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The Development of Students' Writing Description Text Skills Using The *Think Talk Write (TTW)* Learning Model

By:

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ABSTRACT

The best way for learning to write descriptive language is to use the Think Talk Write (TTW) model. This model may aid students in expressing their opinions or views. The issue is working out how to help the fifth-graders at SDN No 105368 Karang Anyar write descriptive text to use the Think Talk Write (TTW) learning method. With the kind of pre-experimental design research that is a part of experimental research, this study takes a quantitative method. A one-group pretest-posttest research design was adopted. The population of this study consisted of all 29 students in class V at SDN No. 105368 Karang Anyar. A test technique was employed to get the data for this study. A written test about creating a descriptive paragraph is what is being used. In both the pretest and posttest, the test is given twice. According to the report's results and discussion, it is clear that fifth-grade students at SD Negeri No. 105368 Karang Anyar in the Pegajahan District who were not using the Think Talk Write (TTW) learning model scored on average 42.75 out of 100, which is in the very poor category.

Keywords: Skills, Writing, Description Text, Think Talk Write (TTW)

1

1. INTRODUCTION

Writing descriptive text is the writing job awarded for SD/MI in complies with the 2013 curriculum for class V. Core Competencies 4. Using this, parsing, assembling, modifying, and composing in the concrete world in accord with what is learned in school and other sources that offer the same point of view or theory. Basic Competence 4.2 paying special attention to vocabulary and structure while presenting data about desires in the form of descriptive text about objects (schools, tourist attractions, historic sites, regional art performances), both in written form and orally.

Based on the results of interviews conducted with one of the fifth-grade Indonesian language teachers at SDN No. 105368 Karang Anyar, Sarma Silaban, S.Pd on September 2, 2022, information was obtained that there were problems in learning to write a descriptive text. First, The pupils don't have interest in writing activities because they do not know how to start writing. Second, students have difficulty in writing because their writing is not logically sequential. This is evidenced when students write descriptive texts they have difficulty stringing words together. Third, students are not yet skilled at writing descriptive texts because they still need writing guidance so that students can write well descriptive texts following the meaning of descriptive texts.

In addition, interviews were also conducted with several fifth-grade students at SDN No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, North Sumatra. This is because the five selected students represented other students in the interview. The selection of students is selected in terms of students who have high ability, medium ability, and low ability. From the interviews that have been conducted, it can be concluded that first, the lack of motivation in students to learn, thus making students lazy to write descriptive texts. Second, students have difficulty in writing because students find it difficult to write their language. Third, students do not understand the text itself, because they do not master the concept. Fourth, the lack of supporting media for students in understanding the learning material.

The Think Talk Write (TTW) learning model was the one used in this study by the authors. The Think Talk Write (TTW) learning approach is one that can fairly and substantially student is given' communication and understanding in the classroom (Yamin and Ansari, 2008:84). Because the Think Talk Write (TTW) model has never been used at SDN No 105368 Karang Anyar, choose it for your descriptive text writing skills. The Think Talk Write (TTW) model

will also help students become more informed of their writing's flaws. For this reason, the writer uses the Think Talk Write (TTW) model to investigate this model for learning descriptive text.Based on the problems above, we need an appropriate learning model for writing descriptive text, namely using the *Think Talk Write* (TTW) model. This is because by applying this model students can be helped in expressing their ideas or opinions. Students will tend to reason according to the insights they have. Meanwhile, students who are less able to reason will be motivated by the provocation of written ideas.

2. LITERATURE REVIEW
2.1 Definition of Writing

Tarigan (2008: 3), (2008: 3), Language skills like writing are used to communicate with others indirect rather than face-to-face. Writing is a creative and practical hobby. In writing tasks, the writer must be competent in utilizing terminology and syntactic construction. It takes a lot of work to become great at writing; it is not a skill that will come naturally.
According to Nurjamal (2013: 69), writing is a creative process of expressing ideas in the form of written language, for example, informing, convincing, and entertaining. The result of this creative writing process can be referred to as writing or essay.

2.2 The Nature of the Description Text

According to Priyatni (2014: 72), An object, thing, or specific situation is mentioned in a descriptive text so that the reader may hear, see, or feel what's being described. The descriptive text aims to explain experiences related to the results of sensory observations, such as their appearance, voice, taste, temperament, or movements. In line with this opinion,

Mahsun (2014: 28) says that descriptive text has a social purpose to describe an object or object individually based on its physical characteristics. The description presented must be specific based on the characteristics of the existence of the object being described.

2.3 Definition of Think Talk Write (TTW) Learning Model

Think Talk Write (TTW) is a technique that makes it easier to practice speaking and writing a language fluently, according to Huda (2014: 218). Fluent writing can be enhanced using this technique, which also usually includes speaking the language before writing.

3

According to Shoimin (2014: 212), TTW (Think Talk Write) is a learning model to train students' writing skills. Think Talk Write (TTW) emphasizes the need for students to communicate the results of their thoughts.

Isrok'atun (2018:153) claims that the constructivist learning model is the base of the TTW learning model, which uses it in thinking, speaking, and writing activities. The TTW model, according to Huinker and Laughlin (in Hamdayana, 2014: 217), can help students in learning through thinking, speaking, and writing by push them to reflect on their knowing and speak up after reading, led by speaking and sharing ideas with peers before writing.

Based on the opinions of these experts, it can be concluded that *Think Talk Write* (TTW) is a learning model to train students' writing skills, and emphasizes the need for students to communicate the results of their thoughts. The *Think Talk Write* (TTW) model is used to develop fluent writing and practice language before writing.

Table 1
Steps to Apply Think Talk Write (TTW) Model to the Ability to Write Description Text

The steps in Huda's learning model (2014:218)	Use of the Think Talk Write (TTW) Study design for Writing Detailed Text
By, students read the text and make notes any opinion they have in order to submit them to the discussion forum..	The teacher distributes the descriptive text, then the students read the descriptive text entitled "Class V SDN No 105368 Karang Anyar" individually the students make small notes
Students talk and collaborate together to discuss the contents of the note in their friends (talk).	Students interact and collaborate with their group mates to discuss small note, which consists of 6 groups of 4-5 people.
Students make their own knowledge that they can express in speech (write).	From the results of the discussions carried out, students compose their own sentences with the title "Teacher Canteen of SDN No 105368 Karang Anyar" according to students' knowledge and formulate it in written form according to the structure that has been prepared determined.
The last learning activity means creating reflections and conclusions about the material studied.	After the learning material is discussed, the teacher and students make reflections and conclusions on the material being studied.

3. RESEARCH METHOD

With the kind of pre-experimental research design used in experimental research, the researcher applied a quantitative technique in this study. The research design used is a one-group pretest-

posttest design. Arikunto (2018:124) said, "the One Group Pretest Posttest Design learning model is an experiment carried out in one group without a comparison group. Experiments are carried out to see the effects of treatment.

One Group Pretest Posttest Design research design was initially carried out with a pretest without being given treatment to determine the student's initial abilities, then students were given treatment using the TTW (Think Talk Write) learning model. Furthermore, the last task is to determine the ability of students after the treatment (posttest stage).

The population in this study were all students of class V SDN No. 105368 Karang Anyar totaling 29 students.

Inferential statistical analysis was used to test the research hypothesis by using the t-test. However, before testing the hypothesis, the normality and homogeneity test must first be carried out.

The normality tester used was Kolmogorov-Smirnov to determine whether the data that followed the population were normally distributed. The criteria used are learning outcomes data are said to follow a normally distributed population if the p-value > a = 0.05. Meanwhile, for homogeneity testing, a test of homogeneity of variance is used which aims to determine whether the variation of the research data is homogeneous. The learning outcomes data obtained are said to be homogeneous if the p-value > a = 0.05.

4. RESULTS

The authors' data for this study were obtained from student descriptive paragraphs written both before and after the Think Talk Write (TTW) learning model, and they were collected in the form of data. Descriptive statistical analysis methods were used to evaluate the data. as well as statistical analysis. The data analysis in question is described as follows:

The results of calculating the pretest scores of students who are complete and incomplete in writing descriptive paragraphs are presented on the histogram graph as follows.

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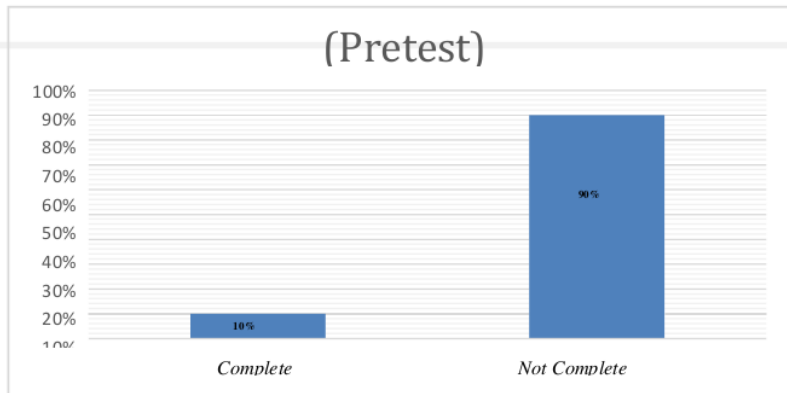
Graph 4.1: Histogram of Calculation of the Number of Students in Completed and Uncompleted Pretests

The results of calculating the posttest scores of students who are complete and incomplete in writing the descriptive paragraphs presented in table 4.5 can be described in the histogram graph as follows.
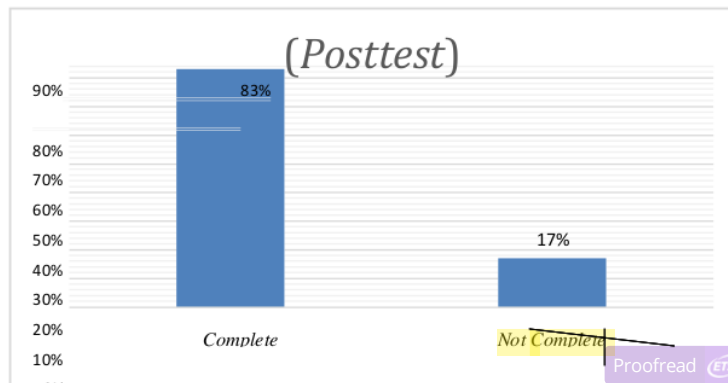
Graph 4.2: Histogram of Calculation of the Number of Students in Completed and Uncompleted Final Tests

5. DISCUSSION

By using the Think Talk Write (TTW) learning model, students are quite enthusiastic and more enthusiastic because they can interact and exchange opinions with their friends so that they can

add to their ideas and ideas in writing. At the time of the writing test, the students already know what they are going to write. The ability to write descriptive paragraphs of students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, is quite skilled in using the Think Talk Write (TTW) learning model.

Based on the results of the inferential statistical test (t-test) independent samples test with hypothesis testing criteria, namely, the alternative hypothesis (H1) is accepted if the t value is the t table value. On the other hand, H1 is rejected if t count < t table value at a significant level of 0.05%. The students of SD Negeri No. 105368 Karang Anyar in the fifth grade used the Think Talk Write learning model to write descriptive paragraphs. The results showed that the t-count value was 11.892 and the t table with a significance level of 0.05 was 1.701. The research hypothesis is accepted since the t value > the t table value (11,892 > 1,701), in line with the results of the independent samples test with inferential statistics (t-test). Hence, it can be concluded that the Think Talk Write learning model's application has a significant impact on fifth-grade students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, North Sumatra's ability to write descriptive paragraphs.

CONCLUSION

The result that may be drawn from the research and discussion is that, prior to using the Think Talk Write (TTW) learning model, fifth-grade students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, were only able to write descriptive paragraphs with an average score of 42.75 and a very poor category. Students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency who were checked on their ability to write descriptive paragraphs used the Think Talk Write (TTW) learning model and achieved an average score of 78.27 with a sufficient category.

The research hypothesis is accepted since the t-count value is higher than the t-table value (11,892 greater than 1.701), in line with the results of hypothesis testing using SPSS version 23. So even, it can be concluded that the Think Talk Write learning model's application has a benefit on the fifth-grade students' ability to write descriptive paragraphs at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, North Sumatra.

Based on the results obtained from this study, the authors propose the following suggestions:

1. Students need to be enriched with insight and knowledge about learning models so that students do not feel bored participating in learning activities in class.
2. The application of the Think Talk Write (TTW) learning model can be one of the models that can be used in learning to write descriptive paragraphs. It is possible that this model can be applied in other writing lessons.
3. Teachers can use other learning models so that the average value of students can get a very good category of writing descriptive paragraphs.

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