

THE INFLUENCE OF THINK TALK WRITE LEARNING MODEL ON INDONESIAN LANGUAGE LEARNING

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Abstract: This paper aims to explain the influence of Think Talk Write Model in Indonesian Language Learning. In the process of learning, teachers can choose and develop a model to achieve learning outcomes, because learning emphasizes more on achievement of goals related to learning. Think talk write is a learning model that emphasizes the importance of effective and meaningful learning. Effective means for purpose, while meaningful learning is not enough by just hearing and seeing but having to do activities of thinking, speaking, and writing (reading, asking, answering, commenting, doing, communicating, presentation, discussion, minutes). The think talk write model is an effective and meaningful learning model that starts from thinking through reading material, the reading result is communicated with the presentation and discussion, then the writing ability through the presentation report.

Keywords: Think, Talk, Write, Learning, Effective.

1. INTRODUCTION

The world of education requires continuous reforms in planning and conducting future education. Educational reform wants an increase in ability in various aspects of life. Increased ability in the aspects of life is passed by the learning process where learning is an attempt to make learners learn or activities to learners. In other words, learning is an effort to create conditions for learning activities to occur.

Learning activities should be designed to provide a learning experience that involves mental and physical processes through the interaction of learners, learners with teachers, the environment and other learning resources in the context of achieving basic competencies. The learning experience can be realized through the use of various approaches and focus on the condition of learners.

Learning activities can only be successful if learners learn actively and experience their own learning process. This learning activity will become meaningful for learners if done in a comfortable and enjoyable learning environment. Learning of learners is determined by the learning model developed by a teacher who can activate the integrated learning path students in this case students can think (reason), can communicate and document the results of his thinking.

In the process of learning, teachers can choose and develop a model to achieve learning outcomes, because learning emphasizes more on achievement of goals related to learning. However, the reality in the field of functions and authority of the teacher has not been optimally utilized. This condition certainly affects the quality of learning process and learning outcomes.

The process of implementation of classroom learning activities is still classified as less effective learning because the process of learning in the classroom teachers is less motivating and more dominant than the learners. Whereas the paradigm of the learning model is to provide active participation of learners in the learning process, as stated (Wena, 2013) that "the need for teaching and learning activities as the motivator of the students to actively participate".

While in terms of learning outcomes in the end make the results of student learning does not meet the target. The results of the pretesting done in early September 2016 through observation, the researchers found that the Indonesian language lesson that should be fun and exciting was far from expectations. There are still students who have not read well so difficult to write, in the end get low score in answering the essay test in Indonesian language lesson.

From the observation that has been done, found some factors causing student learning result is very low: that is (1) the teacher only use conventional teaching model that is lecturing and assignment, (2) the guidance given by teacher is not enough, (3) interest and motivation students to learn low. As a result, the result of study of V student of academic year 2016/2017 still tend to be low, where 53,33% from 62 students do not fulfill minimal mask criterion (KKM) equal to 80.

While looking at learning reform efforts that are being developed in Indonesia, teachers or prospective teachers are currently offered a variety of learning model choices, sometimes for research purposes (academic research and action research) is very difficult to find sources of literature. However, if teachers have been able to understand the basic concepts or theories of learning that refer to the learning process described above, then basically teachers can creatively try and develop their own unique learning model, in accordance with the real conditions in each workplace, so that in turn will emerge the models of learning the version of teachers concerned, which of course enrich the existing treasury learning model.

2. THINK TALK WRITE LEARNING MODEL

1. Understanding think talk write:

The think talk write model is one of the innovative learning development models (Suherman, 2009). Think talk write is a learning model that emphasizes the importance of effective and meaningful learning. Effective means for purpose, while meaningful learning is not enough by just hearing and seeing but having to do activities of thinking, speaking, and writing (reading, asking, answering, commenting, doing, communicating, presentation, discussion, minutes).

It is as stated (Suherman, 2009) that "think talk write model is a model of this learning begins with thinking through reading material (listening, critiques, and alternative solutions), the reading results are communicated with presentations, discussions, and then create a presentation report".

According to Vernon A Madnesen and Peter Sheal (Suherman, 2009: 6) that: The significance of learning depends on how students learn. If learning only by reading meaningfulness reaches only 10%, from hearing 20%, from seeing 30%, hearing and seeing 50%, saying-communication reaches 70%, and learning by doing and communicating can reach 90%.

Based on the above discussion, it can be concluded that the think talk write model is an effective and meaningful learning model that starts from thinking through reading material, the reading result is communicated with the presentation and discussion, then the writing ability through the presentation report.

2. The characteristics of think talk write learning:

The characteristics of learning talk talk write lies in the process that stimulates, trains and develops students' abilities in three aspects: awareness of thinking, communication skills, and writing skills.

a. The awareness of thinking is to think about what it thinks and how its thought processes, ie individual activities to rethink what has occurred and think of impact as a result of the previous thought. The awareness of thinking of each individual will be different, depending on the metacognitive variables, namely individual conditions, complexity, knowledge, experience, benefits, and thinking strategies. Holler (Suherman, 2009) suggests that metacognitive activity depends on individual awareness, monitoring, and regulation. Awareness of thinking contains elements of analysis, synthesis, and evaluation as the forerunner to grow the ability of inquiry and creativity. Therefore, the implementation of learning should familiarize the students to practice thinking skills, not just thinking at a glance with superficial meanings.

b. The ability to communicate in which students in learning will not be separated from communication between students, students with learning facilities, or with teachers. The communication skills of each student will affect the process and the results of learning in question and form their self. To be able to communicate with others, students must be able to master two different functions namely the ability to capture the intent to communicate with others and the ability to communicate with others in such a way that can be understood by others. Communication can be done in any form of language: written, spoken, gestures, musical expressions, artistic and so on, but in many ways spoken language is the most efficient means of

communication. Language development is closely related to nerve maturity and speech and its environment. Begin by uttering words, building vocabulary and making sentences, getting older will be more skillful speech and along with the intellectual development of individuals will be able to improve understanding and understanding the content of the conversation.

c. Writing ability is the process of delivering messages to others in writing. As a process, writing consists of pre-writing, writing and post-writing stages. The reading is the process of delivering the message in writing from other parties. Written communication is a communication activity that uses the means of writing that can describe or represent spoken communication including writing and reading.

3. Advantages of think talk write:

The think talk write learning model as part of innovative and cooperative learning system will provide the following benefits:

- a. Delivering students to meaningful learning is not enough learning by just hearing and seeing but having to do activities (reading, asking, answering, commenting, doing, communicating, presentation, discussion) (Suherman, 2009).
- b. For teachers with think talk write make himself as a facilitator in the activities of students to develop life skills so that they become independent person (Suherman, 2009).
- c. (A) each member has a role, (b) there is a direct interaction relationship between students, (c) each group member is responsible for learning as well as his or her group of friends, (d) the teacher helps develop group interpersonal skills, (e) teachers only interact with groups when needed (Carin, 1993).
- d. Because of the characteristics of cooperative learning, it provides benefits of group awards, individual accountability, and equal opportunity to succeed (Slavin, 2008).

4. The steps of learning think talk write:

To apply the think talk write model, according to (Suherman, 2009) the learning steps (syntax) include:

- a. Prepare the reading material.
- b. Divide the class into several small heterogeneous groups.
- c. One of the students from each group read out the reading material that the teacher had shared.
- d. Other group members think by listening, critiquing, and providing alternative solutions to the emergence of dilemmas or problems with reading material.
- e. Further reading results are communicated with the presentation of each group and followed by a discussion.

3. INDONESIAN LANGUAGE LEARNING

Language is one of the most important human abilities that enables it to excel over other beings on earth, so that there is no integrated communication system, including speech, reading and writing, but the language system. Basically, every language teaching aims to get students or students to have language skills. According to (Tarigan, 1991) that "Skilled in the language includes four things, namely: skilled listening, skilled at speaking, skilled at writing and reading skill". The fourth is a single chess in teaching Indonesian. These four aspects can be divided into two major groups: receptive skills that include reading and listening skills, and productive skills that include writing and speaking skills (Muchlisoh, 1992).

Indonesian language learning in elementary school education units is divided into two main groups namely the beginner rank (class I-III) and advanced rank (class IV-VI). The application of language learning to both groups is different because the goals and objectives of teaching are different. Beginner rankings in the acquisition of a simple beginning-level listening and reading-writing skill aims to guide the use of more complex and approaching language skills (Subana and Sunarti, 2005).

Learning aimed at the advanced level (class IV-VI) is intended to train and develop an integral mastery of students' language skills that include listening skills, speaking skills, reading skills and writing skills. Speech skills are a process of delivering a verbal message.

Language abilities children possess through the following stages:

- a. The paralinguistic stage, the phase of language development in which the child has not been able to produce meaningful sounds. The resulting sounds like crying, whining, twitching, and babbling are just a means of the child to train his articulatory movements until he is able to speak meaningful words.
- b. The one-word stage, the new child's language development phase, is capable of using one-word speech. The one-word represents complete ideas and speech.
- c. The two-word phase, the child's phase has been able to use two words in his speech.
- d. The many-word stage, the developmental phase of a child's language that has been able to speak using three-word or more with better grammatical mastery

The listening skills in language learning is a process of receiving messages delivered by others. As a process, listening activities consist of the stage of acceptance of oral stimuli, concentration of attention, and understanding the meaning of the message conveyed. The listener will be able to listen well if he has the ability to concentrate, catch the sound of speech, remember the important things, and understand the elements of linguistics and non linguistic adequately.

While writing skills in language learning is the process of delivering messages to others in writing. As a process, writing consists of pre-writing, writing and post-writing stages. The reading skill is the process of delivering messages in writing from other parties. As a process, reading is a continuous meaningful activity based on what is presented in the text of the essay as well as the knowledge possessed by the reader.

Meanwhile, for early reading learning is given in class I and II with the aim that students have the ability to understand and voice the writing with a reasonable intonation, as a basis for can read further. Preliminary reading learning is the level of reading learning process to master the writing system as a visual representation of language. This level is often referred to as the level of learning to read (learning to read). The read further is the level of reading mastery process to obtain the contents of the message contained in the article.

This level is referred to as reading to learn. Both levels are continuum, meaning that at the level of reading the beginning of the focus of activities mastery of the writing system, has also started learning to read further with understanding although limited. Likewise, in reading further emphasizes the comprehension of reading content, it is still necessary to improve and perfect the mastery of early reading techniques (Syafi'ie, 1999).

4. DEFINITION OF LEARNING RESULT

Learning is an accumulation of individual processes, which alter the stimulation that comes from one's environment into a number of information which can lead to learning outcomes in the form of long-term memory. These learning results provide the ability to perform various appearances. Ability that is the result of this study can be categorized as practical and theoretical (Warsita, 2008).

The learning achievement of students can be used as an indicator to determine the level of ability, ability, and mastery of learning materials. (Winkel, 1996) suggests that "in Bloom's taxonomy, the aspects of learning that must be measured for success are the cognitive, affective and psychomotor aspects so as to describe the overall behavior as a result of student learning." These three aspects are not independent, but are an inseparable unity. In line with the essence of Warsita's opinion above is what is put forward (Sudjana, 1995) that "learning outcomes are the abilities that students have after receiving their learning experience". More broadly about the results of the study (Suprayekti, 2003: 4-5) that:

- 1) The learning outcomes of the cognitive domain are oriented to the ability to "think", including simpler abilities to the ability to solve a problem.
- 2) The affective learning outcomes relate to "feelings", "emotions", "value systems" and "attitudes of the heart" that show acceptance or rejection of something.
- 3) Psychomotor domains are oriented toward motor skills related to limbs, or actions that require coordination between nerves and muscles.

While (Hamalik, 2006) states that "learning outcomes are when a person has learned that there will be behavioral changes in the person, for example from not knowing to know, and from not understanding to understand".

As according to (Dimiyati and Mudjiono, 2013) that learning outcomes are things that can be viewed from two sides of the student side and from the teacher side. From the student side, learning outcomes are a better level of mental development when compared to before learning. The level of mental development is manifested in the types of cognitive, affective, and psychomotor domains. While from the side of teachers, learning outcomes is the time learning materials.

Based on some understanding that has been described above, it can be concluded that the learning outcomes are the abilities possessed students after he received his learning experience, where the ability can be cognitive, affective, and psychomotor skills.

Measurement of learning outcomes undertaken during the teaching-learning process, especially at the end of teaching is usually called formative testing (Sudjana, 1995). From a review of the evaluation of student learning outcomes, the teacher can look back at the unit of learning and trace the actions it takes on teaching time. Awareness of teachers about the function of learning outcomes is one of the instruments in to improve the quality of educational outcomes. More broadly, the learning outcomes can be used by education supervisors to measure or assess the extent to which teachers' teaching experiences, activities and teaching methods are effective.

In addition, the learning achievement of students can be used as an indicator to determine the level of ability, ability, mastery of learning materials. According to (Sudjana, 1995) that the benefits to the study of learning outcomes, including:

- a. Improve the teaching program in the future.
- b. Review and refine his teaching practice in selecting and using teaching methods, developing student learning activities, learning guidance, assignments and exercises.
- c. Repeating the teaching materials that the students have not mastered yet.
- d. Diagnosis of students' learning difficulties to find the cause factor.

5. CONCLUSION

Learning activities should be designed to provide a learning experience that involves mental and physical processes through the interaction of learners, learners with teachers, the environment and other learning resources in the context of achieving basic competencies. In the process of learning, teachers can choose and develop a model to achieve learning outcomes, because learning emphasizes more on achievement of goals related to learning. Think talk write is a learning model that emphasizes the importance of effective and meaningful learning. Effective means for purpose, while meaningful learning is not enough by just hearing and seeing but having to do activities of thinking, speaking, and writing (reading, asking, answering, commenting, doing, communicating, presentation, discussion, minutes). The think talk write model is an effective and meaningful learning model that starts from thinking through reading material, the reading result is communicated with the presentation and discussion, then the writing ability through the presentation report.

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