



## The Influence of Think, Talk and Write (TTW) Learning Model on The Ability to Write Description and Learning Motivation of Fifth Grader

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### Abstrak

Penelitian ini merupakan penelitian eksperimen dengan desain yang bertujuan untuk melihat pengaruh penerapan model pembelajaran *Think, Talk, and Write* (TTW) terhadap kemampuan menulis deskripsi dan motivasi belajar siswa kelas V Gugus III, Kecamatan Kahu, Kabupaten Bone. Populasi dalam penelitian ini adalah seluruh siswa kelas V Gugus III Kecamatan Kahu, Kabupaten Bone. Kemudian dipilih dua sekolah secara random sebagai sampel penelitian. SD Inpres 12/79 Hulo dan SD Inpres 5/81 Tompon Patu dengan jumlah siswa 28 orang. Pengumpulan data dilakukan melalui teknik tes, angket, dan observasi. Data yang terkumpul dianalisis melalui analisis statistik deskriptif dan analisis statistik inferensial. Hasil penelitian menunjukkan bahwa (1) kemampuan menulis siswa pada tahap *posttest* kelas eksperimen memiliki nilai rata-rata dengan kategori baik sedangkan pada kelas kontrol berada pada kategori kategori cukup; (2) motivasi belajar siswa pada kelas eksperimen berada pada kategori tinggi; (3) berdasarkan uji hipotesis, penerapan model pembelajaran TTW berpengaruh terhadap keterampilan menulis deskripsi dan motivasi belajar siswa. Sehingga dapat disimpulkan model pembelajaran *Think, Talk, and Write* (TTW) berpengaruh terhadap keterampilan menulis deskripsi dan motivasi belajar siswa kelas V Gugus III Kecamatan Kahu, Kabupaten Bone.

**Kata Kunci:** *think, talk, and write; menulis deskripsi, motivasi belajar*

### Abstract

*This research is an experimental study with a design that aims to see the effect of implementing the Think, Talk, and Write (TTW) learning model on the ability to write descriptions and learning motivation of class V Cluster III students, Kahu District, Bone Regency. The population in this study were all students of class V, Group III, Kahu District, Bone Regency. Then two schools were chosen randomly as the research sample. SD Inpres 12/79 Hulo and SD Inpres 5/81 Tompon Patu with 28 students. Data was collected through test, questionnaire, and observation techniques. The collected data were analyzed through descriptive statistical analysis and inferential statistical analysis. The results showed that (1) the students' writing ability at the posttest stage of the experimental class had an average score in the good category while the control class was in the sufficient category; (2) students' learning motivation in the experimental class is in the high category; (3) based on hypothesis testing, the application of the TTW learning model affects the description writing skills and students' learning motivation. So it can be concluded that the Think, Talk, and Write (TTW) learning model has an effect on the description writing skills and learning motivation of the fifth grade students of Cluster III, Kahu District, Bone Regency.*

**Keywords:** *think, talk, and write; writing a description, learning motivation*

## Introduction

The teaching and learning process is a very important aspect in maximizing students' potential. This is necessary to enhance their fundamental abilities, one of which is their writing ability. A teacher must be aware that language is a crucial component of communication activities in their capacity as educators. Students can grasp messages that are being communicated by others when they are communicated via language. The message may directly or indirectly convey thoughts or emotions. A person can convey their thoughts or ideas in writing by using language, but a source is required (Suhardiana, 2019: 6).

The four language skills that students need to master in order to acquire a language are listening, speaking, reading, and writing. To have strong language abilities, one must be proficient in these four areas. Since the four talents are interconnected, it is anticipated that one may evenly master them.

One of the four elements of the Indonesian language that students must learn is writing. Writing may let someone express themselves through well constructed language. Writing is a linguistic ability that is used to communicate with others in an indirect manner rather than face-to-face. Writing is a useful and expressive habit. In other words, writing is a writer's activity since it gives him a channel for expressing his views.

In addition to listening, speaking, and reading abilities, writing skills are a type of language skills that are highly important for children both during their time in school and subsequently in life in society. Students' capacity to participate successfully in classroom instruction and learning is primarily based on their writing skills. Writing instruction therefore plays a crucial role in education and teaching.

Writing descriptive paragraphs is one style of writing that may be utilized as the main emphasis in the learning process to help students improve their writing abilities. The ability to write descriptive paragraphs is important enough for students to master so that they can easily describe or convey information about a subject in practice. A descriptive paragraph is a paragraph whose writing content provides an explanation of an

object while also using the five senses of the writer. It is intended that a reader would be able to feel, see, and hear an item through the observation of one that has been written by describing it in depth.

According to previous observations, students encounter a number of challenges and factors when writing descriptive paragraphs, which makes it difficult to help them improve their writing skills. These include the following: (1) A lack of vocabulary mastery makes it difficult to develop writing; (2) Students still have trouble identifying ideas and ideas during the brainstorming process, and (3) Directly interviewing numerous students and their teachers revealed that writing motivation is still quite low. It is common knowledge that one of the key factors supporting the success of a learning process is student motivation since motivated students readily absorb and comprehend the teachings taught by the teacher.

This is consistent with Sanjaya's assertion that the motivating learning process is one of the most crucial dynamic features, which was cited by Emda (2017:175). Students that struggle frequently do so for reasons other than academic competence, such as a lack of desire to study. He didn't try to employ all of his skills as a result. Or, to put it another way, the extent of a student's interest in studying depends on their motivation. The amount of learning that occurs during learning activities or the amount of effort students put into understanding the material that is provided to them depends on their motivation.

In order to provide a learning model that is anticipated to be able to help students overcome the three issues that are the primary causes of their struggles with writing descriptive paragraphs, it is important to first identify the three issues that students confront. The Think, Talk and Write (TTW) learning paradigm is one of the models that may be used. The Think, Talk and Write (TTW) learning approach starts with a thought flow by reading the content (listening, critiquing, and considering alternate ideas), debating the issue, creating presentations, and lastly reporting the findings of the conversation and making presentations (Siregar & Nara, 2014: 66)

Think, Talk, and Write is a collaborative learning paradigm that uses thinking, speaking/discussion activities, discussions, and debates to carry out learning activities in order to reach the intended goals and learning abilities, according to Iru & Arisi (2012: 67). Hence, Think, Talk, and Write (TTW) is a collaborative learning approach that presupposes the flow of thought (thinking) through reading activities, speaking (conversations), expressing viewpoints, presentations, and writing.

This learning model can teach students to analyze, be active in learning, skilled in communication, dare to make an argument, respect the opinions of others, and teach students to be able to convey the results of student discussions in a logical and organized form of writing. As a result, this learning model is expected to be able to overcome the difficulties that occur in learning to write descriptive paragraphs at Fifth Grade, Cluster III, Kahu District.

Through this instructional strategy, students are not only encouraged to contemplate (think), but also to participate in discussion activities, voice their viewpoints (talk), and methodically record the conversation's outcomes (write). To ensure that every student actively participates in learning, this learning approach enables students to study on their own or in groups.

## Method

This study uses a nonequivalent group design and is experimental. All fifth students in Cluster III, Kahu District, Bone Regency, made up the study's population. The researchers then chose two schools—SD Inpres 12/79 Hulo as the experimental class and SD Inpres 5/81 Tompon Patu as the control class—as the research sample through the use of random sampling.

In this study, test, questionnaire, and observation procedures were used to collect data. Tests, questionnaires, and observation sheets are the instruments employed. The acquired data were examined using descriptive statistical analysis as well as inferential statistical analysis that included homogeneity test, normality test, and hypothesis testing with partial test (t-test), and simultaneous test.

## Findings and Discussion

### Statistical Analysis Description

#### a. Ability to Write Description

Students took a pretest before receiving therapy (pretest). Before the experimental class receives therapy, a pretest is administered to determine the students' first descriptive writing skills. Table 1 below shows the results of the pretest on the students' descriptive writing skills.

**Table 1. Descriptive Statistics**

Descriptive Statistics				
	N	Mini mu	Max imu	Std. Deviation
Pre-Test Experimental	14	64,33	83,00	5,6507
Post-Test Experimental	14	74,00	92,67	6,06154
Pre-Test Control	14	62,75	86,00	7,55315
Post-Test Control	14	67,00	91,00	7,61440
Valid N (listwise)	14			

Source: (Processed Data, 2022)

Table 1 demonstrates that the experimental class's minimum value during the pretest stage is only slightly different from the control class's minimum value, which is 62.75 for the control class and 64.33 for the experimental class. The same is true for the highest value. The highest score for the control class is 83.00, whereas the maximum score for the control class is 86.00, making it greater than the experimental class. The experimental class's lowest and maximum values, however, were greater than those of the control class at the posttest stage. The experimental class's minimum score is 74.00, whereas the control class's score is 67.00. The experimental class's maximum score is 92.67, whereas the control class's score is 91.00. Table 2 below provides further information about the frequency distribution of the pretest results for the experimental class and the control class.

**Table 2. Frequency Distribution of Pretest Scores Writing Ability Description**

Score	Category	Experimental	Control Class
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		Class			
		Fre que ncy	Persent age (%)	Fre que ncy	Persen tage (%)
91-100	Very Good	-	0	-	0
85-90	Good	-	0	1	7.1
75-84	Fair	6	42.7	5	35.71
66-74	Poor	7	50	6	42.86
0-65	Very Poor	1	7.14%	2	14.29
<b>Total</b>		<b>14</b>	<b>100%</b>		

Source: (Processed Data, 2022)

Table 2 shows that there aren't many differences in the frequency distribution of the values between the experimental class and the control class. It follows that the descriptive writing skills of the students in the experimental class and the control class are about equivalent. Table 3 below shows the frequency distribution of the posttest results for the students' writing descriptions.

**Table 3. Distribusi Frekuensi Nilai Posttest Kemampuan Menulis Deskripsi**

Score	Category	Experimental Class		Control Class	
		Fre que ncy	Persent age (%)	Fre que ncy	Persen tage (%)
91-100	Very Good	3	21.43	1	7.14
85-90	Good	7	50	5	35.71
75-84	Fair	2	14.29	4	28.57
66-74	Poor	2	14.29	4	28.57
0-65	Very Poor	-	0	-	0
<b>Total</b>		<b>14</b>	<b>100%</b>	<b>14</b>	<b>100%</b>

Source: (Processed Data, 2022)

Table 3 shows that there are variations in the frequency distribution between the experimental class and the control class for each category. Very good category frequency in the experimental class is three, whereas it is one in the control class. Good category frequency in the experimental class can reach seven, whereas it is only five in the control class. Only 2 persons fall into the poor and very poor frequent categories in the experimental class, compared to 4 people in

each of the poor and very poor frequent categories in the control class.

### b. Learning Motivation

In this study, there are five markers of learning motivation: 1) persistence in learning, 2) tenacity in overcoming challenges, 3) interest and sharpness in learning, 4) achievement in learning, and 5) independence in learning. There were 25 question items in this study that dealt with motivation for learning in relation to the use of Think, Talk, and Write. Table 4 displays the findings of the study of the motivation questionnaire.

**Table 4. Frequency and Percentage of Student Motivation**

Interval score	Frequen cy	Persent age	Criterion
106-125	3	21.43%	Very High
86-105	7	50%	High
66-85	3	21.43%	Neutral
46-65	1	7.14%	Low
25-45	-	0%	Very Low
<b>Total</b>	<b>14</b>	<b>100%</b>	

Source: (Processed Data, 2022)

Based on the frequency table above, it is clear that among the 14 research samples, there were 3 students who scored 21.43% in the very high motivation category, 7 students who scored 50% in the high criteria category, 3 students who scored 21.43 percent in the neutral criteria category, and 1 student who scored 7.1 percent in the low criteria category. With the use of the Think, Talk, and Write learning methods, it can be said that students have a high level of motivation for learning.

### Inferential Statistical Analysis

#### a. Normality Test

To ascertain if the data acquired were regularly distributed or not, the normality test was carried out. The Kolmogorov-Smirnov test was used to do all computations using the Statistical Package for Social Science (SPSS) version 25 program. If the significance value of  $p > 0.05$ , the data is considered to be regularly distributed; nevertheless, if the significance value of  $p < 0.05$ , the data is considered to be non-normally distributed.

According to data analysis, the experimental class pretest's p-value was 0.191. The p-value for the

posttest in the experimental class is 0.211 since this result above the significance level of 0.05. This result exceeds the 0.05 significance level. Additionally, the test findings for the control class group likewise revealed normally distributed data with a P value in the pretest of 1.36 and a value in the post-test of 1.48, both of which were higher than the significant rate of = 0.05. Consequently, it may be said that the data was normally distributed.

**b. Homogeneity Test**

The goal of the homogeneity test is to ascertain whether or not the sample used to represent the population is homogenous. The SPSS 23 application for Windows was used to conduct the homogeneity test for this study. If the significance value of  $p > 0.05$  was met, the data were declared to have the same population variance (homogeneous), but if  $p < 0.05$  was met, the data indicated that the population variance was not the same (not homogeneous).

Analysis of homogeneity test data can be seen in Table 5 below.

**Table 5. Homogeneity Test Data Analysis**  
**Test of Homogeneity of Variance**

		Leven	d	df2	Sig
		e	fi		.
		Statis			
		tic			
<b>Learnin g Outcom es</b>	Based on Mean	1,298	1	26	,265
	Based on Median	1,170	1	26	,289
	Based on Median and with adjusted df	1,170	1	25,892	,289
	Based on trimmed mean	1,322	1	26	,261

Source: (Processed Data, 2022)

According to Table 5, the population

variance homogeneity test yielded a value of  $p = 0.265$  where  $p > 0.05$ . The population variance is equal, according to the findings of the population variance homogeneity test (homogeneous).

**c. Hypothesis Test**

Hypothesis test in this research is *independent sampel t test*. Based on the hypothesis test, the  $t_{count}$  is 2,325 while  $t_{table}$  is 2,064 with significancy 0,05. This analysis showed that  $t_{count} > t_{table}$  which means that the hypothesis is accepted. Therefore, it may be said that the Think, Talk and Write learning model affects students' ability to write paragraphs.

The Think, Talk and Write (TTW) learning model has an impact on students' desire for learning as well as their capacity to write descriptions, according to the research findings. The findings of this study support Huinker and Laughin's assertion that the Think, Talk, and Write (TTW) learning paradigm promotes students to think and actively participate in the teaching and learning process (Yamin et al., 2008:36).

To put it another way, students become more excited and engaged while using the Think, Talk and Write (TTW) learning paradigm since they can interact and share ideas with their peers and add to their written work. The students have already decided what they will write when they take the writing test. The Think, Talk, and Write (TTW) learning paradigm has shown that fifth-grade students in primary school are extremely adept at writing descriptive paragraphs.

The Think, Talk, and Write (TTW) learning model develops thinking, reflects on, and organizes ideas before students are required to write, according to Siswanto and Ariani (2016:107). The Think, Talk and Write (TTW) learning model begins with students engaging in self-reflection or reflective conversation before moving on to chatting and exchanging ideas with peers before student write.

In addition, Arihi et al. (2012) described the four phases of the Think, Talk, and Write (TTW) learning model, which are communicating learning objectives and motivating students, grouping students into cooperative groups, assigning problems to the groups and supervising group problem-solving, gathering discussion

results and discussing them, and concluding the discussion that has taken place.

The findings of this study are pertinent to other studies that demonstrate how the Think, Talk, and Write (TTW) learning model application impacts students' learning motivation and writing skill compared to utilizing conventional learning methods, in addition to the expert view stated above (Amin, Kukul, 2021; Nurhayati, 2019; Suhardiana, 2019; Setyonegoro, 2020).

Teachers must also implement cutting-edge teaching techniques, one of which is the Think, Talk and Write (TTW) learning model since it may improve all students' critical thinking abilities and foster effective problem-solving (Siswanto, Ariani; 2016).

To make learning more meaningful, teachers must increase their students' motivation and aptitude for learning. Because of this, teachers must adopt more creative teaching methods that are appealing to students and tailored to their personalities.

## Conclusion

According to the study's findings, the Think, Talk and Write (TTW) learning model can enhance kids' writing abilities and learning motivation, making it one of the suggested learning models to use in the classroom.

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