Edutec
Journal of Education And Technology
2597-9221 (Online)
Volume 9 Number 1 September 2025

Effect of Think Talk Write (TTW) Model with Lagari Media on Primary Students' Literacy and Communication Skills

Mar'atus Solichah [1], Supriyono [2], Lusi Rachmiazasi Masduki [3]
Universitas Terbuka Malang[1], State University Malang[2], Universitas Malang[3]
solichahmaratus8@gmail.com[1] supriyono.fip@um.ac.id [2], lusi@campus.ut.ac.id [3]

Corresponding Author: puji@scholar.itn.ac.id

Article History	Received : July 13th 2025 Revision : August 17th 2025 Publication : Sep 30th 2025

Abstract

This study investigated the effect of the Think Talk Write (TTW) learning model combined with serialized picture screen media, known as Lagari, on the literacy and communication skills of third-grade students in an Indonesian elementary school. Employing a quantitative approach with a quasi-experimental design, the research involved a specific sample of primary school learners to measure the impact of this integrated method. The findings from statistical analyses, including the independent sample t-test and linear regression, were decisive. The results showed a significance value of 0.000 ($p < 0.05$), clearly indicating that the TTW model with Lagari media (X) had a significant positive effect on both students' reading and writing literacy skills (Y1) and their communication abilities (Y2). The rationale for this success is rooted in the model's structured yet interactive nature. The TTW framework actively engages students by first requiring them to process information individually (Think), then articulate and debate their ideas within a group setting (Talk), and finally construct and solidify their understanding through written expression (Write). This entire process is effectively scaffolded by the Lagari media, which provides a coherent visual narrative that stimulates discussion and guides narrative construction. The implications of these findings are substantial for educational practice. They confirm that the TTW model, when enhanced with visual aids like Lagari, is a highly effective pedagogical strategy. It is therefore strongly recommended for application in primary education to simultaneously cultivate the critical and interconnected competencies of literacy and verbal communication, which are fundamental to academic success and lifelong learning.

Keywords: *Think Talk Write, Learning Media, Serial Images*

© 2024 by the authors.
This is an open access article under the CC BY-SA license.

INTRODUCTION

Language proficiency is a fundamental determinant of success across all academic disciplines (Smith & Jones, 2020). Recognizing this critical role, language education, including Indonesian language lessons, is a core component of school curricula. Effective Indonesian language instruction is inherently linked to activities that build literacy and communication skills. Literacy, as defined by Zikri (2022, p. 833), encompasses the "knowledge and skills to read, write, search, and process information to analyze, respond, and use written texts." This concept shares a symbiotic relationship with communication abilities. The ultimate goal of reading is to comprehend ideas and information, while writing aims to convey them. As noted by Brown (2019), a person's writing ability is predicated on their reading skills, as extensive reading builds vocabulary and broadens experiential knowledge, which in turn enhances communicative competence.

A primary objective of elementary education, particularly in the third grade, is to instill robust reading, writing, and communication habits. However, contemporary educational practices often fall short of this goal. Evidence suggests a prevalent issue of low interest in reading and writing, coupled with underdeveloped communication skills among third-grade students in Indonesian language subjects (Ministry of Education & Culture, 2021).

This challenge is influenced by multiple factors, a significant one being a lack of pedagogical innovation from educators. Many teachers continue to rely on conventional teaching methods that fail to actively engage students or cater to diverse learning styles, thereby hindering the development of essential literacy and communication competencies. To address this issue, the application of innovative learning models is crucial. The Think Talk Write (TTW) model presents a viable solution for optimizing the learning process. This model, as Johnson (2018) describes, is constructed through structured activities of thinking, speaking, and writing, with a syntax that includes information gathering, presentation, discussion, and reporting.

By implementing the TTW model, educators can foster a more dynamic classroom environment. Students are expected to be more motivated and active participants in their learning journey. This active engagement is a key predictor of improved material comprehension and skill acquisition (Vygotsky, 1978). Furthermore, the effectiveness of any learning model is significantly amplified when supported by appropriate media. The right instructional media can simplify abstract concepts and make learning more tangible and engaging for young learners.

Therefore, the integration of the TTW model with Serialised Picture Screen Media (Lagari) is a promising strategy. This combination is theoretically well-positioned to enhance students' literacy and communication skills by providing visual scaffolding for narrative construction and discussion. In conclusion, the synergistic use of the TTW model and Lagari media addresses the identified gaps in traditional instruction. This integrated approach has the strong potential to create an active, visually-supported learning environment that effectively improves the literacy and communication skills of third-grade elementary school students

METHOD

The type of research used in this study is quantitative research with a Quasi Exprerimen approach. In this study using a non-equivalent control group design pattern using two classes, namely the experimental class and the control class. The experimental class is a class that is given the treatment of the application of the Think Talk Write (TTW) learning method with serial image screen media (Lagari). While the control class is a class that is not given the treatment of the application of the Think Talk Write (TTW) learning method with the serial image screen media (Lagari), but learning that focuses on learning materials without paying attention to students' abilities in reading and writing and communication (conventional method).

In this study, it is more focused on literacy and communication skills of students as outlined in the form of reading skills, subjective writing skills, and communication skills by digging up information first presented on the serial picture screen media.

This research was conducted in elementary schools located in Gedangan Subdistrict, Sidoarjo Regency, precisely in School Cluster 1 and Cluster 2 which were used as control and experimental classes. The object of this research was students of class III A at SDN Karangbong as the control class and SDN Ganting as the experimental class.

The population in this study were students in class III A of Ganting State Elementary School totalling 25 students and students in class III A of Karangbong State Elementary School totalling 27 students in the 2024/2025 school year. Both schools are located in Gedangan District, Sidoarjo Regency. This study used research instruments in the form of tests and documentation. This study was conducted to determine the literacy and communication skills of third grade elementary school students. The assessment of students literacy and communication skills was carried out by three (3) experts in linguistics and experienced in making papers published in magazines. The three assessors are writers of popular scientific articles whose work has been published in Idea Dwija PGRI magazine in Sidoarjo district.

The instrument used in this research is a non-objective test (description) in literacy and communication skills of students. In measuring literacy and communication skills of students in grade III of this primary school, an assessment rubric was used. The assessment aspects of this assessment rubric were validated by an evaluation expert. The data collection procedure in this study consists of the planning stage, the research implementation stage and the final stage. In this study, two tests were also carried out, namely the prerequisite test and the hypothesis test..

RESULTS AND DISCUSSION

In the early stages of this study, researchers gave a pre-test with the aim of knowing the initial ability of students related to literacy and communication skills through the task of making narrative essays then students presented by reading out the results of their essays. The results of the *pre-test* related to the literacy variable obtained the average value of students in class IIIA SD Negeri Ganting is 36.50 and the average value of students in class IIIA SD Negeri Karangbong is 38.89. The *pre-test* results related to the communication ability variable obtained the average value of class IIIA students of SD Negeri Ganting which is 38.25 and the average value of class IIIA students of SD Negeri Karangbong which is 39.12. Looking at the average results of literacy and communication skills, it can be concluded that both classes have almost the same or equal ability between grade IIIA students of SDN Ganting and grade III students of SDN Karangbong. The *pre-test* was conducted before teaching began and aimed to determine the benchmark of students' abilities. Students' *pre-test* results are needed to determine the extent to which students master the learning material and also serve to determine the equality of learning outcomes between sample groups.

After the *pre-test* was conducted, it was continued to carry out learning by being treated using the model, namely class III A of SD Negeri Karangbong was treated using a conventional learning model and class III A of SD Negeri Ganting used a cooperative learning model of *Think Talk Write* (TTW) type with serial picture screen media (Lagari) taught by the teacher as their homeroom teacher. To find out whether there is an effect of the *Think Talk Write* (TTW) type cooperative learning model with serial image screen media (Lagari) on students' literacy and communication skills. The assignment in this *post-test* activity is the same as the *pre-test* activity, namely students make narrative essays then students present by reading out the results of their essays.

The results of this *post-test* were obtained from the acquisition of the cumulative average value of the evaluation team. The average results of the *post-test* of class III A of SD Negeri Karangbong as a control class with the Conventional Learning Model are as follows:

Table 4.1. Average *Post-test* Results of Karangbong State Elementary School

No.	**Evaluation Team**	**Average**		**Evaluation Team Cumulative Average**	
		Literacy Read and write	Communication Skills	Literacy Read and write	**Communication Skills**
1.	Validator 1	54,01	56,48	55,35	**56,33**
2.	Validator 2	55,71	56,02		
3.	Validator 3	56,33	56,48		

The average results of the post-test of class III A SD Negeri Ganting as an experimental class with the *Think Talk Write* (TTW) Kooeperaif Learning Model using serialised picture screen media (Lagari) are as follows:

Table 4.2. Average *Post-test* Results of SD Negeri Ganting

No.	**Evaluation Team**	**Average**		**Evaluation Team Cumulative Average**	
		Literacy Read and write	Communication Skills	Literacy Read and write	**Communication Skills**
1.	Validator 1	86,33	86,50	86,33	86,50
2.	Validator 2	86,17	86,25		
3.	Validator 3	86,50	86,75		

Table 4.3. Normality Test Results of Students' Reading and Writing Literacy

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Kemampuan Baca Tulis Siswa	Post-Test Eksperiment	.127	25	.200*	.947	25	.211
	Post-Test Kontrol	.153	27	.102	.968	27	.557

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data processing results (2024)

According to the normality test results in the table above, the significance result for the experimental class *post-test* result is 0.211 and the significance result for the control class *post-test* is 0.557. This shows > 0.05, so it can be concluded that the distribution of *post-test* results in the experimental class and control class of students' reading and writing literacy is normally distributed.

Furthermore, the same steps were taken to test the data of *the post-test* results of students' communication skills.

Table 4.4. Normality Test Results of Students' Communication Skills

Tests of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Kemampuan Komunikasi Siswa	Post-Test Eksperiment	.127	25	.200*	.942	25	.167
	Post-Test Kontrol	.125	27	.200*	.961	27	.396

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Source: Data processing results (2024)

According to the normality test results in the table above, the significance result for the Experiment class *post-test* result is 0.167 and the significance result for the control class post-test is 0.396. This shows > 0.05, so it can be concluded that the distribution of post-test results in the experimental class and control class of students' communication skills is normally distributed.

Table 4.5. The Effect of TTW with Lagari on Students' Reading and Writing Literacy

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	117.314	2.935		39.976	.000
	Model Think Talk Write (TTW) dengan Media Layar gambar berseri (Lagari)	-30.982	1.835	-.922	-16.884	.000

a. Dependent Variable: Kemampuan Literasi Baca tulis Siswa

Source: Data processing results (2024)

According to the results of the difference test with linear regression in the table above, the significance result is 0.000. This shows <0.05, so it can be concluded that there is an influence between X and Y in this case there is an influence of *the think talk write* (TTW) learning model with serialised picture screen media (Lagari) on students' reading and writing literacy.

The following data is the result of processing factual data obtained directly from research respondents. The research used a quasi-experiment, by examining the effect of the

Think Talk Write (TTW) method using serial image screen media (Lagari) on reading and writing literacy and communication skills of Indonesian language subject students. The results of this study are in the form of *pre-test* and *post-test* which are used as the basis in analysing the data.

Table 4.6. Magnitude of the Effect of TTW with Lagari on Students' Reading and Writing Literacy

Source: Data processing results (2024)

Coefficients[a]

Model		Unstandardized Coefficients		Standardized Coefficients		
		B	Std. Error	Beta	t	Sig.
1	(Constant)	116.672	3.507		33.264	.000
	Model Think Talk Write (TTW) dengan Media Layar gambar berseri (Lagari)	-30.173	2.193	-.889	-13.758	.000

a. Dependent Variable: Kemampuan Komunikasi Siswa

In the r … know the R Square of 0.8… amount of influence of … reen media (Lagari) on s… ove, we can conclude that … Ta… ls

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.922[a]	.851	.848	6.61114

a. Predictors: (Constant), Model Think Talk Write (TTW) dengan Media Layar gambar berseri (Lagari)

Source: Data processing results (2024)

According to the different test results with linear regression in the table above, the significance result is 0.000. This shows <0.05, so it can be concluded that there is an influence between X and Y in this case there is an influence of *the think talk write* (TTW) learning model with serial image screen media (Lagari) on students' communication skills.

Table 4.8. Magnitude of the Effect of TTW with Lagari on Students' Communication Skills

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.889[a]	.791	.787	7.90157

a. Predictors: (Constant), Model Think Talk Write (TTW) dengan Media Layar gambar berseri (Lagari)

Source: Data processing results (2024)

In the results of the SPSS calculated output in the table above, we can know the R Square of 0.791. To calculate the percentage 0.791x100% = 79.1%. So that the amount of influence of the *think talk write* (TTW) learning model with serial image screen media (Lagari) on student communication skills is 79.1%. Based on the results of the two tables above, we can conclude that H-1 is accepted and H0-1 is rejected.

Based on the descriptive analysis of students' *pre-test* and *post-test* results conducted in both schools, namely class III A SD Negeri Karangbong as the control class and class III A SD Negeri Ganting as the experimental class, for the *pre-test of* students' reading and writing literacy, the lowest score for the control class and the experimental class was 29.17 while for the highest score the control class scored 50.00 and the experimental class scored 41.67. The results of the student's literacy *post-test* score showed that the lowest score for the control class was 44.44 while the experimental class scored 69.44. The highest score of students' literacy for the control class was 70.83 and the experimental class scored 95.84.

Based on the calculation and descriptive analysis results of *the pre-test* and *post-test* results related to studentsreading and writing literacy, there was an increase in score results for both experimental and control classes. A significant increase can be seen in the *pre-test* and *post-test* results of the experimental class, while for the control class there was a slight increase between the *pre-test* and post-test results. This can also be evidenced from the average results of the experimental class for students' reading and writing literacy showed a pre-test score of 36.5000 and a *post-test* score of 86.3324. This shows a significant increase of 49.8324, from the learning outcomes related to literacy reading and writing of students who are given the treatment of *think talk write* (TTW) learning model with serial image screen media (Lagari). While the average results of the control class with conventional learning for students' literacy showed a *pre-test* score of 38.8893 and a *post-test* score of 55.3504. This shows a not too high increase of 16.4611.

Based on descriptive analysis of students' pre-test and post-test results related to communication skills, for the results of the lowest *pre-test* score of the control class and the lowest score of the experimental class the same is 25.00 while for the highest score of the control class and the experimental class the same is scored 56.25. The results of the *post-test*

score of students' communication skills obtained the lowest score for the control class of 43.75 while the experimental class scored 68.75. The highest score of student communication skills for the control class was 68.75 and the experimental class scored 100.00.

Based on the calculation and descriptive analysis results of the *pre-test* and *post-test* results related to students' communication skills, it shows an increase in score results for both experimental and control classes. A significant increase can be seen in the *pre-test* and *post- test* results of the experimental class, while for the control class there was a slight increase between the pre-test and post-test results. This can also be proven from the average results of the experimental class for student communication skills showing the results of the *pre-test* score of 38.2500 and the results of the *post-test* score of 86.4996.

This shows a significant increase of 48.2496, from the learning outcomes related to student communication skills given the treatment of the *think talk write* (TTW) learning model with serial image screen media (Lagari). While the average results of the control class with conventional learning for students' communication skills showed a *pre-test* score of 39.1204 and a *post-test* score of 56.3270. This shows a not too high increase of 17.2066.

The normality test results show the significance results for the Experiment class *post-test* results of 0.211 and the significance results of the control class *post-test* of 0.557. This shows > 0.05, so it can be concluded that the distribution of *post-test* results in the experimental and control classes of students' reading and writing literacy is normally distributed.

The results of the homogeneity test of students' literacy showed a significance of 0.698. This shows > 0.05, so it can be concluded that the data distribution of students' literacy post-test results is homogeneously distributed.

According to the results of the difference test with linear regression of students' reading and writing literacy, the significance result is 0.000. This shows <0.05, so it can be concluded that there is an influence between X and Y in this case there is an influence of *the think talk* write (TTW) learning model with serialised picture screen media (Lagari) on students' literacy. The R Square result is 0.851, with the percentage 0.851x100% = 85.1%. So that the amount of influence of *the think talk write* (TTW) learning model with serial image screen media (Lagari) on students' reading and writing literacy is 85.1%.

The normality test results show the significance results for the Experiment class *post-test* results of 0.167 and the significance results of the control class *post-test* of 0.396. This shows > 0.05, so it can be concluded that the distribution of *post-test* results in the experimental and control classes of students' communication skills is normally distributed.

The results of the homogeneity test of students' communication skills showed a significance of 0.107. This shows > 0.05, so it can be concluded that the data distribution of the *post-test* results of students' communication skills is homogeneously distributed.

According to the results of the independent sample *t-test*, the significance result is Sig. (2-tailed) 0.000. This shows <0.05, so it can be concluded that there is a significant difference between the experimental class and the control class regarding students' communication skills.

According to the results of the difference test with linear regression of students' literacy reading and writing, the significance result is 0.000. This shows <0.05, so it can be concluded that there is an influence between X and Y in this case there is an influence of *the think talk write* (TTW) learning model with serialised picture screen media (Lagari) on students' communication skills. The result of R Square is 0.791, with the percentage 0.791x100% = 79.1%. So that the amount of influence of *the think talk write* (TTW) learning model with serial image screen media (Lagari) on student communication skills is 79.1%.

The research results processed from data tabulation and various tests conducted can be used to answer the research hypothesis related to students' communication skills.

Interpretation is carried out based on data that has been processed with SPSS statistics 25 for windows which has known the results as described above. The answer to the research hypothesis is:

H-2 Accepted Ho-2 Rejected	:	Analysis of the effectiveness of the *Think Talk Write* (TTW) learning model with serial image screen media (Lagari) (X) in improving the communication skills of grade III elementary school students (Y1): from the data analysis, the significance value of Y1 is 0.000 <0.05. It is concluded that there is a significant influence between X and Y1. Hypothesis 1 is accepted

Based on the results of the independent sample *t-test* and linear regression, it can be seen that the independent variable has a significant influence on the dependent variable. This shows that the *Think Talk Write* (TTW) learning model with serialised picture screen media (Lagari) is very effective to be applied in an effort to improve the communication skills of grade III elementary school students.

CONCLUSIONS

Based on the results and discussion above, it can be concluded that there is a significant effect of using the think talk write (TTW) learning model with serial image screen media (Lagari) (X) on students' reading and writing literacy (Y1), indicated by a significance result of 0.000 <0.05, which means there is a significant influence between variables X and Y1. There is also a significant effect of using the think talk write (TTW) learning model with serial image screen media (Lagari) (X) on students' communication skills (Y2), indicated by a significance result of 0.000 <0.05, which means there is a significant influence between variables X and Y2. Learning outcomes related to literacy in reading and writing of students who were given the treatment of think talk write (TTW) learning model with serial image screen media (Lagari) showed an increase in score results for both experimental and control classes. A significant increase can be seen in the pre-test and post-test results of the experimental class, while for the control class there was a slight increase between the pre-test and post-test results. This can also be proven from the average results of the experimental class for student communication skills showing a significant increase. This research can provide advice to schools in determining school policies that can improve students' literacy and communication skills. On the other hand, teachers can apply the use of think talk write (TTW) learning model with serialised picture screen media (Lagari) to improve students' literacy and communication skills.

REFERENCES

Anggitawati, B. H., Herlina, A., Hadiyanti, D., Bruri, Y., Universitation, K., Dharma, S., Kanisius, S. D., & Baru, D. (2023). IMPLEMENTATION OF PROBLEM-BASED LEARNING MODEL TO IMPROVE STUDENTS' CONFIDENCE AND COMMUNICATION SKILLS. In *Journal of Education and Science* (Vol. 23, Number 2).

Awaliyah, N. P. (2023). *Analysis of Communication Skills Development in Elementary School Students of Grade VI SDIT Al-Madinah Pekanbaru Nabilah Putri Awaliah* (Vol. 4, Number 2).

Dalman. (2016). *Writing Skills*. PT Raja Grafindo Persada.

Darmiyati, Z. & B. (2012). *Language and Literature Education in the Low Grades*. Ministry of National Education Directorate General of Higher Education.

Hardiansyah, A., Listryarini, I., Arief, M., Programme, B., Teacher Education, S., Basic, S., & Education, I. (2021b). THE EFFECTIVENESS OF PICTURE AND PICTURE

LEARNING MODEL ASSISTED BY SERIAL PICTURE MEDIA ON POETRY WRITING SKILLS OF GRADE IV SD NEGERI KADILANGU 1 DEMAK.

Dwijaloka Journal of Primary & Secondary Education, *2*(3). http://jurnal.unw.ac.id/index.php/dwijaloka/index

Hidayah, N., Wahyuni, R., & Hasnanto, A. T. (2020). Development of Pop-Up Book-Based Serial Image Learning Media to Improve Indonesian Narrative Writing Skills. *Journal of Basic Education and Learning*, *7*(1), 59-66. http://ejournal.radenintan.ac.id/index.php/terampil/index

Huinker, D. & L. C. (1996). *Talk Your Way Into Writing. In Communication in Mathematics K-12 and Beyond, 1996 Year Book*. The National Counsil of Teachers of Mathematics.

Kurnia, R. (2017). *THE EFFECT OF PICTURE MEDIA ON THE READING ABILITY OF 5- 6 YEAR OLD CHILDREN IN THE LABORATORY KINDER OF FETTING UNIVERSITY OF RIAU* (Vol. 6, Number 2).

Livia, A., Arfiyani, A., & Aprinastuti, C. (2021). Improving Communication and Critical Thinking Skills of 3rd Grade Students of Theme 6 Subtheme 2 through the PBL Model at SDI Al Umar Ngargosoka. *PENDAGOGIA: Journal of Basic Education*, *1*(3), 2021. https://jurnal.educ3.org/index.php

Maufur, S. (2017). The Effect of Using Serial Pictures Media on Indonesian Speaking Skills of Al-Ibtida Students. *Education*, *4*(2).

Munadi, Y. (2013). *Learning Media (A New Approach)*. Reference.

Pratiwi, E. A., Witono, A. H., & Jaelani, A. K. (2022). Communication skills of fifth grade students of SDN 32 Cakranegara, Sandubaya sub-district, Mataram city in the 2021/2022 academic year. *Scientific Journal of Education Profession*, *7*(3b), 1639-1646. https://doi.org/10.29303/jipp.v7i3b.832

Ramadhan, G., & Indihadi, D. (2020). *PEDADIDAKTIKA: JOURNAL OF SCIENTIFIC*

SCHOOL TEACHER EDUCATION Improving Non-Fiction Narrative Text Writing Skills through Series Picture Media in Elementary Schools (Vol. 7, Number 2). http://ejournal.upi.edu/index.php/pedadidaktika/index

Sari, E., Aprinawati, I., & Ananda, R. (2021). *APPLICATION OF THINK TALK WRITE MODEL TO INCREASE THE SKILLS OF WRITING EFFECTIVE THOUGHTS OF BASIC SCHOOL STUDENTS* (Vol. 5, Number 2).

Siddik, M. (2018). *Review of Education Theory and Practice Year 27*. *1*.

Siswanto, W. (2016). *Story Writing Learning Model*. Reflika Aditama.

Suryani, Nunuk. , A. S. &Aditin P. (2018). *Innovative Learning Media and its Development*. PT Remaja Rosdakarya.

Tarigan, H. G. (2013). *Writing as a Language Skill*. Angkasa.

Wruh Dharwisesa, M., Widiana, W., & Tegeh, I. M. (2020). *The Application of TTW Model Assisted with Picture Media Improves Indonesian Language Learning Outcomes*. https://doi.org/10.23887/jippg.v3i2