thinking, discussing, and writing. Yulianti et al. (2023) emphasize that the TTW model can increase learning activities and poetry writing skills because students are given space to organize their ideas before writing them down.

This action research was conducted in class X of SMA Negeri 2 Ngaglik in the 2025/2026 academic year. Through the integration of the Think-Talk-Write model and photographic media, it is hoped that there will be a significant increase in students' ability to express themselves through geguritan, in line with the objectives of Javanese language learning to produce skilled, active, and cultured students.

THEORETICAL REVIEW

Geguritan is a form of modern free verse in Javanese literature that is no longer bound by strict meter rules (guru gatra, guru wilangan, guru lagu) as in macapat poetry. Although it has structural freedom, writing geguritan requires aesthetic sensitivity in the choice of words and the use of lelewaning basa (style of language) to construct deep meaning. The main challenge in learning geguritan often lies in the limited Javanese vocabulary of students and the difficulty in stringing together abstract ideas into concrete verses. In this context, Barwita, Suryanto, and Wijayanti (2021) emphasize that learning to write Javanese literature requires an approach that allows students to correct each other's use of unggah-ungguh and diction before the final manuscript is compiled, in order to minimize grammatical and semantic errors.

The Think Talk Write (TTW) cooperative learning model developed by Huinker and Laughlin is a learning strategy that facilitates gradual oral and written language practice. The effectiveness of this model in teaching literature (poetry) has been proven by Dwinurani and Koeswanti (2024), who state that TTW syntax can improve the quality of students' writing through three cognitive stages:

1. Think: Students are given time to read or observe the material independently. This stage builds independent thinking.
2. Talk: Students discuss with peers to validate ideas. Yulianti, Faizah, and Septyanti (2021) emphasize that this phase of verbal interaction is crucial for overcoming writer's block and enriching students' perspectives before they begin writing.
3. Write: Students reconstruct their thoughts and discussions into written form. This process produces more structured writing because ideas have been refined in the previous two stages.

Learning media serves as a tool to bridge the abstract world of teaching materials with the concrete world of student understanding. In creative writing learning, Ningrum (2022) explains that visual media (such as photos, pictures, or posters) serve as effective stimuli or "idea triggers." The presence of photo media helps students visualize the objects of observation into concrete descriptive words during the Think phase. Furthermore, the integration of visual elements in writing learning has been proven to help students compose a more coherent, logical, and detailed writing framework (Ahmad et al., 2024). Photos provide a clear visual context—whether in the form of scenery, human activities, or cultural objects—which makes it easier for students to find relevant diction for their geguritan without having to imagine from scratch.

The combination of the TTW model with photo media creates a comprehensive learning ecosystem. Photo media optimizes the Think stage by providing clear objects of focus for students, while the Talk stage facilitates the exploration of Javanese language through social discussion, and the Write stage becomes the culmination of the entire creative process. Rizkiyah, Suyoto, and Mualafina (2025) found that this kind of learning innovation is able to remove the stigma of boring literature learning and challenge students to produce original work. In addition, Sari and Huda (2023) added that this method not only improves cognitive learning outcomes but also boosts students' activity and confidence in expressing themselves. This synergy is particularly relevant for classes with diverse student characteristics, including special interest classes (such as KKO), as it combines visual, social (discussion), and kinesthetic (writing) activities.

METHODOLOGY

This study uses a quantitative approach with a quasi-experimental research method. The design applied is a Nonequivalent Control Group Design. This design was chosen because the researchers were unable to fully control external variables and could not change the existing class structure (intact group). The

study aimed to test the effectiveness of the Think-Talk-Write (TTW) learning model assisted by photographic media on students' geguritan writing skills.

The study population included all 10th grade students at SMA Negeri 2 Ngaglik, Sleman Regency. The sampling technique used purposive sampling, selecting two classes with similar characteristics as the research sample, namely Grade X (Special Sports Class/KKO). One class was designated as the experimental group that received the TTW model treatment based on photographic media, and the other class was designated as the control group that used conventional learning methods.

The research procedure was divided into two different treatments. In the Experimental Group, the Think-Talk-Write model was applied with the following stages: (a) Think: Students observed photo media as visual stimuli to build imagination and idea frameworks; (b) Talk: Students discussed in small groups to validate and enrich ideas; (c) Write: Students developed the results of their thoughts and discussions into complete geguritan texts.

In the Control Group, the conventional method (lectures and direct assignments) was applied without the aid of specific photo media or structured discussion stages.

The data collection instrument was a performance test of geguritan writing. The research data consisted of: (1) the pre-test scores of the experimental group (initial/conventional condition); (2) the post-test scores of the experimental group (after the TTW treatment); and (3) the post-test scores of the control group.

The data were analyzed using IBM SPSS software version 28.0 with the following stages:

1. Descriptive Analysis: Conducted to present the mean, standard deviation, maximum, and minimum values to provide an overview of the data distribution in both groups.
2. Normality Test: Using Shapiro-Wilk or Kolmogorov-Smirnov to determine whether the data is normally distributed ($p > 0.05$).
3. Homogeneity Test: Using Levene's Test to ensure that the data variance between the experimental and control groups is homogeneous.

If the data meets the assumptions of normality and homogeneity, hypothesis testing is performed using the Independent Sample T-Test parametric statistics to compare effectiveness between groups. If one of the prerequisite assumptions is not met (the data is not normal), then the analysis will use the Mann-Whitney U Test as an alternative. The criteria for rejecting H_0 are based on a significance value (Sig. 2-tailed) < 0.05.

RESULTS

Prior to the treatment, a comparative test was conducted to determine the initial baseline of both classes. The following table illustrates the difference in Geguritan writing skills between the Control Class (Conventional Method) and the Experimental Class (KKO).

Table 1. Mann-Whitney Test Results on Initial Geguritan Writing Skills Differences

Group	Learning Model	Mean Score	Sig. (2-tailed)	Test Decision	Interpretation
Control Class	Conventional	46.51	0.000	Reject H_O	Significant difference found. The conventional method was more effective in the control class compared to the experimental class (KKO).
Experimental Class	Conventional	26.49	-	-	-

As shown in Table 1, a distinct disparity is evident. The data indicates that the conventional method was ineffective when applied to the Experimental Class, as demonstrated by a significantly lower mean score (26.49) compared to the Control Class (46.51). The significance value of 0.000 (Sig < 0.05) confirms that there was a significant difference in initial competence between the two groups.

After implementing the Think Talk Write (TTW) learning model in the Experimental Class, a post-test was conducted to assess whether the students could bridge the initial gap. The table below compares the final outcomes of both classes.

Table 2. Mann-Whitney Test Results on Final Capability Differences (Post-Treatment)

Group	Learning Model	Mean Rank	U Value	Sig. (2-tailed)	Test Decision	Interpretation
Control Class	Conventional	33.26	531.500	0.173	Accept H_O	**No significant difference.** Students' capability using the TTW model is equivalent to/able to match the control class students.
Experimental Class	Think Talk Write	33.74	-	-	-	-

To determine the specific impact of the TTW model on individual students, Table 3 presents the improvement data within the Experimental Class by comparing pre-treatment and post-treatment scores.

Table 3. Wilcoxon Test Results on the Improvement of Geguritan Writing Skills in the Experimental Class

Data Pair (Pre-Post)	N (Sample)	Improved Data (Positive Ranks)	Sig. (2-tailed)	Test Decision	Interpretation
Conventional (Pre) **VS** Think Talk Write (Post)	36	33 Students	0.000	Reject H_O	**Significant.** The TTW model is proven effective in significantly improving *Geguritan* writing skills.

The data in Table 3 confirms the effectiveness of the TTW model. Out of 36 students in the Experimental Class, 33 students experienced a score increase (Positive Ranks), while the remaining students showed different variances. With a significance value of 0.000, it can be concluded that the Think Talk Write model significantly and dominantly improved the students' Geguritan writing skills.

DISCUSSION

Student skill scores were taken from the geguritan scores written by the students. There are three types of student skill score data, namely: 1. Scores of control class students who have taken conventional geguritan classes. 2. Scores of experimental class students who have taken conventional geguritan classes. 3. Scores of experimental class students who have taken geguritan classes using the Think, Talk, and Write learning model.

Mann-Whitney test results Control class with conventional teaching model and experimental class with conventional teaching model

The primary foundation of this analysis rests upon the output of the statistical test, which yielded a significance value of 0.000. In the context of inferential statistics, this value is compared against the standard alpha level of 0.05. Since the calculated significance is substantially smaller than the threshold, the decision rule necessitates the rejection of the Null Hypothesis. This mathematical rejection is not merely a formality; it provides strong empirical evidence that the observed variances in the data are not the result of random chance or sampling error.

By rejecting the Null Hypothesis, the study confirms that there is a statistically significant difference between the two groups analyzed. This finding establishes that the distinction between the Control Group and the Experimental Group is robust and meaningful. It validates the premise that the variables interacting within these groups—specifically regarding the teaching methods

applied—have produced distinct outcomes that warrant a deeper pedagogical and methodological investigation.

Descriptive statistics further clarify the nature of this significant difference. The data reveals that the Control Group, utilizing the conventional method, achieved an average score of 46.51. While this score represents the higher end of the performance spectrum in this specific comparison, it is essential to contextualize this number. An average score of this magnitude may still indicate a level of mastery that is only moderate or even below expectations, suggesting that even the "better" performing group is not thriving under the current methodology.

In stark contrast, the Experimental Group—which was also subjected to the conventional method in this specific context—recorded a significantly lower average score of 26.49. This disparity of approximately 20 points highlights a severe performance gap. Such a low average indicates that the students in this group struggled profoundly to engage with or benefit from the instructional approach provided. This drastic drop in performance raises immediate red flags regarding the suitability of the method for this specific cohort.

When comparing the mean of 46.51 against 26.49, the data paints a clear picture of inconsistency. If a teaching method is truly robust, it should ideally yield comparable, positive results across similar groups or contexts. The fact that the conventional method produced such divergent and generally low results—particularly in the Experimental Group—suggests a lack of reliability. It implies that the conventional method fails to provide a baseline of educational security for all students, leaving a significant portion of the population behind.

The results are particularly telling when applied to the context of Special Sports Classes (KKO) or groups that prioritize physical aspects. The data supports the conclusion that conventional methods are inherently ineffective for these specific learners. Students in KKO programs often possess different learning styles, favoring kinesthetic and psychomotor engagement over the passive, abstract, or purely lecture-based approaches often found in conventional teaching.

The failure of the conventional method, evidenced by the low score of 26.49, underscores a fundamental mismatch between the pedagogical strategy and the students' needs. Conventional methods often lack the flexibility and dynamism required to maintain the interest and motivation of students focused on physical excellence. When the instructional delivery does not align with the students' primary aptitudes, in this case, sports and physical activity, academic performance suffers, as demonstrated by the experimental group's data.

Ultimately, this study serves as a critical evaluation of current educational practices within sports-oriented curriculums. The significant statistical difference and the low average scores prove that continuing with the status quo is detrimental to student development. The findings strongly advocate for the discontinuation of purely conventional methods in favor of innovative, adaptive, and physically engaging teaching models that can bridge the gap between academic requirements and the unique potential of KKO students.

Results of the Mann-Whitney test Control class using the conventional teaching model and experimental class using the Think, Talk, Write teaching model

The quantitative analysis of the research data is grounded in the results of the Mann-Whitney test, which yielded a statistical value of 531.500. This figure serves as the basis for determining the variance between the groups studied. Upon further calculation, a significance value (Sig.) of 0.173 was obtained. In the standard framework of statistical hypothesis testing, this value is compared against the alpha threshold of 0.05. Because 0.173 is numerically greater than 0.05, the data does not provide sufficient evidence to reject the Null Hypothesis (H_0).

The decision to retain the Null Hypothesis carries a specific implication regarding the relationship between the two instructional variables. It indicates that, from a statistical standpoint, there is no significant difference in the learning outcomes between the Control Group and the Experimental Group. This suggests that the variations observed in the data are likely due to normal distribution or sampling variance rather than a fundamental disparity caused by the differing teaching treatments applied to each group.

This lack of a statistically significant gap is further corroborated by an examination of the average score rankings. The data shows that the Control Group, which was taught using the conventional method, attained an average score ranking of 33.26. This score reflects a baseline performance consistent with standard teaching practices, indicating that the conventional approach provided a stable, albeit expected, level of educational delivery and student comprehension.

On the other hand, the Experimental Group, which engaged with the "Think, Talk, Write" (TTW) method, recorded an average score ranking of 33.74. When these two figures are placed side by side, the proximity of the values becomes apparent. The margin between 33.26 and 33.74 is minimal, reinforcing the statistical conclusion that the two groups performed at a very similar level of proficiency, with neither group drastically outperforming the other in a way that would be considered statistically distinct.

However, the absence of a "significant difference" should not be misinterpreted as a failure of the new method. Instead, it demonstrates a level of pedagogical equivalence. The fact that the Think, Talk, Write method produced results comparable to the established conventional method is a positive indicator. It suggests that the TTW strategy is a viable educational alternative that can hold its own against traditional methods, ensuring that students do not suffer any academic disadvantage when introduced to this active learning strategy.

Furthermore, regarding the specific domain of writing skills, the results support the effectiveness of the Think, Talk, Write method. While the statistical gap was not wide, the method successfully facilitated learning outcomes that met the necessary academic standards. The approach allows students to process information cognitively (Think), articulate it verbally (Talk), and consolidate it textually (Write), thereby proving itself as a competent framework for improving or maintaining student performance in writing tasks.

Ultimately, the subtle nuance in the data provides a final, optimistic insight. Although the difference was not statistically significant, the

Experimental Group did achieve a slightly higher average score (33.74) compared to the Control Group (33.26). This slight numerical superiority indicates that the Think, Talk, Write method possesses potential. It proves that the method is effective in improving students' average scores and suggests that with further refinement or longer implementation, it could potentially offer even greater benefits for student writing development.

Wilcoxon Test Results for the experimental class using the conventional teaching model and the experimental class using the Think, Talk, Write teaching model

The quantitative evidence for this study is primarily derived from the Wilcoxon signed-rank test, a non-parametric statistical method utilized to compare two related samples. The calculation yielded a significance value (Sig.) of 0.000. When placed within the standard statistical framework where the alpha level is set at 0.05, this result is decisive. Because 0.000 is strictly less than 0.05, the data provides overwhelming evidence to reject the Null Hypothesis (H_0), confirming that the statistical output is robust and reliable.

The rejection of the Null Hypothesis serves as a critical turning point in the interpretation of the research data. It indicates that the performance distributions between the two tested conditions are not identical. Specifically, it confirms a genuine disparity between the scores obtained when students were subjected to the conventional learning model versus when they engaged with the Think, Talk, Write (TTW) learning model. This difference is not attributable to random chance but is a direct consequence of the instructional intervention.

This statistical significance is further illuminated by analyzing the frequency of score improvements within the sample. The data reveals that distinct changes in performance were observed in 33 out of the total 36 samples analyzed. This high proportion of variance suggests a widespread impact across the student body. It implies that the intervention did not merely affect a small, isolated group of high achievers, but rather catalyzed a shift in performance for the vast majority of the participants involved in the study.

Complementing this finding is the analysis of the remaining data points, referred to as the margin. The report notes a margin involving only 3 out of the 36 samples. In the context of the Wilcoxon test, this represents the distinct minority of cases that did not follow the dominant trend of improvement. The fact that this number is so small reinforces the consistency of the results. It demonstrates that the positive effects of the treatment were pervasive, leaving very few students unaffected by the change in methodology.

Furthermore, the texture of the data suggests a high level of variability and individual movement in scores. The observation that "no two scores are the same" highlights the sensitivity of the assessment and the diversity of student responses. It indicates that the assessment tool was capable of capturing nuanced differences in student performance. This lack of stagnation proves that the learning process was dynamic, with students moving away from their baseline scores in a measurable and distinct manner.

The directionality of these differences points conclusively toward the efficacy of the Think, Talk, Write model. While conventional methods often result

in passive reception of information, the significant shift in scores under the TTW condition suggests that the active phases of thinking, verbalizing, and writing facilitated a deeper cognitive engagement. This engagement translated directly into higher measurable outcomes, validating the experimental model over the control approach.

Specifically, in the context of creating geguritan (Javanese poetry), this improvement is particularly meaningful. Geguritan requires not just linguistic knowledge but also creative expression and structural understanding. The significant increase in scores proves that the TTW method effectively scaffolds these complex skills. By allowing students to process their ideas verbally before committing them to paper, the method likely reduced the cognitive load and anxiety often associated with poetic composition.

The substantial increase in scores serves as empirical proof of student achievement. It moves the conversation from theoretical pedagogy to practical results. The data confirms that when students are guided through the structured phases of the Think, Talk, Write model, their ability to produce high-quality work increases significantly compared to when they are taught using traditional, less interactive methods.

In the final analysis, the comprehensive results of the Wilcoxon test validate the adoption of the Think, Talk, Write learning model. The combination of a highly significant p-value (0.000), the broad consistency of improvement across 33 of 36 students, and the distinct nature of the score changes provides a robust argument. It proves that this method is not only statistically sound but also practically effective in improving the quality of students' geguritan works, making it a superior instructional strategy for this subject.

CONCLUSIONS AND RECOMMENDATIONS

Based on the results and discussion of this study, it can be concluded that the Think, Talk, Write (TTW) learning model assisted by photographic media is effective in improving students' ability to write geguritan. The findings demonstrate that conventional teaching methods are not consistently effective, particularly for students in Special Sports Classes (KKO), as evidenced by the significantly low average scores achieved prior to the implementation of the TTW model. This indicates a mismatch between traditional instructional approaches and the learning characteristics of these students.

The application of the TTW model resulted in a meaningful improvement in students' writing performance. The Wilcoxon test confirmed a statistically significant increase in students' scores after the TTW intervention, with the majority of students showing positive progress. Although the comparison between the control class (conventional method) and the experimental class (TTW method) did not yield a statistically significant difference, the experimental class achieved a slightly higher average score. This indicates that the TTW model is at least as effective as conventional methods and offers added pedagogical value through its interactive and student-centered learning stages.

The integration of photographic media played a crucial role in supporting the TTW model by providing concrete visual stimuli that facilitated idea

generation, reduced students' difficulty in initiating writing, and enhanced the quality of diction and imagery in geguritan. Therefore, the TTW model assisted by photo media can be considered a suitable and effective alternative learning strategy for teaching Javanese poetry writing.

Based on these conclusions, it is recommended that Javanese language teachers, particularly those teaching students with diverse learning characteristics, adopt innovative learning models such as Think, Talk, Write combined with visual media. Schools are also encouraged to support professional development programs that familiarize teachers with cooperative and media-based learning strategies to improve students' creative writing skills. Additionally, curriculum developers should consider integrating participatory learning models into literature learning guidelines to ensure that learning objectives are achieved more effectively.

FURTHER STUDY

This study is limited to a quasi-experimental design conducted in a specific educational context and within a relatively short intervention period. Therefore, future research is recommended to expand the scope of investigation by involving larger and more diverse student populations, including different school types and grade levels. Such studies would enhance the generalizability of the findings.

Further studies may also explore the long-term effects of the Think, Talk, Write model on students' writing proficiency and creativity by employing longitudinal research designs. In addition, comparative studies that integrate TTW with other types of media, such as video, audio-visual materials, or digital platforms, could provide deeper insights into the most effective combinations of learning models and media for literature instruction.

Finally, qualitative approaches, such as classroom observations and in-depth interviews, are recommended to examine students' learning experiences, motivation, and attitudes toward writing geguritan when using the TTW model. Such perspectives would complement quantitative findings and contribute to a more comprehensive understanding of the instructional effectiveness of innovative learning models in Javanese language education..

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