



The Effectiveness of Concept Sentence (CS) and Think Talk Write (TTW) Cooperative Learning Models in Writing Descriptive Text for Grade V Elementary School Students

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Abstrak

Penelitian ini bertujuan untuk mengetahui perbedaan dan hasil efektivitas menggunakan model pembelajaran kooperatif tipe *Concept Sentence* dan *Think Talk Write* dalam rangka mengembangkan keterampilan menulis teks deskripsi. Jenis penelitian yang digunakan dalam penelitian ini yaitu eksperimen semu atau dikenal dengan *quasy exerimental research*. Sampel yang diambil dari SD yang ada di Kecamatan Bancak, Kabupaten Semarang adalah SD Negeri Jlumpang, dan SD Negeri Pucung. Teknik pengambilan sampel dalam penelitian ini yaitu menggunakan teknik *purposive sampling*. Variabel terikat pada penelitian ini adalah keterampilan menulis teks deskripsi. Teknik yang digunakan dalam penelitian ini adalah menggunakan tes. Uji analisis statistik yang dipergunakan untuk penelitian ini meliputi uji normalitas, uji homogenitas dengan uji-t atau uji beda rata-rata. Hasil penelitian ini adalah terdapat perbedaan model pembelajaran *Concept Sentence* dan *Think Talk Write* terhadap keterampilan menulis teks deskripsi. Selisih pada nilai rata-rata *pretest* dan *posttest* kelas ekperimen1 yaitu 23, 34, sedangkan kelas ekperimen2 yaitu 19, 12. Hasil uji-t menunjukkan nilai Sig. (2-tailed) sebesar $0,020 < 0,05$, sehingga pembelajaran *Concept Sentence* memiliki efektivitas lebih unggul secara signifikan terhadap keterampilan menulis teks deskripsi siswa kelas V SD Kecamatan Bancak.

Kata Kunci: Teks Deskripsi, *Concept Sentence*, *Think Talk Write*

Abstract

The objective of this study was to determine the differences and effectiveness of the *Concept Sentence* and *Think Talk Write* cooperative learning models to develop descriptive text writing skills. A pseudo-experiment, also known as *quasy experimental research*, was used in this study. Samples were obtained from elementary schools in Bancak District, Semarang Regency from SD Negeri Jlumpang, and SD Negeri Pucung. The sampling technique used in this study was *purposive sampling*. The ability to write descriptive text was the dependent variable in this study. The test technique was used in this study. Statistical analysis tests in this study included the normality test, homogeneity test with *t-test*, and mean difference test. Based on the findings of this study, there was a difference in description text writing skills between the *Concept Sentence* and *Think Talk Write* learning models. The difference in mean *pretest* and *posttest* scores for the *experiment1* class was 23, 34, while the difference for the *experiment2* class was 19, 12. The *t-test* results showed a Sig. (2-tailed) of $0.020 < 0.05$, indicating that *Concept Sentence Learning* is significantly more effective on the writing skills for the fifth grade of elementary school students in Bancak District.

Keywords: Descriptive Text, *Concept Sentence*, *Think Talk Write*

Introduction

Writing is one of the skills that students must learn in elementary school. Learners must master writing skills because they can express their ideas, and thoughts to others through writing activities (Nugraha et al, 2019: 119). Writing, according to Dalman (2016: 3), is a creative process of expressing ideas in the form of written language in order to inform, persuade, or entertain. Writing description texts is one of several types of writing skills taught in primary school. According to Fadhillah (2022: 105), a description text is a text that explains and describes an object or situation as accurately and vividly as possible, so that readers feel as if they hear, see, feel, and live the work. The advantage of studying descriptive text is that it allows you to learn about places, surroundings, and so on (Ulfa et al., 2018: 2).

Descriptive text writing skills are still relatively low. This is supported by research conducted by Putri et al, (2020: 222), which indicates that students' description text writing activities continue to struggle with pouring ideas or ideas into written form, stringing words, and using inappropriate language. Learning activities that do not hold students' attention are one of the factors contributing to their low ability to write description texts. According to Astriani (2017: 92), factors that can contribute to a lack of writing activities include an uninteresting learning process that leads to students becoming bored quickly, a lack of motivation in learning, a lack of variety in the process of learning activities, and the use of inappropriate models. Based on this, a learning environment that can improve students' skills in writing learning activities is required. As a result, a learning model, specifically the cooperative learning model, is required to develop the skills of writing description texts. According to Isjoni (2016: 16), the cooperative learning model is a learning model that is currently widely used to realize student-centered teaching and learning activities, particularly to overcome teacher difficulties in activating students. Concept Sentence and Think Talk Write cooperative learning models are thought to be used in

learning activities for writing description text skills.

According to Shoimin (2014: 37), the Concept Sentence model is a learning model carried out by students using cards containing keywords. The keywords are then organized into sentences and developed into paragraphs. The application in concept sentence learning is designed to help students improve their creative thinking skills. This concept sentence model is appropriate for use because it can train students' thinking in expressing ideas and conveying them in writing, as well as reduce student boredom (Hapsari & Sutansi, 2018).

Think Talk Write is a learning model that encourages learners to think, talk, and then write about a topic, based on the understanding that learning is a social behavior. Huinker and Laughlin pioneered the Think Talk Write model. The TTW model is built primarily through thinking, speaking, and writing (Nawoto, 2023: 37). The Think Talk Write learning model guides students through thinking activities with themselves, reading activities, and continuing the speaking process through discussion activities with other group members, with the results of the discussion poured into writing or writing activities.

Study conducted by Hertanty et al. (2021) found that the ability to write student description texts has a 5% significance based on statistical tests of pretest and posttest results when using the Concept Sentence Type Cooperative Learning model. Another study conducted by Fahmiati et al (2021) found that there is a significant and positive influence on the writing skills of IV grade students at SDN 29 Dompur after being treated using the concept sentence type cooperative learning model assisted by sentence card media in 2020/2021.

Study conducted by Darmawan (2017) found that using the Think Talk Write learning model affects students' description writing skills in his study titled "The Effect of Think Talk Write Learning Model in V Description Writing Skills on Grade Students." In line with this study, Limbong et al (2021) found that after using the Think Talk Write model, the skill of writing description texts improved from acquiring results that were initially poor to

better. This shows that the Think Talk Write model has an effect on students' description text writing skills.

Based on the above description, a study titled "The Effectiveness of Concept Sentence and Think Talk Write Cooperative Learning Models in Descriptive Texts Writing Skills on V Grade Elementary Schools in Bancak District" is being considered. The objective of this study was to determine the differences and results of the effectiveness of using Concept Sentence and Think Talk Write type cooperative learning models to develop description text writing skills.

Method

A pseudo-experiment, also known as quasy experimental research, was used in this study. SD Negeri Jlumpang and SD Negeri Pucung in Bancak District, Semarang Regency provided samples. The sampling technique used in this study was purposive sampling. This study was carried out in the Bancak District, specifically in the SD Negeri Jlumpang and SD Negeri Pucung. Both elementary schools are educational institutions that organize elementary school curriculum unit educational activities. The Concept Sentence and Think Talk Write learning models were the independent variables in this study. The ability to write descriptive text was the dependent variable in this study. The test technique was used in this study. The statistical analysis tests in this study included the normality test, homogeneity test with t-test, and mean difference test.

Result and Discussion

According to the result of this study conducted at elementary schools in Bancak District, namely SD Negeri Jlumpang and SD Negeri Pucung, the learning implementation activities in the experimental group1 (SD N Jlumpang) used the Concept Sentence learning model, while the experimental group2 (SD N Pucung) used the Think Talk Write learning model.

This research consisted of several steps. The first step in determining students' initial ability prior to treatment was to administer a

description question as a pretest in two groups. The second step was to administer treatment to two experimental groups, with experimental group 1 receiving treatment using the Concept Sentence model and experimental group 2 receiving treatment using the Think Talk Write model. The third step was to administer a post-treatment test to determine the ability to write the final description text. In the experimental₁ class, the average pretest score was 48, 89, and the average posttest score was 72, 30. Meanwhile, the average pretest score of the experimental₂ class was 44, 80, and the average posttest score of experimental₂ class was 63, 92. As a result, there is a difference between the pretest and posttest results in the two experimental classes. The difference between pretest and posttest average values of the experimental₁ class was 23, 34. Meanwhile, the difference between pretest and posttest average values of the experimental₂ class was 19, 12. There were differences in results between the experimental₁ and experimental₂ classes as a result of this data processing. Furthermore, when using the Concept Sentence learning model (experiment₁), the average value increase is greater than when using the Think Talk Write learning model (experiment₂). The table below contains descriptive statistics for the experimental₁ and experimental₂ groups.

Table 1. Descriptive Statistics of Pretest and Posttest Values of Experimental₁ Group

	Descriptive Statistics				
	N	Minimum	Maximum	Mean	Std. Deviation
Pretest CS	27	40	62	48.89	6.618
Posttest CS	27	60	86	72.30	6.556
Valid N (listwise)	27				

Table 2. Descriptive Statistics of Pretest and Posttest Values of Experimental₂ Group

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pretest TTW	25	30	68	44.80	9.967
Posttest TTW	25	50	82	63.92	9.027
Valid N (listwise)	25				

The next step was to run a prerequisite test, which included a normality test to determine whether the data used was normally distributed or not. When the test results have a significance level > 0.05 , the data is said to be normally distributed. If the significance level is < 0.05 , the data is said to be non-normally distributed. The pretest and posttest normality test results for writing descriptive text for the experimental group₁ using Kolmogorov-Smirnov yielded a pretest value of 0.200, which means > 0.005 , and a posttest value of 0.200, which means > 0.005 . As a result, it is possible to conclude that the data is normally distributed.

Following the normality test, homogeneity test was performed. Homogeneity test determines whether the data is from a population with the same variance. Basically, the homogeneity test decision making is that the data is considered homogeneous if the significance value is > 0.05 , and inhomogeneous if the significance value is < 0.05 . Based on the results of the homogeneity test, the experimental class₁ had a significance value of 0.665 and the experimental class₂ had a significance value of 0.694. As a result, it is possible to conclude that experimental groups 1 and 2 are homogeneous.

Following the testing of normality and homogeneity, the independent sample t-test was used to determine the significance value of the two groups. Based on the data processing, the sig. (2-tailed) in the t-test table for each group was 0.020. This means that $0.020 < 0.05$. The results of the combined independent sample t-test test between experimental groups 1 and 2 were then sig. (2-tailed) 0.020. This means that $0.020 < 0.05$. As a result, H_0 was rejected while H_a was accepted. Thus, the

Concept Sentence learning model outperformed the Think Talk Write learning model on the skill of writing description text in grade V elementary school. These findings were then used as the basis for hypothesis testing results.

In both experimental groups, hypothesis testing was conducted to obtain research results based on pretest and posttest results. Hypothesis testing was carried out to determine which of the Concept Sentence and Think Talk Write learning models was significantly superior to the writing skills of fifth grade students. A table of hypothesis test results is provided below.

Table 3. Statistical Hypothesis Test Results of Experimental Group₁ (CS) and Experimental Group₂

		Levene's Test for Equality of Variances		t-test for Equality of Means		
		F	Sig.	t	df	Sig. (2-tailed)
Nilai	Equal variances assumed	.251	.617	2.354	102	.020
	Equal variances not assumed			2.354	101.400	.020

The significance coefficient (2-tailed) was 0.020 based on the results of the independent samples test or t test. If the sig value (2-tailed) in the t test was < 0.05 ($0.020 < 0.05$), H_0 was rejected and H_a was accepted. Thus, the application of the Concept Sentence learning model was significantly superior to the Think Talk Write learning model on the skill of writing description text of grade V elementary school in Bancak District.

Conclusion

On the subject of description text writing skills, there is a distinction between the Concept Sentence and Think Talk Write learning models. Descriptive tests show that the average value of pretest and posttest in both classes has changed, showing the difference in

description text writing skills. The pretest results from experimental₁ class showed an average of 48, 89, and a posttest value of 72.30. As a result of these findings, the experimental class₁ has a difference between pretest and posttest scores of 23, 34. In the experimental₂ class, the pretest results showed an average value of 44.80 and a posttest value of 63, 92. As a result of these findings, the difference in the average value of the pretest and posttest in the experimental₂ class is calculated to be 19.12. The Concept Sentence learning model has demonstrably superior efficacy in improving the writing skills of fifth grade elementary school students in Bancak District. The t-test result data shows a Sig. (2-tailed) of $0.020 < 0.05$, indicating that H_0 is rejected and H_a is accepted.

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