

The Development of Students' Writing Description Text Skills Using the *Think Talk Write (TTW)* Learning Model In Class V SDN No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, North Sumatra Academic Year 2022-2023

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Abstract

The right learning model in writing descriptive text is using the Think Talk Write (TTW) model. By applying this model students can be helped in expressing their ideas or opinions. The problem is how to use the Think Talk Write (TTW) learning model on the ability to write descriptive text for fifth grade students at SDN No 105368 Karang Anyar? The purpose of the study was to describe the effectiveness of the use of the Think Talk Write (TTW) learning model on the ability to write descriptive texts for the fifth grade students of SDN No 105368 Karang Anyar. This study uses a quantitative approach with the type of pre-experimental design research which is included in experimental research. The research design used is a one group pretest-posttest design. The population in this study were all students of class V SDN No. 105368 Karang Anyar totaling 29 students. The technique used to collect data in this study is a test technique. The test used is a written test, which is about writing a descriptive paragraph. The test is given twice during the pretest and posttest. Based on the results of the research and discussion, it can be concluded that the ability to write descriptive paragraphs of fifth grade students at SD Negeri No. 105368 Karang Anyar, Pegajahan District before using the Think Talk Write (TTW) learning model, obtained an average score of 42.75 with a very poor category. Meanwhile, the ability to write a paragraph description of students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, after using the Think Talk Write (TTW) learning model, obtained an average score of 78.27 with a sufficient category. The results of hypothesis testing using SPSS version 23 which shows that the t-count value is obtained = 11.892 while the t-table value is = 1.701 with a significance level of 0.05, it is stated that the research hypothesis is accepted because the t-count value > t-table value (11,892 > 1.701). So, it can be concluded that the application of the Think Talk Write learning model has an effect on the ability to write descriptive paragraphs for fifth grade students at SD Negeri No. 105368 Karang Anyar.

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

1. Introduction

The writing lesson taught for SD/MI in accordance with the 2013 curriculum for class V is writing descriptive text. Core Competencies 4. Trying, processing, and presenting in the concrete realm (using, parsing, assembling, modifying, and composing) according to what is learned in school and other sources that are the same in point of view/theory. Basic Competence 4.2 Presenting data of ideas, impressions in the form of descriptive text about objects (schools, tourist attractions, historical places, regional art performances) in writing and orally by paying attention to structure, language, both orally and in writing. 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 descriptive text. First, the students' lack of 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 are able to write well descriptive texts in accordance with 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 have 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 own 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.

In this study the authors chose the Think Talk Write (TTW) learning model. Think Talk Write (TTW) learning model is a learning model that can develop students' understanding and communication skills as a whole and fairly in the classroom (Yamin and Ansari, 2008:84). Choose Think Talk Write (TTW) for descriptive text writing skills because this model has never been applied at SDN No 105368 Karang Anyar. In addition, with the Think Talk Write (TTW) model, students will be more aware of the shortcomings of their writing. For this reason, the writer tries this model in learning descriptive text by using the Think Talk Write (TTW) model.

Based on the problems above, we need an appropriate learning model in 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

According to Tarigan (2008: 3), writing is a language skill that is used to communicate indirectly, not face to face with other people. Writing is a productive and expressive activity. In writing activities, the writer must be skilled in utilizing the structure of language and vocabulary. This writing skill will not come automatically, but must go through a lot of practice and practice.

According to Nurjamal (2013: 69), writing is a creative process of expressing ideas in the form of written language for the purpose of, for example, informing, convincing, 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), descriptive text is a text that describes an object / thing / situation so that the reader seems to hear, see or feel what is described. Descriptive text aims to explain experiences related to the results of sensory observations, such as their shape, sound, taste, behavior 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

According to Huda (2014: 218), *Think Talk Write* (TTW) is a strategy that facilitates language practice orally and writes the language fluently. This strategy is used to develop fluent writing and practice language before writing.

According to Shoimin (2014: 212), *Think Talk Write* (TTW) 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.

According to Isrok'atun (2018:153), the TTW learning model is based on constructivist learning which is applied through thinking, speaking, and writing activities. Huinker and Laughlin (in Hamdayana, 2014: 217) state that in the learning process the TTW model can build understanding through thinking, speaking, and writing by involving students in thinking and dialogue with themselves after going through the reading process, and then speaking and sharing ideas. sharing) with friends 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 of the learning model according to Huda (2014:218)	Application of Think Talk Write (TTW) Model in learning to Write Description Text
Students read the text and make notes from the reading individually (<i>think</i>), to be brought 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 interact and collaborate with their friends group to discuss the contents of the note (<i>talk</i>).	Students interact and collaborate with their group mates to discuss small note, which consists of 6 groups of 4-5 people.
Students construct their own knowledge that makes understanding in written form (<i>write</i>).	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 final activity of learning is to make reflections and conclusions on 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

In this study, the researcher used a quantitative approach with the type of pre-experimental research design which was included in experimental research. The research design used is a one group pretest-posttest design. Arikunto (2018:124) said, "that 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 a treatment.

One Group Pretest Posttest Design research design was initially carried out with a pretest without being given treatment to determine the students' initial abilities, then students were given treatment using the TTW (Think Talk Write) learning model. Furthermore, given the last task 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. The sampling technique used in this study is non-probability sampling with a purposive sampling technique.

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.

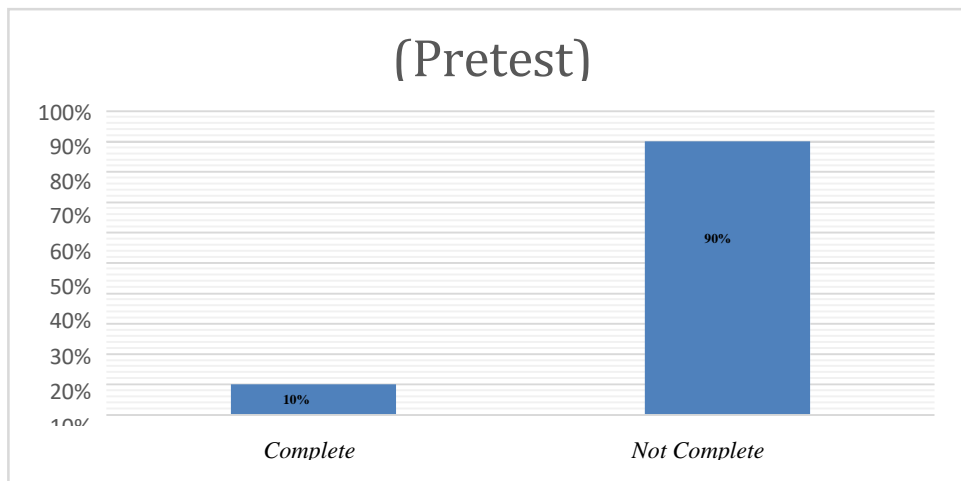
The normality tester used was Kolmogorov-Smirnov to determine whether the data that followed the

population were normally distributed. The criteria used are learning outcomes data are said to follow a normally distributed population if the $p\text{-value} > \alpha = 0.05$. 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 $p\text{-value} > \alpha = 0.05$.

4. Results

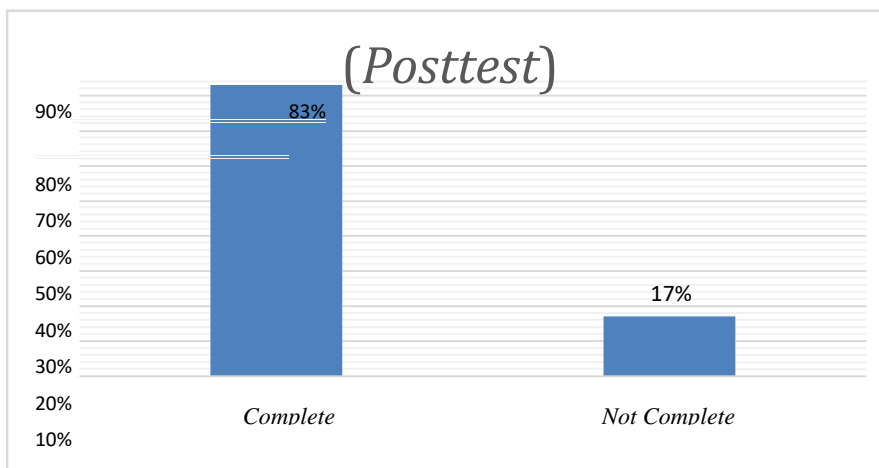
The data collected by the authors in this study are in the form of data from the results of writing student descriptive paragraphs before using the Think Talk Write (TTW) learning model, and writing student description paragraphs after using the Think Talk Write (TTW) learning model which will then be analyzed using descriptive statistical analysis techniques. and inferential 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.



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 by 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 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 results of the t-test writing descriptive paragraphs using the Think Talk Write learning model for fifth grade students of SD Negeri No. 105368 Karang Anyar, Pegajahan District, showed that the t-count value obtained was = 11.892, while the t table with a significance level of 0.05 was = 1.701. Then the results of hypothesis testing with inferential statistics (t-test) independent samples test, it is stated that the research hypothesis is accepted because the t value > t table value (11,892 > 1,701). So, it can be concluded that the application of the Think Talk Write learning model significantly affects the ability to write descriptive paragraphs for fifth grade students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, North Sumatra.

Conclusion

Based on the results of research and discussion, it can be concluded that the ability to write descriptive paragraphs of fifth grade students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, before using the Think Talk Write (TTW) learning model, obtained an average score of 42.75 with a very poor category. . Meanwhile, the ability to write descriptive paragraphs of students at SD Negeri No. 105368 Karang Anyar, Pegajahan District, Serdang Bedagai Regency, after using the Think Talk Write (TTW) learning model, obtained an average score of 78.27 with a sufficient category.

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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 in 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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