

Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students' Writing Skill

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Abstract

Bahasa Indonesia is one of the compulsory subjects taught in elementary school and important to be mastered because it aims for every student to communicate effectively and efficiently, both orally and in writing in accordance with the Indonesian rules is good and true. This study aims to investigate enhancing of 3rd grade primary students' writing skill after implementation think talk write learning model in Bahasa Indonesia class. Research method in this study is experiment method. The research design used in this research is one-group pretest-posttest design, experimental research conducted in one group only without comparison group and the population subjects in this study were 35 students of 3rd grade elementary school in Pekanbaru. The result of this study is data of pretest and posttest, on the average pretest score of 60.94 with the category of skilled enough then on posttest increased to 75.67 with skilled category. Thus, it can be concluded that the think talk write learning model can influence the narrative writing skill of 3rd grade elementary school in Pekanbaru.

Keyword: Think Talk Write, primary students' writing skill.

1. INTRODUCTION

Education in elementary school is the first step of students in drawing various knowledge linguistic skills. Bahasa Indonesia is one of the compulsory subjects taught in elementary school and important to be mastered because it aims for every student to communicate effectively and efficiently, both orally and in writing in accordance with the Indonesian rules is good and true. Therefore, to realize an effective and efficient communication, it takes linguistic skills that must be mastered by each student.

In Indonesian language there are four language skills that must be

possessed by students, such as listening, speaking, reading and writing. Writing skills is a person's skills in conveying the message according to the author's idea and grammar by using the media of writing as the media. Writing skills can be mastered by someone with regular practice. Writing is the process of conveying thoughts, wishful thinking, feelings, in meaningful writing. One writing activity is writing a narrative essay (Dalman, 2016).

Narrative essay is an article that attempts to tell an event or event so that it appears as if the reader sees or experiences the event itself. Narrative

text conveys to the reader the sequence of an event with the intention of giving meaning to an event so that the reader can reap the wisdom of the event.

One of the basic competencies that students must achieve, narrative writing skills is not easy. Most students still struggle when asked to write narrative essays. This condition also occurs in learning writing narrative essay one of elementary school in Pekanbaru city. Based on observations in third grade elementary school in Pekanbaru turns narrative writing skills on the subject of Indonesian language is still low. This is because the teacher does not give the opportunity to express the ideas in the learning because the learning is still oriented to the teacher, so passive students and students are less able to express ideas orally and in writing, students also difficult to describe the whole object seen, and are heard with the choice of words and spellings according to the correct grammar rules. This is thought to be one of the causes of inhibition of creativity and student independence so that narrative writing skills become low, it is necessary to apply a learning system that involves the role of students actively in teaching and learning activities, in order to improve narrative writing skills. One of the learning models involving active student roles is the Think Talk Write (TTW) learning model.

Think Talk Write learning model is basically built through thinking, speaking, and writing. The flow of thinking talk write begins with the involvement of students in thinking or dialogue with themselves after reading

and then talking and sharing ideas with friends before writing. This condition is more effective when done in by groups. In this group students are asked to read, make small notes, explain through listening and sharing ideas with friends and then convey through writing. The learning model think talk writer is a learning that starts with thinking through the reading; the reading results are communicated with presentations, discussions, and then create a presentation report (Ngalim, 2010).

Thinking activity can be seen from reading text in the form of questions then individual students thinking of possible answers after that make small notes about ideas obtained using their own language. Taking notes means analyzing the purpose of the text content and examining the written materials (Yamin & Ansari, 2012). Besides learning to create routine or write notes after reading stimulate thinking activities before, during, and after reading and make notes memepertinggi knowledge of students even improve the skills of thinking and writing. After the "think" phase is over, proceed with the next stage of "talk", students are asked to communicate by using words and language they understand. This communication phase (talk) allows students to be skilled at speaking. Communication process is learned by students through their lives as individuals who interact with their social environment. Naturally and easily, the communication process can be built in the classroom and used as a tool before writing. Understanding is built through its interaction in the discussion. Discussion is expected to result in a solution to a given

problem. The next phase of "write" is to write down ideas obtained from the first and second stage activities. Writing helps realize learning objectives. In this writing activity the teacher sees the development of student concepts. Teachers can monitor students' mistake by writing activities, believing that their best work is complete and easy to read. Writing can help students express their knowledge and ideas and reflect on their knowledge and ideas (Sumirat, 2014).

Writing is a communication activity in the form of delivery of messages (information) in writing to others by using written language as a tool or media. Writing activity involves several elements, namely: the author as a message delivery, the content of writing, channels or media, and the reader. As a language skill, writing is a complex activity because the writer is required to be able to arrange and organize the contents of writing and pour it in the variety of written language. Behind its complexity, writing has many benefits for improving intelligence, developing initiative and creativity, growing courage, encouraging the will and the ability to gather information. Each ideal essay is in principle a higher or wider description of the paragraph. Authors also interpreted with a series of thoughts or expression of feelings into the form of a regular writing. Based on purpose of writing, essays can be distinguished on six types, namely: 1) description, 2) narration, 3) exposition, 4) argumentation (discussion) 5) persuasion 6) combination.

The think talk write model is learning model that ask students to

narrative writing skills because the learning model includes three interrelated language skills: listening, speaking and writing and aims to train the skills of learners in writing (Shoimin, 2014). Through this model students can express their thoughts, exchange opinions, cooperate with each other if there are friends in the group who have difficulty. With the selection of this model, it is expected that the learning that occurs can be more meaningful and give a strong impression to the students. The think talk write learning model is a learning model where planning of a careful action about learning activities is through thinking, exchanging opinions, and writing out the results of the discussion for the purpose of learning is achieved (Hartono, 2017). Some of the features of the think talk write learning model are students trained to advance with their own ability, starting from the problem or developing the concept with the right level and then invite the students to discuss problem solving or understand the concept given. Assessment conducted in the essay of students can be done holistically or analytically. Holistic fraud means assessing a student essay thoroughly, read from beginning to end, and then immediately scored. While the analytical assessment is the assessment of student results by scoring to each component, then multiply the score of each component.

This study aims to investigate enhancing of 3rd grade primary students' writing skill after implementation think talk write learning model in Bahasa Indonesia class.

2. METHOD

Research method in this study is experiment method. The research design used in this research is one-group pretest-posttest design ie experimental research conducted in one group only without comparison group. The design of this study provides the same rights of pretest and posttest, the difference is implementation think talk write learning model, where in the initial test students write narrative essay without using the think talk write learning model whereas in the final test the students write narrative text by using the think talk write model. The population subjects in this study were 35 students of 3rd grade elementary school inPekanbaru. This study aims to determine the effect of the implementation thinking talk write learning model to enhance primary students' writing skills of narrative text.

Data collection techniques is skill writing scores by the initial test

narrative, final test, the magnitude of the influence of the think talk write (TTW) learning model, and the improvement of narrative writing skill score. To collect data in study used the instrument about the initial test (pretest) and the final test (post test). The test sheet has been tested by expert judgment. The data have been obtained then analyzed statistically by calculating the normality test, hypothesis test (t test) and calculate writing skill enhancement. The formula gets the expected value:

$$S = \frac{R}{N} \times 100 \text{ (Ngalim, 2010)}$$

Note:

S = score expected

R = Number of scores from indicator

N = maximum score

To evaluate the interval and category writing skill can be seen Table 1:

Tabel 1. Assessment interval on students' writing skills

Interval	Category
86-100	Very good
76-85	Good
56-75	Good enough
10-55	Enough

And to calculate the level of writing skills.

$$g = \frac{\text{skorpostes} - \text{skorpretes}}{\text{skorideal} - \text{skorpretes}}$$

(sundayana, 2015)

The category of unrealized gain (g) is guided by a standard of a hake in a reserve (Sundayana, 2015):

Tabel 2: normalized gain category

normalized gain	Interpretation
$-1,00 \leq g < 0,00$	Decreasing
$g = 0,00$	Undecreasing
$0,00 < g < 0,30$	Low
$0,30 \leq g < 0,70$	Middle
$0,70 \leq g \leq 1,00$	High

(Sundayana, 2015)

3. RESULT AND DISCUSSION

In this study data were obtained from preliminary tests before treatment was given, final tests after treatment, and improvement of narrative writing skills. The data obtained by hypothesis test. The result of calculation of research data obtained consisted of scores of writing skill written by narrative students of awal test, final

test, normality test, hypothesis test (t test), and improvement of skill writing skill score.

a. Initial test (pretest)

The initial test is a narrative writing skill test before being treated as a think talk write model (TTW). Initial test results can be seen in the following table 3.

Tabel 3. Preliminary test data of narrative writing skill

No	Score	Frequency	Categorize
1	25	4	Enough
2	33.33	1	Enough
3	41.66	4	Enough
4	50	4	Enough
5	58.33	3	Enough
6	66.66	5	Enough
7	75	7	Enough
8	83.33	5	Good
9	91.66	2	Very good
Students		35	
Average score		60.94	
Standard deviasi		20.18769	

Based on Table 3, can be seen students' average score in enough category and got average score 60.94.

write learning model. It is aim to investigate influence TTW and got score as follow.

b. Final test (posttest)

Final test is test that is given to students after implemntation think talk

Table 4. Final test data of narrative writing skill

No	Nilai	Frekuensi	kategori
1	45.71	1	Enough
2	51.42	1	Enough
3	54.28	1	Enough
4	62.85	1	Enough
5	65.71	2	Enough
6	68.57	6	Enough
7	71.42	1	Enough
8	74.28	1	Enough
9	77.14	2	Good
10	80	8	Good
11	82.85	3	Good
12	85.71	4	Good
13	88.57	2	Very good
14	91.42	2	Very good
Students		35	
Score average		75.67	
Standardevasi		11.07399	

It can be seen from Table 4 that narrative writing skill is enhance after implementation think talk write learning model, it is seen from the average that increase to 75.67.

the population that the distribution is normal or not. In this normality test is done by liliefors method. The calculation results are presented in table 5.

c. Normality test.

Normality test is used to find out whether this research data comes from

Table 5. Normality test results

Group	Lv	Lt	Categorize
Pretest	0.087363	0.149761	Normal
posttest	0.095659	0.149761	Normal

Based on Table 5 can be seen data score $Lv < Lt$, so it can be concluded this data is normal distributed.

variant or not. Data to be tested homogeneity is data pretest and posttest. The decision-making criterion is if F_{count} is greater than there F_{table} H_0 rejected, H_1 accepted. The calculation results are presented in table 6.

d. Homogeneitytest

Homogeneity test is to find out whether the data has the same data

Tabel 6. Data of homogeneity pretest and posttest

	<i>Pretest</i>	<i>Posttest</i>
Mean	60.94943	75.67
Variance	407.543	122.6332
Observations	35	35
df	34	34
F	3.323269	
P(F<=f) one-tail	0.000363	
F Critical one-tail	1.772066	

From Table 6 it can be seen that F.count is 3.323269 and F.table is 1.772066. based on test criteria $F_{count} > F_{table}$ of variance is homogeneous. Because $3.323269 > 1.772066$ then the data variance is homogeneous. After the data proved normal and homogeny then hypothesis testing is done using t test.

4. CONCLUSION AND RECOMENDATION

Based on the data of the research that has been implemented Think Talk Write (TTW) learning model, it can be concluded that the think book write learning model can influence the narrative writing skill of 3rd grade elementary school in Pekanbaru, this is proven by the data of pretest and posttest, on the average pretest score of 60.94 with the category of skilled enough then on posttest increased to 75.67 with skilled category.

The recommendation for next research is the result of this research can be used as one of the alternative of learning model in Indonesian language learning in order to improve the students' writing skill. And also for later researchers, can be used as a reference

in completing research related to thinking talk write model, so it can give a good contribution for the school in improving the learning process and can improve the quality of education.

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