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# Improving Expository Writing Ability with TTW-YouTube Approach: A Case Study at SMAN 1 Ngronggot

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**ABSTRACT**

Lack of understanding of expository text writing material causes students to have difficulty in writing expository texts. One of the difficulties faced is that students have difficulty developing ideas. This can be caused by the lack of variety in the use of learning models. The purpose of this study is to describe the effect of Think Talk Write (TTW) model assisted by YouTube videos on writing exposition texts of class X students of SMAN 1 Ngronggot in Nganjuk Regency. The data collection technique was done by using exposition text writing test. The data processing used SPSS version 29.0, by conducting a pre-requisite test, namely normality and homogeneity tests then continued with the Independent samples test. The research employed a quasi-experimental method using a pretest-posttest control group design. The study sample consisted of 71 students, who were assigned to two groups: an experimental class and a control class. The result of this study is that there is a positive effect of using the TTW model assisted by YouTube videos on writing exposition text, with the results of the hypothesis test obtaining a sig (2-tailed) value of 0.002 < 0.05.

## INTRODUCTION

Education serves as the fundamental pillar in shaping high-quality human resources in the globalization era (Juita et al., 2024). Along with the times, the demands for competencies that must be mastered by students are increasingly complex, especially in terms of literacy and communication skills. According to Zulni et al (2022), among various language skills, writing is one of the key competencies that require special attention in Indonesian language learning. Writing skills not only play a role in expressing ideas, but also become an indicator of a person's critical, analytical, and creative thinking abilities (Solikah, 2023).

In the context of Indonesian language learning at the high school level, Indonesian language learning functions as a means of thinking, expressing ideas in communication events (Pitoyo, 2015). Language skills that function to express ideas are writing skills. According to Rahmayantis & Lailiyah (2021), writing is defined as an activity to develop creativity and scientific thinking to pour ideas and ideas into written form. Writing expository text occupies a strategic position as one of the basic competencies that students must master, especially in class X. According to Maelasari (2020), exposition text is a type of writing that aims to explain, explain, or provide information about a topic supported by relevant arguments and facts. The ability to write expository texts is becoming increasingly crucial given its role in preparing students to face academic

challenges in higher education as well as professional demands in the increasingly competitive world of work (Pasaribu et al., 2024)

The development of information and communication technology has brought significant changes in the educational landscape. According to Bafadal & Rosyid (2024), the current generation of students, often referred to as generation Z or digital natives, has different characteristics and learning preferences from previous generations. Students grow up in a digital environment rich in multimedia content and are accustomed to fast and interactive access to information (Khan, 2024). This condition creates both challenges and opportunities for educators to develop learning strategies that are more adaptive and aligned with the characteristics of students (Naibaho & Banurea, 2024).

Based on the preliminary study conducted at SMAN 1 Ngronggot, some fundamental problems were found in learning to write exposition texts. The data shows that the average score of writing exposition texts of class X students is still below the Minimum Completion Criteria (KKM) set by the school. The results of the analysis of student writing revealed several weaknesses such as: (1) difficulty in developing and organizing ideas systematically, (2) weak ability to compose logical arguments supported by relevant facts, (3) limitations in using appropriate vocabulary and diction, (4) lack of understanding of the structure and linguistic rules of expository texts, and (5) low motivation and interest in writing activities.

The problem is exacerbated by learning approaches that are still dominated by conventional methods such as lectures and direct assignments. Classroom observations show that learning interactions tend to be one-way and underutilize the potential of digital technology as a learning medium. This condition creates a gap between the learning process in the classroom and the characteristics and learning needs of digital generation students (Iskandar et al., 2023).

The Think-Talk-Write (TTW) learning model developed by Laughlin & Huinker (2012) offers a potential approach to overcome these problems. According to Jarre (2019), this model consists of three main stages that support the development of comprehensive writing skills: (1) Think which facilitates students to construct understanding through individual cognitive processes, (2) Talk which provides opportunities for students to discuss and validate their understanding in groups, and (3) Write which allows students to organize and express their thoughts in writing.

The integration of YouTube videos as learning media in the TTW model opens up opportunities to create a richer and more contextualized learning experience. YouTube, as the world's largest video sharing platform, provides a variety of educational content that can be utilized as a stimulus in learning to write (Kusumaningrum, 2022). The use of videos can help students visualize concepts, obtain information from various perspectives, and improve understanding of the topic to be written about (Risalah et al., 2023). In addition, students' familiarity with the YouTube platform can increase their engagement and motivation to learn.

The urgency of this research can be viewed from several strategic aspects. First, from the pedagogical aspect, this research offers innovative solutions to improve the quality of learning to write exposition texts through the integration of constructivistic

learning models with digital technology. Second, from the practical aspect, the research results can provide concrete guidance for teachers in developing learning that is more effective and in accordance with the characteristics of digital generation students. Third, from the theoretical aspect, this research contributes to the development of the body of knowledge on the utilization of technology in learning to write, especially in the context of Indonesian language learning at the high school level.

Research on the TTW method has been reviewed by several researchers, namely as follows. The research entitled "Improving Expository Text Writing Skills Through Problem Based Learning Model with Picture Media" by Nabila Antrisna Putri was conducted at SMAN 5 Malang in 2022. Putri's research is a class action research with a qualitative approach. Putri involved 35 students, in her research, and used tests as research instruments. Test as a research instrument. The results of Putri's research showed an improvement in exposition text writing skills using the Problem Based Learning model. Putri's research has similarities with this study, both of which examine the skill of writing skills. However, the difference is in the use of the Think Talk Write (TTW) model as one of the components of this study.

The research entitled "The Effect of TTW Method on the Ability to Identify Negotiation Text of Class X Students of SMAN 1 Kediri" by Siti Nurul Fatimah in 2022 used a quantitative approach with two variables, namely the TTW model as the independent variable and the ability to identify negotiation text as the dependent variable. The results showed that the TTW method had a positive effect on the ability to identify negotiation text as the dependent variable. The similarity between Fatimah's research and this research is that both of them use a quantitative approach in their research, another similarity is that both of them use the TTW method in their research. However, the main difference lies in the dependent variable, where this study has a main focus on exposition text writing skills, while Fatimah's research focuses on the ability to identify negotiation text. In addition, the place of research is also different, Fatimah's research was conducted at SMAN 1 Kediri and this research was conducted at SMAN 1 Ngronggot Nganjuk, where each research location has its own characteristics.

Furthermore, this study has long-term significance in preparing students for the demands of 21st century digital literacy. According to Jultia et al (2019), the ability to write good expository texts will equip students with essential skills for further studies, such as the ability to compose academic papers, write scientific articles, and develop logical arguments. In a professional context, this skill is also vital for various purposes such as report writing, proposals, and business communication.

Considering the described complexity of the problems and their urgency, research on the effect of TTW model assisted by YouTube videos on the ability to write exposition texts of class X students of SMAN 1 Ngronggot is very relevant to be carried out. The results of this study are expected to not only provide practical solutions to the problems of learning to write exposition texts, but also contribute to the development of learning models that are more adaptive and effective in preparing the younger generation to confront the challenges of the digital age.

## METHOD

This research is quantitative. The research technique uses quasi experimental with pretest-posttest control group design. According to Creswell (2015) a quasi-experiment is a type of experimental design that does not involve randomization but still assigns participants into specific groups. This study involved two groups: the experimental class (X-2) and the control class (X-1). The experimental class was the class that received treatment, while the control class was the group that did not receive treatment (Sugiyono, 2022). The experimental class was subjected to TTW model treatment assisted by YouTube videos while the control class did not receive TTW model treatment assisted by YouTube videos. The independent variable of this research is the TTW model assisted by YouTube videos and writing exposition text is the dependent variable.

The population of this study consisted of classes X-1 to X-8 with a total of 286 students. Sampling according to Arikunto (2020), samples can be taken between 10-15% or 20-25% or more of the population, according to the strength of energy, funds and research time and the area under study. In the research, the research sample was taken 25% of the population, namely 71 students. The sampling technique used Simple Random Sampling. According to Sugiyono (2022), simple random sampling is a statistical method used to select samples randomly from the entire population without any restrictions based on certain strata or characteristics. random techniques are carried out by drawing all X classes totaling 8 classes. The results of the lottery were obtained, for the experimental class obtained class X-2 and the control class obtained class X-1.

According to Hardani (2020), research instruments are tools used by researchers so that the data collection process can be more systematic and produce valid data. The instrument in this study uses a test, namely the question of writing exposition text orders. A test is a series of questions or other tools used to assess the abilities, insights, intelligence or abilities possessed by individuals or groups (Malawi & Sri Maruti, 2016). The test will be tested on students and the test results with the effect of the TTW model assisted by YouTube videos on writing exposition text will be processed and analyzed. The steps of data collection begin with conducting an initial test (pretest) which is intended to understand the initial competence of writing student exposition texts. Then the treatment is given with the TTW model assisted by YouTube videos. After the treatment is given, the final test (posttest) is conducted.

All data collected will then be analyzed using the SPSS version 29.0 program. Data analysis begins with a prerequisite test, namely the normality test and homogeneity test. According to Ghozali (2016), states that the normality test is conducted to assess whether each variable follows a normal distribution or not, while according to Nuryadi (2017), the homogeneity test is a statistical procedure used to determine whether two or more sample data sets originate from a population with the same variance. The normality test uses the Kolmogorov-Smirnov table because the sample is more than 50. The homogeneity test is important to find whether the pair of data being compared shows homogeneous or different variations. The data is declared normal and homogeneous if the Asymp.sig (2-tailed) value > 0.05 (Samsu, 2017). After the data is declared normal and homogeneous, then the t-test hypothesis test is carried out using the independent

samples test. this test is designed to compare the sample averages of two groups that are not interconnected. The decision norms are 1) if the Asymp.sig (2-tailed) value < 0.05 then Ho is rejected and Ha is accepted, meaning that the application of the TTW model assisted by YouTube videos has an effect on writing expository text. 2) if the If the Sig (2-tailed) value is greater than 0.05, then Ho is accepted and Ha is rejected, indicating that the application of the TTW model has no effect. assisted by YouTube videos on writing exposition text.

## RESULTS AND DISCUSSION

### Control Class Expository Text Writing Results

The control class in this study acts as a comparison class. Students in the control class followed the learning process without any special treatment, namely the TTW model supported by YouTube videos. The results of the learning can be seen as table 1.

Table 1. Control Class Pretest Descriptive

| | | Descriptive | | | |
|---|---|---|---|---|---|
| | Class | | | Statistic | Std. Error |
| Result | Pretest control | Mean | | 65.69 | 1.452 |
| | | 95% Confidence Interval for Mean | Lower Bound | 62.75 | |
| | | | Upper Bound | 68.64 | |
| | | 5% Trimmed Mean | | 65.62 | |
| | | Median | | 65.00 | |
| | | Variance | | 75.933 | |
| | | Std. Deviation | | 8.714 | |
| | | Minimum | | 50 | |
| | | Maximum | | 85 | |
| | | Range | | 35 | |
| | | Interquartile Range | | 10 | |
| | | Skewness | | .049 | .393 |
| | | Kurtosis | | -.386 | .768 |

Table 1 presents the pretest results of the control class, revealing an average score of 65.69, with the highest score recorded at 85 and the lowest at 50 with a total of 36 students. The range of scores is 35 and the middle score is 65.

Table 2. Descriptive Posttest Control Class

| | | Descriptive | | | |
|---|---|---|---|---|---|
| | Class | | | Statistic | Std. Error |
| Result | Posttest control | Mean | | 67.92 | 1.400 |
| | | 95% Confidence Interval for Mean | Lower Bound | 65.08 | |
| | | | Upper Bound | 70.76 | |
| | | 5% Trimmed Mean | | 67.81 | |
| | | Median | | 70.00 | |
| | | Variance | | 70.536 | |
| | | Std. Deviation | | 8.399 | |
| | | Minimum | | 50 | |
| | | Maximum | | 90 | |

| Class | | Statistic | Std. Error |
|---|---|---|---|
| | Range | 40 | |
| | Interquartile Range | 15 | |
| | Skewness | .173 | .393 |
| | Kurtosis | .091 | .768 |

Table 2 presents the control class's average post-test score of 67.92, with the highest score recorded at 90 and the lowest at 50, resulting in a score range of 40. These results have increased from the pretest results.

**Experimental Class Expository Text Writing Results**

The experimental class is a class that receives the application of the TTW model assisted by YouTube videos in learning to write expository text.

Table 3. Descriptive of Experiment Class Pretest

Descriptive

| | Class | | | Statistic | Std. Error |
|---|---|---|---|---|---|
| Result | Pretest experiment | Mean | | 65.71 | 1.579 |
| | | 95% Confidence Interval for Mean | Lower Bound | 64.51 | |
| | | | Upper Bound | 70.92 | |
| | | 5% Trimmed Mean | | 67.74 | |
| | | Median | | 70.00 | |
| | | Variance | | 87.269 | |
| | | Std. Deviation | | 9.342 | |
| | | Minimum | | 50 | |
| | | Maximum | | 85 | |
| | | Range | | 35 | |
| | | Interquartile Range | | 15 | |
| | | Skewness | | -.172 | .398 |
| | | Kurtosis | | -.386 | .768 |

Table 3 presents the average pretest score of the experimental class as 67.71, with the highest score recorded at 85, the lowest at 50, and a score range of 35.

Table 4. Descriptive Experiment Class Posstest

Descriptive

| | Class | | | Statistic | Std. Error |
|---|---|---|---|---|---|
| Result | Posttest experiment | Mean | | 74.86 | 1.607 |
| | | 95% Confidence Interval for Mean | Lower Bound | 71.59 | |
| | | | Upper Bound | 78.12 | |
| | | 5% Trimmed Mean | | 75.00 | |
| | | Median | | 75.00 | |
| | | Variance | | 90.420 | |
| | | Std. Deviation | | 9.509 | |
| | | Minimum | | 55 | |
| | | Maximum | | 90 | |
| | | Range | | 35 | |

| Class | | Statistic | Std. Error |
|---|---|---|---|
| | Interquartile Range | 20 | |
| | Skewness | -.202 | .398 |
| | Kurtosis | -.812 | .778 |

In table 4, the average post-test score of the experimental class is recorded at 74.86, with the lowest score being 55 and the highest reaching 90 and a score range of 35. These results have increased from the pretest results after the treatment of the TTW model assisted by YouTube videos. This proves that there is a positive impact in the application of the TTW model assisted by YouTube videos so as to produce a high average student posttest score.

**Normality and Homogeneity Test**

Normality and homogeneity tests are preliminary tests that must be carried out before carrying out the t test. This process is carried out to assess whether the obtained data follows a normal distribution and maintains homogeneity. Below are the results derived from the normality and homogeneity tests.

Table 5. Normality Test

Test of Normality

| | Class | Statistic | df | Sig. | Statistic | df | Sig. |
|---|---|---|---|---|---|---|---|
| Result | Pretest Experiment | .129 | 35 | .154 | .959 | 35 | .212 |
| | Posttest Experiment | .135 | 35 | .110 | .952 | 35 | .135 |
| | Pretest Control | .115 | 36 | .200* | .965 | 36 | .298 |
| | Posttest Control | .134 | 36 | .102 | .954 | 36 | .141 |

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

a. Liliefors Significance Correction

Referring to the Kolmogorov-Smirnov normality test table 5, the significance value of the pretest in the experimental class is 0.154, while the posttest significance value is 0.110. Meanwhile, the control class has a pretest significance value of 0.200 and a posttest significance value of 0.102. Since all pretest and posttest significance values exceed 0.05, it can be inferred that the data follows a normal distribution. Consequently, the data is suitable for hypothesis testing using a t-test. However, a homogeneity test was conducted beforehand to ensure the validity of the analysis.

Table 6. Homogeneity Test

Tests of Homogeneity of Variances

| | | Levene Statistic | df1 | df2 | Sig. |
|---|---|---|---|---|---|
| Result | Based on Mean | .322 | 1 | 69 | .572 |
| | Based on Median | .354 | 1 | 69 | .554 |
| | Based on Median and with adjusted df | .354 | 1 | 68.671 | .554 |
| | Based on trimmed mean | .281 | 1 | 69 | .598 |

Table 6 shows the results of the homogeneity test of the data obtained, it can be seen that the sig value based on mean is 0.572. Based on these results, the data is declared homogeneous and has the same variation because the sig value is 0.572 > 0.05. After ensuring that the data is normally distributed and has the same variance (homogeneous). The next step is to do the t test.

## Independent Samples Test

Based on the prerequisite test analysis, the research data has fulfilled the necessary assumptions for conducting a t-test. Consequently, the t-test was selected as the appropriate analytical method to examine the research hypothesis. This study employs the Independent Samples Test to evaluate the hypothesis. The following presents the results of the hypothesis test that has been conducted.

Table 7. Independent Samples Test

| | | Levene's Test for Equality of Variances | | t-test for Equality of Means | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | | Significance | | | | 95% Confidence Interval of the Difference | |
| | | F | Sig. | t | df | One-Sided p | Two-Sided p | Mean Difference | Std. Error Difference | Lower | Upper |
| Result | Equal variances assumed | .322 | .572 | 3.262 | 69 | <.001 | .002 | 6.940 | 2.128 | 2.696 | 11.185 |
| | Equal variances not assumed | | | 3.256 | 67.444 | <.001 | .002 | 6.940 | 2.131 | 2.687 | 11.194 |

In table 7, it can be seen from the significance column of the two-sided p section that the result is 0.002. This value is much smaller than the significance level commonly used in research, which is 0.05. This means that there is a very small probability (only 0.2%). Thus, based on the decision norm, the sig value of 0.002 < 0.05 means rejecting the null hypothesis (Ho) which states that there is no effect of applying the TTW model with the help of YouTube videos on writing exposition texts of grade X students. Conversely, accepting the alternative hypothesis (Ha), namely that there is a significant effect in the application of the TTW model assisted by YouTube videos on writing exposition texts of grade X students.

## Discussion

Based on the data analysis that has been done, there are several findings. Learning to write exposition text without using the TTW model assisted by YouTube videos experienced a relatively limited improvement. The average pretest score of 65.69 and posttest score of 67.92 showed an increase, but the increase was not statistically significant. The low scores were due to the lack of support from a systematic learning model such as TTW, which made it difficult for students to organize their ideas effectively. The limitation of the media used causes students to be less than optimal in developing ideas. The learning to write exposition text using the TTW model assisted by YouTube got

an average pretest score of 67.71 and posttest of 74.86. This shows that there is a significant increase, namely the good influence of the application of the TTW model assisted by YouTube videos. The TTW model creates effective learning. The TTW model stimulates students to think critically, discuss and interact actively with learning materials. The structured thinking, speaking and writing process in the TTW model helps to construct students' understanding of the concepts being studied.

According to Wirawan (2016), the TTW model creates effective learning to make students play an active role in learning. The use of YouTube video media provides interesting visual and audio stimulation for students. In addition, YouTube videos can also be a stimulus in learning because it can add insight to its users (Lestari, 2017).

Based on the results of hypothesis testing, it shows that there is a significant improvement in writing exposition texts of class X students of SMAN 1 Ngronggot by using TTW model assisted by YouTube videos. The results of data processing, hypothesis testing found a sig value of 0.002 < 0.05. This proves that the use of TTW model assisted by YouTube videos has a very significant effect on the learning process of writing exposition texts of class X students of SMAN 1 Ngronggot. In other words, students who learned using the TTW model assisted by YouTube videos got better results compared to students who did not use the model. Thus, this significant statistical test result corroborates the rejection of Ho and accepts Ha.

This means, it can be concluded that the application of the TTW model assisted by YouTube videos has a positive and significant influence on writing exposition texts of class X students of SMAN 1 Ngronggot. The application of the TTW model helps students to think critically and collaborate or discuss with classmates, and the model also makes it easier for students to understand the material, especially writing exposition texts. In addition, the use of YouTube videos makes students more interested in learning and provides new experiences for students. YouTube videos can also motivate students and make learning more active.

## CONCLUSION

The implementation of the Think Talk Write (TTW) model assisted by YouTube videos in teaching expository writing has been proven to have a significant impact on the writing skills of 10th-grade students at SMAN 1 Ngronggot. Quantitative data analysis shows a statistically significant difference between the post-test average scores of the control and experimental classes. The control class, which did not receive the TTW model with YouTube video assistance, achieved an average score of 67.92, whereas the experimental class, which applied this model, attained a higher average score of 74.86. Furthermore, the t-test result with a significance value of 0.002 (< 0.05) reinforces the positive impact of this learning model on students' expository writing skills.

These findings have practical implications for teachers and education policymakers in enhancing the effectiveness of writing instruction. Teachers can adopt the TTW model assisted by YouTube videos as an innovative teaching strategy that fosters student engagement, motivates them to think critically, and helps them produce more structured and higher-quality texts. Additionally, education policymakers may consider integrating

digital media, such as YouTube, into the curriculum, particularly to develop students' literacy skills in the digital era.

For future research, this model can be adapted to different learning contexts and subjects to assess its effectiveness in improving critical thinking and academic writing skills. Moreover, further studies could employ more rigorous experimental designs, such as long-term studies or mixed-method approaches, to gain a more comprehensive understanding of the impact of the TTW model with YouTube video assistance on various aspects of students' literacy skills.

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