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Development of Teaching Modules Based on the Think Talk Learning Model for Students' Creative Writing Literacy Skills

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ABSTRACT

Creative writing literacy remains a challenge in elementary education, particularly when teacher-centered instruction limits students' opportunities to generate ideas, discuss their thoughts, and develop written compositions. This study aimed to develop and evaluate a teaching module based on the Think Talk Write (TTW) learning model to support creative writing literacy among fourth-grade students at SD Negeri 2 Kota Ternate, Indonesia. A research and development approach was employed, involving module design, expert validation, revision, and a limited classroom trial. Three experts evaluated the module, while 32 students participated in a single-group pretest–posttest assessment. Data were collected using validation sheets, observation sheets, and creative writing tests, and analyzed descriptively using validation ratings, mastery percentages, and normalized gain (N-Gain). Expert assessments classified the module as highly valid and suitable for classroom implementation. Students' mean scores increased from 37.34 on the pretest to 78.44 on the posttest. Following implementation, 28 of 32 students (87.5%) met the minimum mastery criterion of 75, and the mean N-Gain was 0.66, indicating moderate improvement. These findings suggest that the TTW-based module offers a structured learning resource that combines individual thinking, peer discussion, and written expression. The observed gains are consistent with its potential to support students' creative writing development; however, the absence of a comparison group prevents causal attribution to the module alone. This preliminary finding may inform teachers seeking practical alternatives to conventional instruction in Indonesian language classrooms. Overall, the module demonstrated promising validity and preliminary effectiveness, warranting further evaluation through controlled studies involving broader student populations.

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INTRODUCTION

Literacy has traditionally been understood as the ability to read and write. However, its conceptualization has gradually expanded to encompass a broader range of competencies, including reading, writing, speaking, listening, interpreting information, and critical thinking. This development reflects changes in educational practices, technological advancement, and the increasing complexity of communication in contemporary society. Etymologically, literacy originates from the Latin term *literatus*, referring to an educated or learned individual, and is closely associated with reading and writing activities (Abidin & Yunansa, 2023). Literacy also involves the ability to utilize language and visual representations in diverse forms to read, write, listen, speak, observe, present, and critically evaluate ideas (Mashuri et al., 2022). Within educational contexts, writing literacy is particularly important because it enables students to organize their thoughts, communicate knowledge, and develop critical thinking skills. Integrating writing literacy into classroom instruction encourages students to express their ideas clearly, critically, and effectively (Kamila, 2024). Furthermore, writing literacy extends beyond the technical ability to construct words and sentences, encompassing the capacity to communicate thoughts, experiences, and perspectives through meaningful written expression (Hamdani et al., 2023).

The development of writing literacy is especially important during elementary education because this stage establishes the foundation for students' subsequent academic achievement and communication abilities. Introducing writing activities at an early age provides opportunities for children to develop their interests, explore their potential, and strengthen their linguistic abilities through appropriate guidance from teachers and school librarians (Wijaya et al., 2023). Writing development also requires attention to students' motivation, confidence, and opportunities to participate in meaningful literacy experiences. Children's motivation to write is associated with their perceptions of writing competence, sense of ownership, and understanding of writing purposes, highlighting the importance of meaningful writing activities that enable children to express their ideas independently (Barratt-Pugh et al., 2021). Therefore, elementary school writing instruction should not focus exclusively on spelling, grammar, and sentence construction but should also encourage creativity, self-expression, and active participation.

Creative writing represents an important dimension of writing literacy because it integrates imagination, originality, linguistic knowledge, and the ability to communicate ideas through coherent written texts. Writing itself is a creative process that involves generating ideas, reflecting on experiences, organizing thoughts, and transforming them into meaningful compositions. Creative writing can be understood as an activity through which individuals organize imaginative thoughts and express them using appropriate sentence structures (Rustan, 2020). Creative writing instruction involves more than mastery of textual structures and language conventions because it also requires opportunities for students to develop their authorial voice, originality, and imaginative expression (Barton et al., 2024). Furthermore, creative writing skills can be developed through appropriately designed educational interventions that address narrative structure, characterization, language use, dialogue, and other components of written creativity (Vicol et al., 2024). The provision of personalized writing prompts and structured visual guidance can also support elementary school students in developing narrative organization, using appropriate vocabulary, and constructing more coherent written compositions, particularly when instructional support is adapted to individual learning needs (Jakavonytė-Staškuvienė & Šarūnaitė, 2026). These findings reinforce the importance of integrating creative writing instruction into elementary education to support students' cognitive, linguistic, and imaginative development.

Despite its educational importance, creative writing remains challenging for many elementary school students. Conventional instructional practices frequently emphasize teacher explanations, predetermined writing structures, and the reproduction of information rather than encouraging students to generate and develop original ideas. Limited opportunities to practice writing, insufficiently engaging classroom activities, and low reading interest may contribute to students' difficulties in developing vocabulary and expressing ideas through written compositions (Dewilenimastuti, 2020). Effective writing development requires purposeful instructional strategies, guided practice, and opportunities for students to engage actively in composing texts. A meta-analysis of writing instruction in elementary grades identified several instructional approaches that can improve students' writing performance, emphasizing the importance of systematic and evidence-based writing instruction (Graham et al., 2012). Furthermore, instructional adaptations for students experiencing writing difficulties require teachers to provide additional support in sentence construction, text organization, planning, and revision, while teachers' perceived instructional competence plays an important role in their reported use of these adaptations (Malpique et al., 2024). Consequently, teachers need to create learning environments that support students in generating ideas, organizing information, and developing confidence in their writing abilities.

Creative writing proficiency also develops through continuous practice, instructional guidance, and productive interaction between teachers and students. Students' creative writing abilities can be strengthened through intensive practice and cooperation between students and teachers (Syahruddin et al., 2021). From the perspective of creative products, writing creativity can be evaluated through three important dimensions, namely novelty, resolution, and form or style. Novelty refers to the originality and uniqueness of ideas presented in a composition, while resolution concerns the extent to which the writing addresses problems meaningfully and develops ideas coherently. The dimension of form or style reflects the distinctive organization, expression, and sophistication of the written product (Lestari et al., 2023). Furthermore, students' writing creativity can be assessed through three indicators, namely fluency, flexibility, and originality. Fluency concerns the ability to generate and organize ideas into coherent sentences and paragraphs, while flexibility refers to the ability to employ varied sentence structures, vocabulary, figurative expressions, and organizational patterns. Originality reflects the production of distinctive, meaningful, and imaginative ideas that demonstrate students' capacity for creative expression (Lestari, 2022). These indicators provide a conceptual foundation for evaluating creative writing literacy in elementary school students. In addition, writing assessment should consider students' ability to produce fluent and coherent texts because measures of writing productivity vary

across writing genres and task conditions and can contribute to identifying students who require additional instructional support (Martin & Dockrell, 2024).

Developing these competencies requires instructional practices that address both the process and the quality of writing. Process-oriented writing instruction has been shown to produce modest improvements in students' overall writing quality in general education classrooms, although its effects on motivation and struggling writers are not consistently significant (Graham & Sandmel, 2011). This suggests that writing activities should be supported by additional instructional guidance rather than relying exclusively on independent practice. Evidence-based instructional practices, including systematic writing instruction and appropriate learning support, can contribute to improvements in students' writing performance (Graham et al., 2015). Furthermore, structured writing interventions incorporating explicit planning strategies and self-regulated learning have demonstrated sustained benefits for elementary school students' writing development, although continued practice and instructional support remain important for maintaining these improvements over time (Salas et al., 2026). In addition, peer-assisted sentence-combining instruction can strengthen young students' sentence-construction abilities and improve the quality of their written compositions (Saddler & Graham, 2005). Collaborative writing activities that integrate drafting, peer discussion, and text revision can also improve students' argumentative writing performance by encouraging them to evaluate their ideas, consider readers' perspectives, and revise their written work based on constructive dialogue (Bouwer & van der Veen, 2024). Vocabulary development is another essential component of effective writing because students require adequate linguistic resources to communicate ideas clearly and creatively. Specific vocabulary characteristics have been found to be associated with writing quality across narrative, persuasive, and informative genres, indicating that vocabulary knowledge contributes to students' ability to communicate ideas effectively (Olinghouse & Wilson, 2013). Collectively, these findings indicate that creative writing literacy should be developed through integrated instructional activities that promote idea generation, vocabulary development, sentence construction, organization, and revision.

Creative writing also offers broader educational benefits beyond the production of written texts. Creative writing activities can stimulate new ideas, improve creative thinking and problem-solving abilities, strengthen linguistic competence, encourage reading habits, support personal development, and increase students' confidence in producing original works (Sukmadinata & Nana, 2021). Through creative writing activities, students can explore personal experiences, construct imaginative narratives, and communicate meaningful messages to readers. These experiences can also encourage students to seek additional information through reading and to participate in writing communities or other forms of literary expression. The integration of digital learning resources into writing instruction may provide additional opportunities to strengthen students' creativity and learning motivation. The utilization of Web 2.0 tools in creative writing activities has been found to improve primary school students' creative writing skills and writing motivation, highlighting the potential of technology-supported instruction to create more engaging learning experiences (Kızıltaş & Kultas, 2025). A meta-analysis of technology-supported writing instruction in elementary classrooms also demonstrated positive effects on writing quality and writing productivity, suggesting that appropriate technological integration can strengthen students' opportunities to develop written communication skills (Wen & Walters, 2022). In addition, individualized teacher–student writing conferences can provide constructive feedback, encourage student engagement, and support the development of writing abilities (Sherman et al., 2025). These findings suggest that effective creative writing instruction requires an appropriate combination of meaningful learning activities, student participation, instructional scaffolding, and constructive feedback.

However, the implementation of these principles in elementary school classrooms does not always correspond to students' actual learning experiences. Preliminary observations and interviews conducted with teachers and students at SD Negeri 2 Kota Ternate revealed several challenges in Indonesian language learning, particularly concerning students' creative writing literacy. Students' written compositions indicated difficulties in generating original ideas, developing coherent sentences, selecting appropriate vocabulary, and organizing their thoughts into meaningful texts. Teachers and students also reported limited enthusiasm and engagement during writing activities. Some students appeared reluctant to participate actively in writing lessons and experienced difficulties determining what to write or how to begin their compositions. These challenges were accompanied by instructional practices that remained predominantly teacher-centered, with limited opportunities for students to explore ideas independently, participate in collaborative activities, and receive individualized writing guidance. Such classroom conditions may restrict students' opportunities to develop the creative and linguistic competencies required for effective written communication.

The preliminary findings indicate a discrepancy between the expected development of creative writing literacy and the learning conditions experienced by students at SD Negeri 2 Kota Ternate. Although previous studies have demonstrated the potential benefits of process-oriented instruction, explicit writing strategies, digital learning tools,

and individualized feedback, the effectiveness of instructional approaches depends on their alignment with students' learning needs and classroom contexts. Moreover, the existing literature underscores the importance of addressing writing creativity, motivation, and linguistic competence simultaneously rather than treating them as separate instructional objectives. Therefore, further investigation is necessary to identify and implement instructional approaches that provide structured opportunities for idea generation, active learning, meaningful interaction, and creative expression. In this context, the present study focuses on addressing the challenges of creative writing literacy among elementary school students at SD Negeri 2 Kota Ternate, with the aim of contributing to the development of more effective, engaging, and student-centered writing instruction.

METHOD

This research is a type of research and development or Research and Development (R&D). Sugiyono (20221), research and development is a research method used to produce certain products, and test the effectiveness of these products. Defining research and development is a research approach to produce new products or improve existing products (Sukmadinata & Nana, 2021). So development research is a method to produce certain products or improve existing products and test the effectiveness of these products. The researcher conducts research and development focused on the development of the Think Talk Write Learning model to improve the literacy ability of Creative writing at SD Negeri 2 Ternate City. existing products (Sukmadinata & Nana, 2021). So development research is a method to produce certain products or improve existing products and test the effectiveness of these products. The researcher conducts research and development focused on the development of the Think Talk Write Learning model to improve the ability of Creative writing literacy at SD Negeri 2 Ternate City.

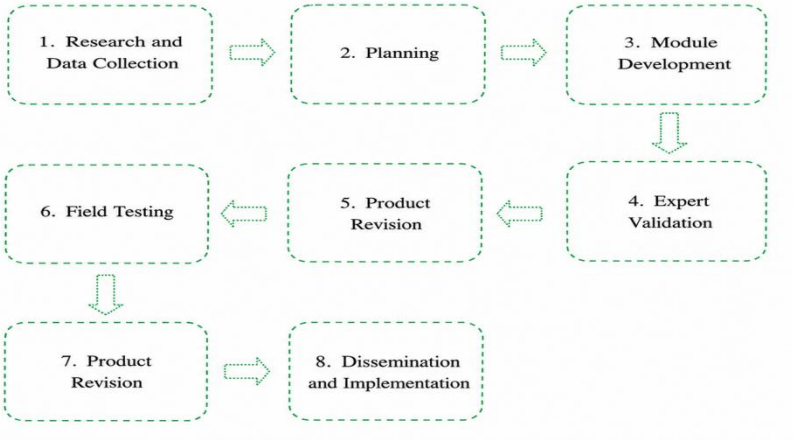


Figure 1. Stages in the Development of Learning Models

Borg & Gall, (1979), Ten Steps Development Procedure for the implementation of research and development strategies as follows: (1) Research and information collecting which includes needs measurement, literature study, small-scale research, and value considerations, (2) Planning which is preparing a research plan, including the skills needed in the implementation of the research, the formulation of the objectives to be achieved with the research, the design or steps of the research, and possibilities in a limited scope, (3) Development of a product draft (develop preliminary form of product). Development of learning materials, learning processes, and evaluation instruments, (4) Preliminary field testing. Field trials in one to three schools with six to twelve test subjects (teachers).

During the trial, observations, interviews and questionnaire distribution were carried out, (5) Revision of the results of the trial (main product revision), (6) Main field testing. Conducting a wider trial in 1 to 2 schools with 20 to 25 test subjects. Quantitative data on the performance of teachers before and after using the tested model was collected, (7) Improvement of the results of the field test results (operational product revision), (8) Field implementation test (operational field testing). Carried out in 1 to 2 schools involving 20 to 25 subjects. Testing is carried out through questionnaires, interviews, observations and analysis of the results, (9) Final product revision, (10) Dissemination and implementation.

RESULTS AND DISCUSION

The results of the expert validation process were used to assess the suitability of the developed learning module in terms of content and instructional structure. The validation focused on identifying sentence patterns and their corresponding representative sentences as essential components of the learning materials. The results of this validation are presented in Table 1.

Table 1. Expert Validation Result

No	Patterns	Representative Sentences
1	SV	The player who has the most points[S] wins.[V]
2	SVC	Any excess beyond your egg limit[S] is[V] lost.[C]
3	SVO	This method[S] uses[V] the side of the goal board that has spaces for 1st, 2nd, and 3rd place.[O]
4	SVA	Each habitat[S] focuses[V] on a key aspect of the growth of your aviary[A]
5	SVOO	Randomly[A] select[V] the first player[O] and give[V] them[O] the first-player token.[O]
6	SVOC	The board[S] has[V] 2 sides,[O] each using a different scoring method.[C]
7	SVOA	Each bird[S] extends[V] a chain of powerful combinations[O] in one of your habitats.[A]

The initial stage carried out in this study is the design stage, in this case designing the module is adjusted to the syntax of the Think Talk Write (TTW) learning model and Indicators of creative writing skills include, smoothness, flexibility and authenticity.

The learning modules that have been developed were previously tested first by Indonesian language lecturers with the aim of obtaining suggestions and comments as improvement materials to improve the module. Next, validation was carried out to determine the feasibility of the module based on the content and construct criteria carried out by three validators including three Indonesian language lecturers using a validation sheet. If the module is declared valid, a trial is carried out using a module based on the Think TalkWrite (TTW) learning model to improve creative writing literacy. Students are given tests before using the module (pretest) and after using the module (posttest). During the trial, all student activities are observed by observers using student activity observation sheets.

The results of the research obtained in the form of module feasibility based on limited development trials that have been carried out on creative writing literacy include, aspects of validity seen from the validation results by three validators and effectiveness seen from the results of knowledge and creative writing literacy. The results of the research at SD Negeri 2 Ternate City are explained as follows:

Module Validity

The following is the validation of module experts as seen from the criteria of suitability, clarity of presentation, and usability aspects of modules presented in Table 2.

Table 2. Expert Validation Result

No	Validator	Skor Ideal	Skor Aktual	Angka Persentase	Kategori
1.	Pakar Modul Ajar	60	56	93,33%	Sangat Baik
2.	Pakar Materi	48	50	90%	Sangat Baik
3.	Pakar Model Pembelajaran	75	75	100%	Sangat Baik
	Rata-Rata		**94,44 %**		**Sangat Baik**

Based on Table 2, it can be seen that the results of the validation of the study consisted of three validators, namely expert validators for teaching modules, validators for material experts, and expert validators for learning models. In the validation of teaching modules, a percentage of 93.33% was obtained with the category of very good.

This proves that the module is in accordance with the learning outcomes, learning objectives, think talk write learning model, and creative writing skill indicators are considered correct. In the validity of the subject matter expert,

a percentage of 90% was obtained with the category of very good or valid. This proves that the module developed is good in terms of language and attractive in its presentation and graphics. Meanwhile, the validity of the model expert obtained a percentage of 100% with the category of very good or valid. This proves that the module developed is good and in accordance with the steps of the Think Talk Write (TTW) learning model. Thus, the module oriented to think talk write to train creative writing skills is declared feasible from the aspect of validity to be used in the learning process. The following data is presented in the form of a graph to see the results of each validator's assessment of modules, materials, and learning models.

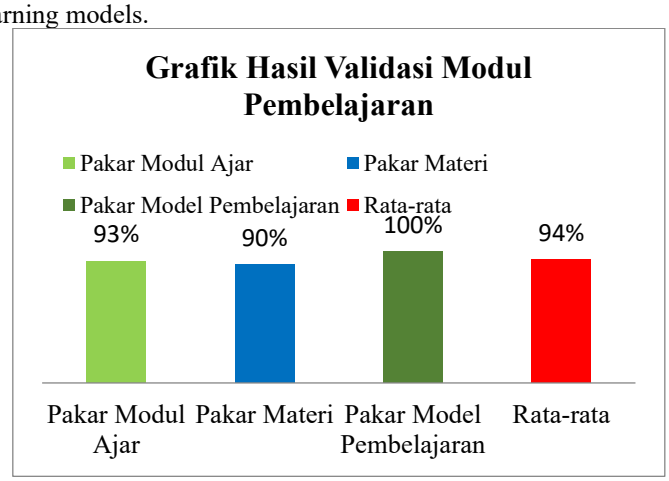


Figure 2. Learning Module Validation Results

It can be seen from graph 2 that the validation results of the three validators have an average score of 94.44% with a very good and very valid category to use. This shows that the learning modules developed are suitable for use as learning modules and can also be used to develop students' ability to write, especially in creative writing in achieving certain learning goals and competencies.

Effectiveness of the Module

To determine the effectiveness of the developed module, research instruments were used in the form of learning outcomes tests of knowledge and literacy skills in writing including pretests and posttests carried out before and after limited trials of module products. Meanwhile, the test to determine students' creative writing literacy skills consists of 5 questions covering three indicators of creative writing literacy, including fluency, flexibility, and authenticity.

The pretest-posttest score and N-Gain of students' creative writing literacy ability were obtained in the range of 0.3 to 0.7 in the low to high category, with details of 1 student included in the low category, 19 students in the medium category and 12 other students included in the high category. The average N-Gain score produced was 0.66 so it was included in the medium category. The overall percentage of students' gain score data can be seen through table 3.

Table 3. Results of Students' Creative Writing Literacy Achievement

No	Student Name	Pretest	Posttest	Post-Pre	Max Score	Max-Pretest	Gain	Category
1	A. P. K	40	75	35	100	60	0.58	Moderate
2	A. N. M	45	90	45	100	55	0.82	High
3	A. E	35	75	40	100	65	0.62	Moderate
4	A	45	90	45	100	55	0.82	High
5	A. C	55	90	35	100	45	0.78	High
6	A. B. R	40	80	40	100	60	0.67	Moderate
7	B. A. A	40	80	40	100	60	0.67	Moderate
8	C. E	30	75	45	100	70	0.64	Moderate
9	F. R. M	35	80	45	100	65	0.69	Moderate

No	Student Name	Pretest	Posttest	Post-Pre	Max Score	Max-Pretest	Gain	Category
10	F. R	35	80	45	100	65	0.69	Moderate
11	F. R. S	40	85	45	100	60	0.75	High
12	K. M. R	55	90	35	100	45	0.78	High
13	M. B. R	25	65	40	100	75	0.53	Moderate
14	M. C	30	80	50	100	70	0.71	High
15	M. F. A	35	75	40	100	65	0.62	Moderate
16	M. A	30	75	45	100	70	0.64	Moderate
17	M. H. Z. Z	35	90	55	100	65	0.85	High
18	N. Z. T	40	50	10	100	60	0.17	Low
19	N. I. T. S	30	75	45	100	70	0.64	Moderate
20	N. I. S	35	80	45	100	65	0.69	Moderate
21	P. A. I	35	75	40	100	65	0.62	Moderate
22	S. D	30	80	50	100	70	0.71	High
23	S. F. T	30	60	30	100	70	0.43	Moderate
24	S. A	30	75	45	100	70	0.64	Moderate
25	S. A. A. D. H	70	80	10	100	30	0.33	Moderate
26	U. Q. R. B	30	85	55	100	70	0.79	High
27	Z. A. L	40	80	40	100	60	0.67	Moderate
28	S. U. M. A	35	80	45	100	65	0.69	Moderate
29	A. K	20	55	35	100	80	0.44	Moderate
30	J. C	20	80	60	100	80	0.75	High
31	A. D. A	70	95	25	100	30	0.83	High
32	M. A. T	30	85	55	100	70	0.79	High
	Average	**37.34**	**78.44**	**41.09**	**100**	**62.66**	**0.66**	**Moderate**
	Highest	**75**	**95**					
	Lowest	**20**	**50**					

Description:

1. Completeness of learning Students: 28 out of 32 students
2. N-Gain Overall :

$$\text{N} - \text{Gain} = \frac{\text{skor } postest - \text{skor } pretest}{\text{skor maksimal ideal} - \text{skor } pretest}$$

$$= \frac{78{,}44 - 37{,}34}{100 - 37{,}34}$$

$$= \frac{41{,}09}{62{,}66}$$

$$= 0.6557 \approx 0.66 \text{ (Moderate)}$$

3. Percentage:

$$\text{P} = 100\% \frac{\sum \text{Siswa yang Tuntas Belajar}}{\sum \text{Siswa}} \times$$

$$= \text{X } 100\ \% = 87{,}5\% \frac{28}{32}$$

Based on Table 3 above, it can be seen that the largest pretest learning outcome score is 75 and the smallest score is 20 while in the posttest the largest score is 85 and the smallest score is 35. Therefore, the completeness of the results of creative writing achievement can be seen from the results of the average score.

The average posttest obtained was 78.44 which shows that learning using the Think Talk Write learning model increases If measured by N-Gain, students' ability is 0.66 with the medium category, for more details, see the table below

Table 4. N-Gain Score Calculation Results

	N	Minimum	Maximum	Mean	Std. Deviation
Ngain_Score	32	0.17	0.85	0.66	0.14838
Valid N (listwise)	32				

In the learning outcomes of creative writing literacy skills, students who completed according to the KKM score set from the school were 75, 28 students or 87.5% with the very good category, while students who did not complete were 4 students or 12.5% with the poor category. This shows that the results of learning to write, especially creative poetry writing, have increased.

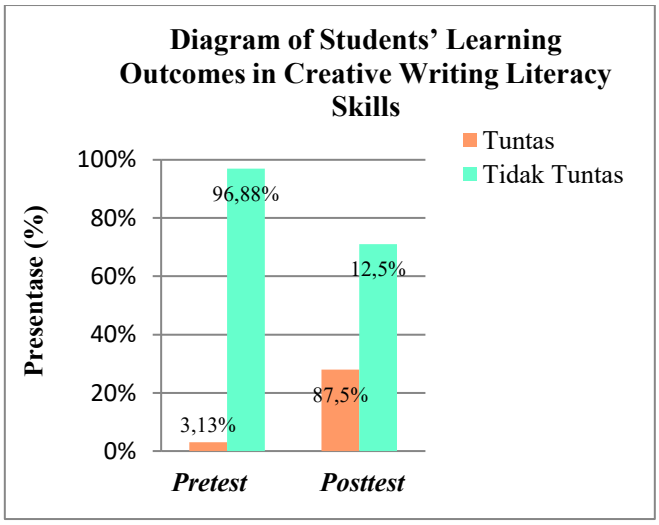


Figure 3. Comparison of Students' Creative Writing Literacy Learning Outcomes Between Pretest and Posttest

In the learning outcomes of creative writing literacy skills, students who completed according to the KKM score set from the school were 75, 28 students or 87.5% with the very good category, while students who did not complete were 4 students or 12.5% with the poor category. This shows that the results of learning to write, especially creative poetry writing, have increased.

Based on the results of the learning achievement of creative writing literacy skills of students who have reached KKM (75) in accordance with the comparison diagram above, it shows that students who complete 87.5% are orange and students who are incomplete are 12.5% green in color. So from the learning results, students' creative writing literacy skills are categorized as very good. Thus, it can be concluded that the completeness of student learning through the Think Talk Write (TTW) model in creative writing literacy in grade IV of SD Negeri 2 Ternate City has reached classical learning completeness, which is more than 81%.

CONCLUSION

This study demonstrates that the teaching module developed through the Think Talk Write (TTW) learning model is a feasible instructional resource for supporting elementary school students' creative writing literacy. The findings indicate that the module met the established validation criteria and was associated with improvements in students' writing performance, particularly in their ability to develop and express ideas through written compositions. The integration of thinking, collaborative discussion, and writing activities provides a structured instructional approach that encourages active participation, creative expression, and meaningful learning experiences. These findings highlight the potential of the TTW learning model as an alternative pedagogical approach for strengthening creative writing instruction in elementary education. Nevertheless, the findings should be interpreted within the context of the

limited implementation, and further research involving larger samples, diverse educational settings, and more rigorous experimental designs is recommended to examine the module's effectiveness and broader applicability.

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