

THE EFFECT OF USING THE THINK TALK WRITE (TTW) LEARNING MODEL ON STUDENTS' ACHIEVEMENT IN DESCRIPTIVE WRITING SKILLS

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ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Think Talk Write (TTW)* terhadap hasil belajar keterampilan menulis deskriptif siswa kelas VIII-4 MTs Negeri 4 Langkat. Jenis penelitian ini adalah penelitian pra eksperimen dengan sampel penelitian yaitu kelas VIII-4. Instrumen yang digunakan adalah tes berupa pre test dan post test. Pre test diberikan sebelum treatment diberikan, sedangkan post test dilakukan setelah treatment diberikan. Nilai rata-rata hasil post test adalah 77,27. Berdasarkan hasil analisis statistik inferensial dengan menggunakan rumus uji t dapat diketahui nilai t_{Hitung} sebesar 7,49. Dengan frekuensi (dk) $30 - 1 = 29$, pada taraf signifikansi 5% diperoleh $t_{Tabel} = 2,69$. Dengan demikian $t_{Hitung} > t_{Tabel}$ pada taraf signifikansi 0,05 maka hipotesis yang diajukan adalah jika diterapkan model pembelajaran Think Talk Write ada pengaruh dalam meningkatkan hasil keterampilan menulis deskriptif siswa kelas VIII-4 MTs Negeri 4 Langkat.

Kata kunci: *Model Pembelajaran Think Talk Write (TTW), Teks Deskriptif, Keterampilan Menulis*

ABSTRACT

This study aims to determine the effect of the Think Talk Write (TTW) learning model on student achievement in descriptive writing skills in class VIII-4 MTs Negeri 4 Langkat. This type of research is pre-experimental research with the research sample, namely class VIII-4. The instrument used is a test that is in the form of a pre test and post test. The pre test is given before the treatment is given, while the post test is after the treatment is given. The average value of the post-test results is 77,27. Based on the results of inferential statistical analysis using the t test formula, it can be seen that the t_{Count} is 7,49. With a frequency (dk) of $30 - 1 = 29$, at a significance level of 5% obtained $t_{Table} = 2,69$. Therefore $t_{Count} > t_{Table}$ at a significance level of 0,05, the hypothesis is that if the Think Talk Write learning model is applied there is an effect in increasing the results of the descriptive writing skills of class VIII-4 students of MTs Negeri 4 Langkat.

Keyword: *Think Talk Write (TTW) Learning Model, Descriptive Text, Writing Skills*

I. INTRODUCTION

The language widely used as a means of communication in the world is English. It is an international language in the world. So, it is important for people to learn it. Particularly in Indonesia, English is one of foreign languages. It is the most famous foreign language which is taught from elementary school up to university school level. By learning English, the students are expected to absorb and keep up with the development of science, technology and art.

Writing is a medium of human communication that involves the representation of a language through a system of physically inscribed, mechanically transferred, or digitally represented symbols. Since writing is one of the ways for people to communicate such as expressing their thoughts, ideas, and feelings, it is crucial for students to practice writing from an early stage so that they can write and share their opinion easily.

In Junior High School, one of the basic language skill that should be mastered is writing. According to school-based curriculum (K-13), students are required to master writing skill in each level of education starting from junior high school until college level. One of the ways to master this skill is through constant writing practice, which is supported by the curriculum that starting from Junior High School. The students are already introduced to several types of text writing such as descriptive text

Descriptive text is text that contains a description of an object, place, or event. The structure of the descriptive text is identification, description, and conclusion. Descriptive text is a type of text that aims to explain or describe a person, animal, place or thing. Generally, what is described is the shape, feature, or nature. By practising writing of the descriptive text, students are expected to be able to express meaningful ideas and create short essays in the form of descriptive text. On the other reason, researcher hope the students can master in descriptive text, so they can

describe about their house, a picture, and all things.

On the other hand, some of students have been interviewed by the researcher. Thus, the researcher conclude most of the students had difficulties in writing descriptive text because they just listen, sat, and write the materials and they just should memorize the vocabulary without knowing how to write it in a sentence. When the English teacher gave the exercises, the students were still confused.

There are many ways to encourage students in learning English. Teaching English using the strategy is one of the way to make students excited to learn English. The strategy should give a better condition and motivation for students. This is one of the alternative of a strategy to improve students interested in learning English. If students interesting in learning English can improve, students achievement will be better too.

According to Shoimin (2014: 212), the TTW learning model is learning to train students' writing skills, think, speak, write. Students need to communicate the results of their reasoning. Next Huda (2015:218) explained that TTW is a strategy that facilitates the practice of spoken language and write the language well. This TTW has a syntax that matches the order it contains, namely think, speak, and write. TTW encourages students to think, speak, and then write a specific topic. This TTW learning model takes time to get used to develop fluency in writing and to practice language before writing and to help students collect and develop ideas through structured discussion. Model TTW learning is a strategy based on developing thinking and communication skills oral and written communication. Therefore, this TTW learning model is suitable used to learn to write descriptive text. When learning to write descriptive text with by using the TTW learning model, students learn to participate actively in thinking and thinking work together in groups to solve problems.

Writing is an activity or process to express ideas or opinion. The definitions of writing are variously stated by some experts. According to Susanto (2016, page. 24), Writing is the ability to express an idea in writing form. According to Dalman (2015, p. 3), writing is a creative process of pouring ideas in the form of written language for purposes, for example telling, convincing, or entertaining. Writing represents what we think. It is because the writing process reflects things, which stay in the mind. Students who are reluctant to write things down often suffer for this activity. The students find difficulties when they start looking for some reasons to write and producing written sentences.

Writing skills are activities to convey messages, feelings, ideas, and ideas expressed through Syatriana's writings (2018, p. 3). Next according to Azizah (2016, p. 315) states that in writing skills, must master the topic of the problem to be written and write must also master vocabulary. Meanwhile, according to Parera (in Aljalita, 2015, p. 2) states that writing skills are skills by using spelling, punctuation, word formation, sentence use, sentence selection, choice of words, sentence effectiveness, discussing thoughts carefully, precisely, logical and consistent. Then, students should learn strategies for invention and discovery, and teachers should help students generate content and discover a purpose. Also, it is stated that readers, purpose, and occasion define all types of writing and effective writing fulfills the writer's intention and meets the readers' needs. It means that writing is a complex process and it seems reasonable to expect, then, that the teaching of writing is complex as well.

The word description comes from the Latin word *describere* which means to describe or give something. In English the word description is related to the word to describe which means to describe. Descriptive text is text that contains a description of an object, place, or event. Descriptive text is used to describe or give something. This text contains a series of paragraphs that discuss objects or places. So that the reader can see, hear, and

feel what is described by the author. Description is a form of essay that describes something according to the actual situation. So that the reader can see, hear, smell, and feel what is described in accordance with the author's description. Descriptive text contains a series of paragraphs that describe a place or object. Quoting the module *Description Text Based on Contextual Approach* written by Ary Kristiyani, descriptive text is a text that describes an event or object based on sight, hearing, feeling, and smell. Through these sensory experiences, the author can pour sentence by sentence to become a complete text. Examples of descriptive text, about natural tourist destinations or house descriptions

The think-talk-write (TTW) learning model is a learning model that can develop students' understanding and communication skills. The think-talk-write learning model developed by Huinker and Laughlin (Yamin and Ansari, 2008:84) is built through thinking, speaking and writing. The flow of the Think-Talk-Write learning model starts from the involvement of students in thinking or dialogue with themselves after the reading process, then talking and sharing ideas with friends then writing the results of the discussion. This model is more effective if carried out in heterogeneous groups with 3-5 students. In this group, all students are asked to read, make small notes, explain, listen and share ideas with friends and then express them through writing.

II. RESEARCH METHOD

a. Types and Research Methods

This type of research is experimental research, namely the research method used to find the effect of certain treatments on others under controlled conditions (Sugiyono, 2006:72). According to Gay (in Emzir, 2007:63) Experimental research is the only research method that can properly test the hypothesis regarding causal relationships (cause and effect).

This type of research based on the approach is a research quantitative. Quantitative research is an investigation of social problems based on testing a theory consisting of variables,

measured by numbers, and analyzed by statistical procedures to determine whether the predictive generalizations of the theory are correct. According toutama (2016: 43) quantitative research is closely related with social survey techniques including structured interviews and structured questionnaire, experiment, structured observation, content analysis, formal statistical analysis and much more. The quantitative approach aims to test theory, construct facts, show the relationship between variables, provide statistical description, estimating, and predicting the results.

In this study, researchers used a quantitative approach with the type of pre-experimental design research included in the research experiment. The research design used is a one group pretest posttest design. Arikunto (2013:124) said, "that model One Group Pretest Posttest Design learning is an experiment that carried out in only one group without a comparison group. Experiments are carried out to see the effects of a treatment."

III. RESEARCH RESULT AND DISCUSSION

Data Description

Descriptive data is a description of the data used in a study. In testing this data description, the researcher tries to know the description or condition of the respondents who are the samples in the research. This research was a quantitative research which held on 12 September 2022 and 19 September 2022 in class VIII-4 at MTs Negeri 4 Langkat. The data analysis method used simple linear regression analysis to determine whether there was an influence of the independent variable on the dependent variable. In this study, the independent variable was the use of the TTW (Think-Talk-Write) learning model, while the dependent variable was the descriptive text. Data collection was done by using the test method, namely pre-test and post-test.

1. Description of Pretest Results

Based on the data, it can be concluded that student learning outcomes at the pretest stage

using test instruments were categorized as very low, namely 5,55%, low 6,67%, medium 16,67%, high 36,67%. Judging from the results of the existing percentages, it can be said that the level of student ability in the effect of using the Think Talk Write (TTW) Learning Model on Student Achievement in Descriptive Writing Skills is relatively low.

criteria for student learning outcomes determined by the researcher, that is, if the number of students reaches or exceeds the minimum completeness criteria ($65 \geq 75\%$), so that it can be concluded that the learning outcomes of class VIII students of MTs Negeri 4 Langkat on the subject of descriptive writing skills using a simple scale do not meet the classical learning outcomes completeness criteria where students who complete only $36,67\% \leq 75\%$.

2. Description of Learning Outcomes (Posttest) Descriptive Writing Skills for Grade VIII-4 MTs Negeri 4 Langkat after Applying the Think Talk Write (TTW) Learning Model

From the results of the calculation above, the average value of the results of learning descriptive writing skills after the application of the Think Talk Write learning model is 77,27 from an ideal score of 100. As for being categorized according to the guidelines of the Ministry of Education and Culture (Depdikbud) 2003.

Based on the data that can be seen in the table above, it can be concluded that student learning outcomes at the post-test stage using test instruments are categorized as very high, namely 13,33%, high 86,67%,. Looking at the results of the existing percentages, it can be said that the level of students' ability in writing descriptive skills after the Think Talk Write learning model is applied is high.

3. The Effect of Applying the Think Talk Write (TTW) Learning Model to Grade VIII-4 Students of MTs Negeri 4 Langkat

In accordance with the research hypothesis, namely "there is influence in applying the Think Talk Write (TTW) learning model to student learning outcomes in class VIII-4 MTs Negeri 4 Langkat's descriptive

writing skills", the technique used to test the hypothesis is inferential statistical techniques using t-test.

Discussion

The Think Talk Write learning model is often known as the (TTW) approach. This model is designed so that students can share knowledge with their friends and then share knowledge by teaching lessons that their friends do not understand. Teachers need to take special steps to collect, sort, and transform these questions into specific activities. Think Talk Write learning details these steps and displays a structure for a writing skill that involves all students' attention to the material provided by the teacher as the center

Based on the results of the pre-test, the average value of student learning outcomes which can be seen in the table above, it can be concluded that student learning outcomes at the pretest stage using the test instrument were categorized as very low, namely 5,55%, low 6,67%, medium 16,67%, high 36,67%. Judging from the results of the existing percentages, it can be said that the level of student ability in the effect of using the Think Talk Write (TTW) Learning Model on Student Achievement in Descriptive Writing Skills is relatively low.

Furthermore, the average value of the post-test results is 77,27. If the data is associated with the indicators of completeness criteria for student learning outcomes determined by the researcher, that is, if the number of students who achieve or exceed the KKM score ($65 \geq 75\%$), it can be concluded that the learning outcomes of students' descriptive writing skills Class VIII-4 MTs Negeri 4 Langkat on the subject The discussion on descriptive writing has fulfilled the criteria of classical learning outcomes where students who complete are $100\% \leq 75\%$.

Based on the results of inferential statistical analysis using the t test formula, it can be seen that the t_{Count} is 7,49. With a frequency (dk) of $30 - 1 = 29$, at a significance level of 5% obtained $t_{\text{table}} = 2,69$. Therefore $t_{\text{Count}} > t_{\text{Table}}$ at a significance level of 0,05, the hypothesis is that if the Think Talk Write

learning model is applied there is an effect in increasing the results of the descriptive writing skills of class VIII-4 students of MTs Negeri 4 Langkat.

The results of the analysis above show that there is an effect of applying the Think Talk Write (TTW) learning model on the results of the ability to write descriptively, in line with the results of the observations made. Based on the results of observations there were changes in students where at the beginning of the learning activity there were some students who carried out other activities or were ignorant during the lesson. This can be seen at the first meeting of students who carried out other activities as many as 3 people, while at the last meeting only 1 student carried out other activities when the teacher explained the material. At the beginning of the meeting, only a few students were active during the lesson. However, in line with the implementation of the Think Talk Write learning model, students began to be active at every meeting

Based on the results of the analysis of descriptive statistics and inferential statistics obtained as well as the results of observations that have been made, it can be concluded that the application of the Think Talk Write learning model has an effect on the results of the students' ability to write descriptively in class VIII MTs Negeri 4 Langkat.

IV. CONCLUSION

Based on the results and interpretation, the Think Talk Write (TTW) learning model has an effect on students' writing skills in descriptive texts of VIII-4 grade students at MTs Negeri 4 Langkat. The writer found that the t_{Count} is 7,49. With a frequency (dk) of $30 - 1 = 29$, at a significance level of 5% obtained $t_{\text{table}} = 2,69$. Therefore $t_{\text{Count}} > t_{\text{Table}}$ at a significance level of 0,05, it means the hypothesis is accepted. It can be concluded that there is an effect of the Think Talk Write (TTW) learning model on students' writing skills in descriptive text of class VIII-4 students at MTs Negeri 4 Langkat.

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