Unlocking Students' Understanding: Implementing the TTWE Strategy in Reading Activities

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ABSTRACT

This study explored the effectiveness of the Thinking, Talking, Writing, and Evaluation (TTWE) Strategy in enhancing reading comprehension among second-grade students at SMPN 1 Mare. A total of 20 students participated in the research. The data were collected through pre-experimental research with Pre-test and Post-test assessments. The Pre-test measured students' initial reading comprehension abilities, while the Post-test evaluated their progress after the intervention. Results showed that the average Pre-test score was 56.05, indicating limited comprehension skills. Many students struggled with identifying main ideas, vocabulary, and implicit meanings within texts. After applying the TTWE Strategy, the Post-test average increased significantly to 80.1. The improvement was evident in both score range and classification, with several students achieving higher performance levels. The TTWE Strategy encouraged active learning through small group discussions, collaborative responses, and peer evaluations, which promoted deeper understanding and critical thinking. The engaging and interactive nature of the activities contributed to students' enthusiasm and participation during lessons. Statistical analysis using a t-test confirmed a significant difference between Pre-test and Post-test results, with the t-test value surpassing the critical value at the 0.05 significance level. These findings suggest that the TTWE Strategy is an effective approach to improving reading comprehension among junior high school students.
Keywords: TTWE; Strategy; Reading Comprehension Skills

INTRODUCTION

English is widely acknowledged as a global language and is utilized for communication across the world. In some nations, English serves as a second language alongside their native tongues, while in others, it is treated as a foreign language(Saiful, Jabu, and Atmowardoyo 2019). In Indonesia, English holds the status of a foreign language and is taught from elementary to university levels, including in informal education institutions(Ismail and Saiful 2022). According to(Putri 2015), approximately 60% of scientific literature is published in English, yet the number of individuals capable of understanding such texts remains relatively low. This highlights the necessity of enhancing English proficiency among learners. The mastery of English as a foreign language involves four key skills: reading, listening, speaking, and writing. Among these, reading is particularly significant for learners whose first language is not English, since they often lack opportunities to engage in verbal communication in English(Setyowaty 2019). Therefore, this study

focuses specifically on reading skills. Reading comprehension among junior high school students in Indonesia remains a significant concern. Observations at SMP 1 Mare revealed that many students struggle to understand English texts due to low interest in reading. This directly impacts their ability to answer comprehension questions and results in poor academic performance this is in line with the research by (Ismail 2021). Since reading is a foundational skill necessary across all subjects, there is an urgent need to adopt more effective and engaging strategies to improve students' reading comprehension.

As noted by (Darsa Prasetyo, Khaerati Syam, and Sangkala 2018), reading is a crucial skill that involves an active cognitive process where readers interact with text and monitor their understanding to construct meaning. As a foundational language skill, reading is vital at all educational stages(Syafri and Hamka 2022). It offers numerous benefits beyond pronunciation practice it broadens knowledge, enriches vocabulary, and provides access to new information and experiences. Through reading, students can develop their cognitive abilities and academic insight. provides teachers with an alternative and effective strategy to improve students' reading comprehension(Ismail et al. 2022). It contributes to students' literacy development, which is essential for both academic success and lifelong learning and It supports national educational goals by helping students improve their English proficiency, which is increasingly essential in the global era(Agustina and Anum 2021).

Based on observations conducted at SMP 1 Mare in Bone Regent South Sulawesi, several challenges in reading comprehension were identified among students. This is a lack of interest in reading, it is hinder students' ability to understand texts and retrieve relevant information. As a result, students often struggle to answer comprehension questions, leading to low performance in reading tasks(Seva, Sirait, and Rachmawati 2023). To address these challenges, the researcher proposes the use of engaging strategies in the classroom to spark students' interest, particularly in reading. Educators can incorporate various tools such as media, methods, strategies, and games to enhance student engagement(Pratiwi, Indra Nugraha, and Miftakh 2024). An effective teaching strategy is essential to boost reading comprehension, as the chosen instructional method can significantly impact student achievement(Aji Pangestu 2023). Hence, selecting the right approach is crucial. Several instructional strategies can support the improvement of reading comprehension, including techniques that promote self-monitoring and reflection. Some notable strategies are Two Stay Two Stray (TSTS), GIST, Think-Pair-Share, and the Thinking, Talking, Writing, and Evaluation (TTWE) strategy (Huda and Munifah & Umam 2020a). This last method encourages students to be more creative and collaborative.

The implementation of the TTWE (Thinking, Talking, Writing, and Evaluation) strategy, which integrates cognitive and collaborative learning processes this strategy is still underexplored, especially in the context of English reading instruction at the junior high school level(Huda and Munifah & Umam 2020b).

Unlike traditional methods that focus solely on reading and answering questions, TTWE encourages students to engage in discussion, reflection, and writing, providing a more holistic learning experience. This strategy not only enhances comprehension but also stimulates students' creativity and active participation in the learning process(Suminar and Putri 2015a).

The teacher assigns reading texts, and students work in groups to read, analyze, and discuss the content with peers from other groups. They then write down their conclusions, which are later as asessed by the teacher. According to (Kanina 2016), the TTWE strategy supports the development of both oral and written language fluency by guiding learners through a structured process of thinking, discussing, composing, and evaluating(Rajab 2025). Previous studies have largely focused on conventional reading strategies such as skimming, scanning, summarizing, or cooperative learning models like Think-Pair-Share and Two Stay Two Stray (TSTS). However, there is a lack of in-depth research on the effectiveness of the TTWE strategy in improving students' reading comprehension, particularly in Indonesian junior high school contexts. This research aims to fill that gap by exploring how TTWE can address common reading challenges and foster better learning outcomes. Based on the background above, the researcher aims to investigate whether the TTWE strategy helps second-grade students at SMPN 1 Mare better understand reading texts.

LITERATURE REVIEW

Reading comprehension is a fundamental skill in language learning that enables readers to extract meaning from written material(Gandari 2024). Rather than simply recognizing words or phrases, comprehension involves an active process of constructing meaning based on prior knowledge, context, and the content itself(Fauzan et al. 2023). (Reskia, Saiful, and Sujariati 2021)describes reading comprehension as a life communication between the object written to the reader, shaped by the reader's linguistic knowledge, background experience, and the purpose of reading. The context of English becoming Foreign Language, reading becomes a critical due to learners' limited exposure to the language in daily life(Kanina 2016). For many students, reading may serve as their primary source of input in English, especially when listening and speaking opportunities are minimal(Sari, Santihastuti, and Wahjuningsih 2020). Therefore, building strong comprehension skills is essential not only for academic achievement but also for long-term language development. Many junior high school students in Indonesia face considerable obstacles when it comes to reading English texts. These difficulties often stem from a lack of vocabulary, minimal reading habits, and insufficient strategies for processing written information(Fitri et al. 2022). Based on observations conducted at SMPN 1 Mare, it was found that students struggled to understand reading texts, which subsequently led to low test scores in English subjects. This challenge is common among EFL learners who are not yet confident in interpreting and analyzing text content. Overcoming these issues requires teaching approaches that are not only focused on language input but also encourage

active involvement, critical thinking, and collaborative learning during reading activities(Astiantih 2022). To help students improve their reading comprehension, educators have introduced a variety of instructional strategies. These include summarizing key ideas, making predictions, asking questions, and using cooperative learning methods.

The TTWE approach an acronym for Thinking, Talking, Writing, and Evaluation offers a multi-step learning method that integrates cognitive engagement, social interaction, and self-expression. First proposed by Suminar and Putri 2015b), this strategy encourages learners to process reading materials deeply and express their understanding through discussion and writing. The process typically unfolds as follows: Thinking: Students read the material and reflect on its meaning independently. Talking: Learners collaborate in small groups to share interpretations and clarify content. Writing: Students summarize or answer questions based on their group discussions. Evaluation: Teachers and students review responses and provide feedback for improvement. Through this integrated process, TTWE not only strengthens comprehension but also promotes critical thinking, peer collaboration, and the development of writing skills. It aligns well with constructivist learning principles, where learners are active participants in building their own understanding. Several studies have highlighted the effectiveness of collaborative and multi-modal strategies in enhancing reading comprehension. For instance, (Arriyani, Sari, and Pd 2019) demonstrated that students showed better understanding when discussion and reflective writing were combined during reading lessons. (Putri 2015) also confirmed that the TTWE method facilitated language development by merging oral and written practices. However, existing literature rarely focuses specifically on the TTWE strategy within the setting of Indonesian junior high schools. Most studies either address higher education levels or explore different reading techniques. This gap suggests the need for research that investigates how TTWE functions in the context of younger learners who are still building foundational English skills.

METHOD

Design and Samples

This study employed a pre-experimental research design utilizing a one-group pre-test and post-test format. The approach involved a single group of participants who received a specific intervention or treatment. The population in this study comprised all second-year students at the First semester enrolled at SMPN 1 Mare Bone Regent during the 2024/2024 academic year. The population included two classes, totaling 40 students. A purposive sampling technique was employed to select the participants. One class, consisting of 20 students chosen as the sample.

Instrument and Procedure

This study utilized a reading comprehension test as its main instrument, administered during both the pre-test post-test phases. Pre-test aimed to assess students' initial understanding of reading comprehension prior to the implementation of the treatment. The post-test, conducted after the intervention, was used to evaluate any improvement in students' comprehension as a result of the TTWE (Thinking, Talking, Writing, and Evaluation) strategy. The steps taken to collect data in this study are outlined as follows: 1) Before the intervention began, a pre-test was conducted to measure the students' baseline reading comprehension. The procedure included: a) Distributing the test sheets to the participants. b) Providing instructions and explaining how to complete the test effectively. 2)Treatment Phase Following the pre-test, the TTWE strategy was introduced over four sessions, each lasting approximately 70 minutes. The implementation process included: a) Giving a brief overview of the TTWE strategy and explaining each phase to ensure student understanding. b) Organizing students into small groups for collaborative learning. c) Providing each group with a reading passage and related questions for discussion. d) Encouraging group discussions to promote sharing of ideas and peer learning. Students exchanged thoughts and explained their understanding during these interactions. e) Having students write their responses based on the group discussion. f) Collecting the written work for evaluation purposes. 3) Post-Test Administration: After the treatment sessions, a post-test was administered. This test was designed to determine the effectiveness of the TTWE strategy by comparing post-treatment scores to the initial pre-test results, thereby evaluating the growth in students' reading comprehension skills.

Data Analysis

The data gathered through the reading comprehension tests (both pre-test and post-test) were analyzed using several statistical procedures the scoring method, Each student's responses on the multiple-choice questions were scored as correct answer was awarded 1 point and incorrect answer received 0 points. Score Classification After scoring, students' results were categorized based on the following scale (as cited in Natalia, 2014):

Table 1: Students' Score Classification

91–100	Excellent
76–90:	Very Good
65–75	Good
50–64	Fairly Good
35–49	Fair
20–34	Poor
0–19	Very Poor

The number of students within each score category was calculated and then converted into percentages the mean score calculation, the average score (mean) of both pre-test and post-test results then computed. Significance Testing

determine whether there was a statistically significant difference between pre-test and post-test scores, a t-test for dependent samples was used.

RESULT AND DISCUSSION

Referring to the research question outlined in the previous chapter, the objective of this study was to determine whether the application of the Thinking, Talking, Writing, and Evaluation (TTWE) strategy could enhance the reading comprehension skills of second-grade students at SMPN 1 Mare. The findings presented in this chapter are based on the analysis of students' performance in the pre-test and post-test, including the distribution of scores by frequency and percentage, as well as the computation of the mean scores. To address the research problem stated earlier, the researcher administered a pre-test and a post-test. The pre-test was conducted before the application of the TTWE strategy in order to assess the students' initial reading comprehension abilities. The post-test was administered after the students underwent instructional sessions using the TTWE strategy to determine any improvement in their reading comprehension performance.

Over the course of four class meetings, the researcher implemented the TTWE strategy to deliver the selected reading materials. The assessment instrument used consisted of both multiple-choice and essay questions aimed at evaluating the students' comprehension. Upon completing the instructional treatment, the researcher gathered the students' scores from both assessments, which served as the data to analyze their reading comprehension progress.

Table 2. The Students' Score of Pre-Test (X_1), Post-Test (X_2), Gain (D) and the Square of Gain (D^2)

No	Name of the Students	Pre-test (X_1)	Post-test (X_2)	Gain (D) (X_1-X_2)	D^2
1	APVP	56	72	16	256
2	AAY	48	70	22	484
3	AISP	70	94	24	576
4	AE	45	64	19	361
5	ACM	74	100	26	676
6	ARY	43	65	22	1024
7	FLT	61	80	19	361
8	GA	62	85	23	592
9	HW	45	78	33	1089
10	JM	62	91	29	841
11	JD	70	95	25	625
12	JH	32	45	13	169
13	MP	63	88	25	625

No	Name of the Students	Pre-test (X_1)	Post-test (X_2)	Gain (D) (X_1-X_2)	D^2
14	MSN	74	91	17	289
15	PY	45	70	25	625
16	RWD	64	73	9	81
17	SA	33	60	27	729
18	TM	61	80	19	361
19	YT	59	75	25	441
20	YFG	55	80	25	625
	N= 20	$\sum X_1$=1122	$\sum X_2$=1556	$\sum D$=429	$\sum D^2$=10830

The data in the table indicates a noticeable difference between the students' scores before and after the implementation of the TTWE strategy. Specifically, the cumulative score from the pre-test was 1,122, while the total from the post-test rose significantly to 1,556. This means there was a cumulative improvement of 429 points ($\sum D$), highlighting a clear positive shift in student performance. Furthermore, the sum of squared differences ($\sum D^2$) amounted to 10,830, reflecting consistent improvements across the sample. From these figures, it can be inferred that the TTWE strategy contributed meaningfully to the enhancement of students' reading comprehension abilities. The highest pre-test score recorded was 74, with the lowest at 32. In contrast, the highest post-test score reached 100, while the lowest increased to 45. The individual score improvements started at 9 to 33 points. This data supports the effectiveness of the TTWE method in facilitating better understanding and engagement with reading texts among second year students at SMPN 1 Mare.

Table 3. Classification, Frequency and Rate Percentage of The Students' Pre-Test

No	Classification	Score	Frequency	percentage
1	Excellent	91 – 100	-	-
2	Very good	76 – 90	-	-
3	Good	65 – 75	4	20 %
4	Fairly good	50 – 64	9	45 %
5	Fair	35 – 49	5	25 %
6	Poor	20 – 34	2	10 %
7	Very poor	0 – 19	-	-
	Total		20	100 %

Based on the data in Table above, the distribution of frequency and percentage of the students' reading test scores in the pre-test was categorized into seven levels.

No students achieved an "excellent" or "very good" score. A total of 4 students (20%) were in the "good" category, while 9 students (45%) were in the "fairly good" category. Additionally, 5 students (25%) obtained scores classified as "fair", and 2 students were categorized as "poor".

Table 4. Classification, Frequency and Rate Percentage of The Students' Post-Test

No	Classification	Score	Frequency	percentage
1	Excellent	91 - 100	5	25 %
2	Very good	76 - 90	6	30 %
3	Good	65 - 75	6	30 %
4	Fairly good	50 - 64	2	10 %
5	Fair	35 - 49	1	5 %
6	Poor	20 - 34	-	-
7	Very poor	0 – 19	-	-
	Total		20	100 %

The information in Table 4 above indicates the distribution of frequencies and percentages of students' reading scores in the post-test. It shows that 5 students (25%) achieved scores in the "excellent" category, 6 students (30%) were rated as "very good," another 6 students (30%) received "good" scores, 2 students (10%) fell under the "fairly good" category, and 1 student (5%) obtained a "fair" score.

Table 5. The Mean Score of the Students in Pre-Test and Post-Test

Test	Mean Score
Pre-test	56,1
Post-test	77,8

Students achieved a mean score of 56.1 in the Pre-test, classified as Poor. In contrast, the Post-test average increased to 77.8, considered Good. The difference between the two assessments was 21.45, demonstrating a notable improvement in student performance after the intervention. In the significance test result can be shown as the following table 6:

Table 6. Test of Significance

Df	Level of Significance	T-test Value	T-table
20	0,05	0,01	2,093

The data presented in the table indicated that the t-test result for students' reading comprehension after the Post-test was 0.01, whereas the critical value from the t-

table was 2.093. Since the t-test value exceeded the t-table value, it suggests a significant difference in students' performance between the Pre-test and Post-test after applying the Thinking, Talking, Writing, and Evaluation (TTWE) Strategy. Based on these findings, the researcher concluded that implementing the TTWE Strategy in reading instruction for second-grade students SMPN 1 Mare in Bone Regent South Sulawesi positively influenced their English reading comprehension achievement.

The researcher implemented the Thinking, Talking, Writing, and Evaluation (TTWE) Strategy as an instructional approach in teaching reading. The study targeted second-grade students of SMPN 1 Mare as the population, with a selected sample receiving instruction through the TTWE Strategy. To gather data, reading comprehension tests were administered before and after the intervention. The Pre-test aimed to assess students' prior knowledge, while the Post-test evaluated their progress following the implementation of the strategy. The comparison between the two sets of data revealed notable findings. Prior to the intervention, students' performance on the Pre-test was relatively low. The mean score was 56.05, with a minimum of 32 and a maximum of 74. Analysis of the results showed that students faced challenges in identifying main ideas, understanding content, interpreting word meanings, recognizing reference words, and inferring implicit information this is in line with the research by (Rajab 2025).

In terms of score distribution, no students achieved "Excellent" or "Very Good" levels. Instead, 4 students scored "Good," 9 students were at "Fairly Good," 5 received a "Fair" score, and 2 fell into the "Poor" category. In contrast, the average score in the Post-test increased significantly to 80.1, with scores ranging from 45 to 100. The score distribution improved and notably, no students were categorized as "Poor" or "Very Poor" in the Post-test. This study involved 20 second-grade students from class VIIIG. The TTWE Strategy provided more than just direct instruction; it offered students the opportunity to construct and share knowledge collaboratively. During the learning sessions, students were active participants. They were organized into small groups of three to four members and engaged in reading tasks followed by group discussions and evaluations. Reading texts accompanied by questions were distributed to the students. After reading and comprehending the material, students discussed their answers within and across groups, wrote down their collective responses, and later reviewed them with the teacher. This collaborative process helped reinforce understanding and fostered critical thinking.

The use of the TTWE Strategy proved effective in enhancing reading comprehension. It aligned with the primary goal of reading instruction enabling students to grasp meaning and extract relevant information from texts this is also has the same findings. Through discussion and collaboration, students exchanged ideas and deepened their understanding, becoming more engaged in the learning process this is also stated in the findings by (Rosita 2022).The strategy also encouraged the development of higher-order thinking skills, which are crucial for

interpreting texts effectively. Most students actively participated and showed enthusiasm throughout the implementation of the strategy. They found the learning process enjoyable and engaging, which contributed to their improved performance. The supportive and relaxed classroom environment, facilitated through group work, made the learning experience more effective and enjoyable, leading to higher achievement in the Post-test. Statistical analysis further supported these findings. The t-test result for the Post-test was 0.01, while the critical value in the t-table at a significance level of 0.05 with 19 degrees of freedom was 2.093. Since the t-test value exceeded the t-table value, it indicated a statistically significant difference between the Pre-test and Post-test scores. This confirmed the effectiveness of the TTWE Strategy in improving students' reading comprehension.

CONCLUSION

Based on the research conducted and the data analysis discussed in the previous chapter, the researcher draws the following conclusions 1) The application of the Thinking, Talking, Writing, and Evaluation (TTWE) Strategy has demonstrated its effectiveness in enhancing students' reading comprehension and increasing the engagement of second-grade students at SMPN 1 Mare Bone Regent South Sulawesi. The comparison between the Pre-test and Post-test results indicates a significant improvement in students' reading abilities after the implementation of the TTWE Strategy. The implementation of the TTWE Strategy also provided students with the opportunity to express their ideas and respond to questions collaboratively. This approach fostered active participation and increased enthusiasm during the learning process. Throughout the course of the research, the researcher encountered several challenges related to the teaching and learning process, particularly in applying the TTWE Strategy to reading instruction. One notable difficulty was the students' limited vocabulary, which hindered their ability to comprehend the reading texts effectively and impacted their performance in answering the questions provided.

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