



Think-Talk-Write Learning Model to Improve the Skills of Writing Personal Experiences

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ABSTRACT

This study is grounded in the context of students' deficiency in writing skills, particularly in expressing personal experiences or personal narratives. The objective is to identify substantial disparities in the personal narratives of writing students prior to and following the implementation of the Think-Talk-Write instructional approach. The research employed a quasi-experimental utilizing a one-group pre-test and post-test design. The methodology employed in this study was a testing approach utilized for data collection purposes. Subsequently, the data was examined utilizing SPSS PASW version 18 software. The outcomes of incorporating students' personal experiences into the Think-Talk-Write learning approach yielded an average score of 66. The average score for students' personal experiences recorded after using the Think-Talk-Write learning paradigm was 66, with a maximum score of 81. The written reflections on students' personal experiences before and after using the Think-Talk-Write instructional approach revealed a significant improvement in their average scores, increasing from 66 to 81. The Think-Talk-Write learning methodology has been shown to enhance students' proficiency in writing personal experiences.

Keywords: *Learning model, Think-talk-write, writing personal experiences.*

1. INTRODUCTION

Learning process is an interaction between students, educators, materials, methods, and strategies used within the scope of learning (Pane & Dasopang, 2017). Sundanese learning is aimed at students who are more creative and skilled in communication, either orally or in writing. Sundanese language learning skills taught at schools are listening, reading, speaking, and writing. According to Semi (2007), writing is a creative process of transferring ideas into written symbols. Writing is a productive and expressive activity. Writing activities do not come automatically, but through stages of practice to gain graphological, language structure, and sentence skills (Tarigan, 2008).

Citing Sari et al. (2017), Uno asserts that not everyone can develop ideas or suggestions in written form. Students' level of understanding of learning material affects their learning outcomes. Besides, students' lack of interest is influenced by the learning model used by the teacher. Creative teachers will use varied learning methods and models so that the teaching and learning process is not monotonous and can attract students' interest. According to Hendrayana (2017), to achieve learning patterns, learning tools are needed to support learning activities. Likewise, when learning to write about students' personal experiences, it is difficult to express thoughts and ideas which ultimately influence the skills.

In KIKD, Sundanese Language and Literature Subjects for second graders in the 2017-revised 2013 secondary school curriculum there is a lesson about writing personal experiences. Learning to write from personal experiences is one aspect of writing skills that students must acquire. This is in accordance with KD 4.4 compiling and communicating narrative texts about personal experiences according to social function, text structure, and linguistic elements (Haerudin, 2019).

In the learning process, teachers must develop learning models to support active, creative teaching and learning activities and attract students' learning interests. According to Aditya (2016) teachers as educators must master several teaching methods. Therefore, every teacher is expected to be able to make learning in class more interesting and use

learning models that are appropriate to the lesson. In agreement with Emda (2018), the learning model is a conceptual framework for describing procedures and systematicity in learning to achieve learning goals.

The Think-Talk-Write learning model is a learning model that accommodates oral and written language practice. This model was introduced by Huinker and Laughlin (in Huda, 2013). What gives an understanding of learning is that it is a social activity. The Think-Talk-Write learning model allows students to think, talk, and write about a topic. This learning model can be used to develop writing and practice language before writing. Apart from that, this method can help development of ideas in conversation.

Previous research on the Think-Talk-Write (TTW) learning model by Nuraeni (2013) revealed that the method was effective in improving writing skills. Moreover, Dewi (2014) and Maulida (2016) confirmed that the model could also enhance the ability to write expository text and essays respectively. The significance of this research is to solve problems in the writing learning process, especially in writing about personal experiences, by using an appropriate learning model that makes it easier for students in the learning process, as well as being an alternative to improve the quality of learning and innovation through learning models.

2. METHOD

This research uses a quantitative approach using a quasi-experimental method that uses an experimental class without using a control class. Quasi Experiments are used to test the Think-Talk-Write learning model to improve the ability to write about personal experiences.

According to Nazir (2013) research design is all processes required in designing and carrying out research. According to Arikunto (2013), the quasi-experimental method is divided into three parts, namely: 1) a one-shot case study; 2) a pre-test and post-test; and 3) a static group comparison. The design used in this research is the One-Group Pretest-Posttest Design. In this study, the test was carried out twice, namely Pre-test and Post-test. This research was carried out by giving a pre-test first to measure the extent of understanding regarding learning to write personal experiences. Then, students are given treatment to practice their ability to write about personal experiences through learning using the Think-Talk-Write learning model. Next, to measure students' final ability to write about personal experiences, a post-test was carried out. The research design is as Table 1.

Table 1. Research design

O ₁	X	O ₂
(Sugiyono., 2017)		
Information:		
O ₁ = ability to write personal experiences before using the Think-Talk-Write (TTW) learning model		
X = learning using the Think-Talk-Write (TTW) learning model		
O ₂ = ability to write personal experiences after using the Think-Talk-Write (TTW) learning model		

The participants were secondary school students in Bandung, Indonesia. Data were gathered with the help of written tests as the instrument given to measure the student's ability to write personal experiences. This is in accordance with Arikunto (2014) that a test is a flow of questions or exercises as well as a tool used to measure the skills and knowledge possessed by each individual or group. In processing and analyzing data, there are aspects of writing ability that are assessed to be used as a reference. The aspects that are assessed include content, essay organization, vocabulary, language form, and mechanics (spelling and diction). After processing and analyzing the data, a data characteristic test is carried out to determine parametric or non-parametric statistical tests. To test the nature of the data, there are two methods, namely the normality test and the homogeneity test.

The normality test is used to determine whether the data is normally distributed or not (Sintia et al., 2022). The homogeneity test is a statistical parameter for testing two data that have a normal or definite distribution (Ripai et al., 2022). On the other hand, hypothesis testing is used to determine statistical truth and to draw conclusions about whether the data is accepted or rejected (Anuraga et al., 2021).

3. RESULTS AND DISCUSSION

3.1. The Ability to Write Personal Experiences Before Using the Think-Talk-Write Learning Model

Student's ability to write about personal experiences before using the Think-Talk-Write learning model was classified as inadequate, with an average score of 66 from a KKM of 75. Judging from the aspects of the ability to write personal experiences, namely *eusi* (content), essay organization, *kosa kecap* (vocabulary), *adegan basa* (basic scenes), and *mekanik* (mechanics), the ability to write students' personal experiences is described in the figure 1.

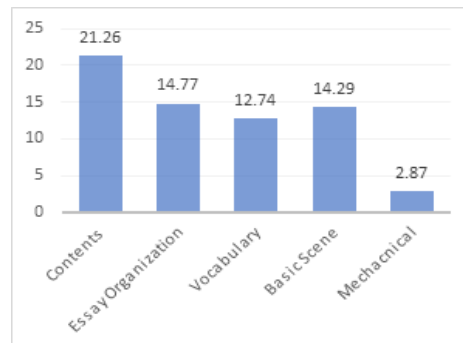


Figure 1 Ability to write students' personal experiences using the Think-Talk-Write learning model.

Student's ability to write personal experiences in the content aspect before using the Think-Talk-Write learning model was 'moderate-fair' with an average of 21.26. Thus, the content aspect of understanding is lacking, not being able to develop key sentences, the problems expressed are narrow. The ability to write in the organizational aspect of essays before using the Think-Talk-Write learning model was classified as 'fairly good' with an average of 14.77. Thus, the organizational aspect of the essay is less organized, but the main idea can be seen, the flow is logical but not complete.

The ability to write students' personal experiences in the vocabulary aspect before using the Think-Talk-Write learning model was 'moderate-sufficient' with an average of 12.74. Thus, when choosing vocabulary that is not appropriate, the words are less effective and are limited in choosing words and using them, mistakes often occur, resulting in wrong meanings.

The ability to write students' personal experiences in the basic scene aspect before using the Think-Talk-Write learning model was 'moderate-sufficient' with an average of 14.29. Thus, the basic scenes make it difficult to use and compose simple sentences, there are grammatical errors, and the meaning is unclear (confusing). The ability to write personal experiences in mechanical aspects (spelling and diction) before using the Think-Talk-Write learning model was 'not good' with an average of 2.87. Thus, the mechanics (spelling and diction) do not control the rules of writing, there are many spelling errors, and the writing is messy, difficult to read.

3.2. The Ability to Write Students' Personal Experiences After Using the Think-Talk-Write Learning Model

Based on the results of observations of blind students, Students' ability to write personal experiences after using the Think-Talk-Write learning model is classified as 'capable' with an average score of 81 from a KKM of 75. Judging from the aspects of the ability to write personal experiences, namely content, essay organization, vocabulary, basic scenes, and mechanics, the ability to write students' personal experiences is described in the figure 2.

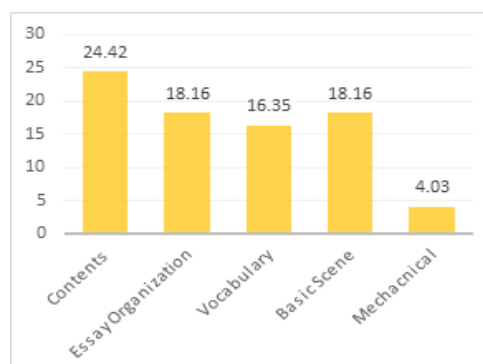


Figure 2 Student's ability to write personal experiences after using the Think-Talk-Write learning model.

In the content aspect, students' ability to write personal experiences after using the Think-Talk-Write learning model is classified as 'fairly good' with an average 24.42. In this way, you really understand the content aspects, you can develop keywords according to the title and problems discussed but are not complete. In the aspect of essay organization after using the Think-Talk-Write learning model, students' ability in writing is classified as 'very good' with an average score of 18.16. In this way, the organization of the essay of ideas expressed is complete, concise, neatly structured, logical, and cohesive. Students' writing ability in the vocabulary aspect after using the Think-Talk-Write learning model is classified as 'fairly good' with an average score of 16.35. Thus, the vocabulary is incomplete, the sentences are effective, and choosing words and expressing them is sometimes inappropriate but not annoying.

The ability to write students' personal experiences in the basic scene aspect after using the Think-Talk-Write learning model is 'pretty good' with an average of 18.16. Thus, the basic construction scene is simple but effective with few errors in grammar and does not eliminate *ma'na*. Meanwhile, in the mechanical aspect, students' writing abilities after using the Think-Talk-Write learning model were 'fairly good' with an average score of 4.03. Thus, the mechanics (spelling and diction) lack mastery of writing rules, sometimes spelling errors occur but do not change the meaning, the writing is neat.

3.3. Students Ability in Writing Personal Experiences After Using the Think-Talk-Write Learning Model

The increase in students' writing skills before and after using the Think-Talk-Write learning model can be seen in several aspects of writing personal experiences. To make it clearer, it can be seen in Table 2.

Table 2. Aspects of the ability to write personal experiences before and after treatment

	Average Personal Experience Writing Ability Aspects					Average Grade
	A	B	C	D	E	
K1	21.26	14.77	12.74	14.29	2.87	66
K2	24.42	18.16	16.35	18.16	4.03	81

K1: pre-treatment
K2: post-treatment

Based on the table 2, the student's ability to write personal experiences prior to using the model is represented with the main score of 66 or "incapable", however, the main score rose to 81 or "capable" after the treatment. Student's ability at pre and post-treatment can be seen in figure 3.

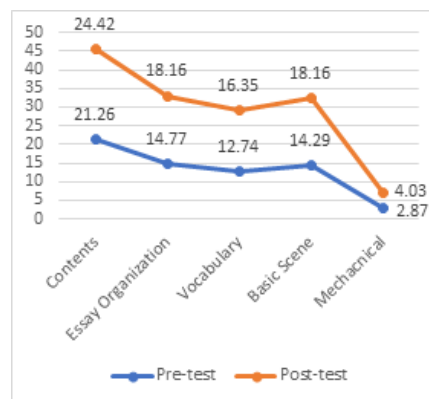


Figure 3 Students' ability in writing personal experiences in every aspect before and after using the Think-Talk-Write learning model.

The ability to write students' personal experiences after the treatment in all aspects observed. Content-wise, it increased from 'medium-fair' 21.16 to 'fairly good' 24.42; organization increased from 'fairly good' 14.77 to "very good" 18.16; vocabulary increased from 'medium-fair' 12.74 to 'fair-good' 16.35; basic scene increased from previously 'moderate' 14.29 to 18.16; and mechanic increased from 'not good' 2.87 to 'fairly good' 4.03.

3.4. Significant Differences in Students' Personal Experience Writing Ability Before and After Using the Think-Talk-Write Learning Model

To prove that there is a significant difference between students' ability to write personal experiences before and after using the Think-Talk-Write learning model, there are several steps that must be carried out, namely testing the nature of the data and testing hypotheses. The normality test aims to determine whether data on students' personal experience writing ability has a normal or abnormal distribution. To test the normality of abilities before and after using the Think-Talk-Write learning model in this research, test the normality of pre-test and post-test data using the SPSS VERSION 18 application, using the Kolmogorov-Smirnov test. The normality test of data on students' personal experience writing skills explained (n) or the number of students was 31. The results of the Kolmogorov-Smirnov normality test were 0.878 or more than 0.05. This means that H_0 is accepted and H_1 is rejected. Thus, it can be concluded that the population sample is normal.

Based on the results of the paired sample test (t-test) in table 3, it can be concluded that the calculated t result is -7.425 with a significance (sig. 2-tailed) of 0.000. The significance value is $0.000 < 0.05$, based on the criteria it can be concluded that H_1 is accepted, or H_0 is rejected. Thus, there is a difference between students' ability to write about personal experiences before and after using the Think-Talk-Write learning model. In this way, the Think-Talk-Write learning model can improve the ability to write personal experiences.

Table 3. Paired samples test

Pair		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
					Lower	Upper			
1	Pretest - Posttest	-15.097	11.321	2.033	-19.249	-10.944	-7.425	30	.000

The theory of this research is in accordance with Tytler as cited in Iskandarwassid (2009) that the Think-Talk-Write (TTW) learning model is included in the theory of constructivism, which has a design, namely; giving students the opportunity to be able to express ideas using their own language, to think about their experiences, to be more creative and imaginative, to try new ideas, providing experience with ideas they already have, supporting students to change existing ideas, and create conducive learning environment.

4. CONCLUSION

Based on the results of the paired sample test (t-test) above, it can be concluded that the calculated t result is -7.425 with a significance (sig. 2-tailed) of 0.000. The significance value is $0.000 < 0.05$, based on the criteria it can be concluded that H_1 is accepted, or H_0 is rejected. Thus, there is a difference between students' ability to write about personal experiences before and after using the Think-Talk-Write learning model. In this way, the Think-Talk-Write learning model can improve the ability to write personal experiences.

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It can be concluded that the increase to 'fair-good' with an average of 24.42 shows that students' ability to write about personal experiences before and after using the Think-Talk-Write learning model has increased.

The significant difference in the ability at pre- and post-treatment can be seen in the results of the normality test which produces 0.878, more than 0.05, the homogeneity test produces 0.059, more than 0.05. And the paired samples test produces -7.425 and significance (sig. 2-tailed) $0.00 < 0.05$, which means hypothesis H_1 is accepted, or the H_0 hypothesis is rejected. This means that there is a significant difference in students' ability to write about personal experiences before and after using the Think-Talk-Write learning model, especially in the aspects of content, essay organization, vocabulary, basic scenes, and mechanics. Thus, the Think-Talk-Write learning model can improve students' ability to write about personal experiences.

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