The Influence of the Application of Think Talk Write (TTW) Cooperative Learning Model on the Ability to Write Poetry in Grade IV Students of SD Negeri 39 Center Palleko, North Polongbangkeng District, Takalar Regency

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ABSTRACT

This research is a research that uses a quantitative approach with this type of experimental research aims to determine (1) an overview of the application of the Think Talk Write (TTW) learning model to fourth grade students of SD Negeri 39 Center Palleko, Polongbangkeng Utara District, Takalar Regency (2) description of the ability to write poetry for fourth grade students of SD Negeri 39 Center Palleko , Polongbangkeng Utara District, Takalar Regency (3) the application of the Think Talk Write (TTW) learning model has an effect on the ability to write poetry of fourth grade students of SD Negeri 39 Center Palleko, Polongbangkeng Utara District, Takalar Regency. The independent variable in this study is the ability to write poetry, while the dependent variable is the use of the TTW learning model. The sample selection is done using simple random sampling technique with the results of class IV A as the experimental group and class IV B as the control group, each consisting of 20 students. Data collection techniques in research are tests, observation and documentation. Data were collected from giving tests in the cognitive domain and then analyzed using descriptive statistics and inferential statistics using the Independent sample T-Test. The results of the research that have been conducted, it can be concluded that: (1) The description of the application of the TTW learning model is seen based on the observation sheet, from the learning stages observed at each meeting the learning process seems to increase through student and teacher activities, (2) Description of writing skills poetry, the pretest results obtained from the experimental group and the control group were in the poor category. Meanwhile, the posttest results obtained from the experimental group and the control group are in the very good category, (3) Based on the results of the inferential statistical analysis, the probability value is obtained. Posttest of both groups, namely $P = 0.019$ which is smaller than $\alpha = 0.05$. It can be concluded that the use of the Think, Talk, Write (TTW) Learning Model has an influence on the ability to write poetry of fourth grade students of SD Negeri 39 Center Palleko, North Polongbangeng District, Takalar Regency.

Keywords: Think, Talk, Write (TTW) Learning Model, Poetry Writing Ability

Education is defined as a conscious effort made by educators through guidance, teaching and training to help students experience the process themselves towards achieving education. In creating an intelligent and independent generation, the need for education itself is given to anyone as a guide in humanizing humans.

The potential or ability of a person is different. Likewise, the abilities possessed by students in the learning process. Learning can develop the potential or abilities of students by implementing a learning process and as this is supported in Permendikbud No. 22 of 2016 Article 1 concerning Process Standards for Primary and Secondary Education which states that: "The Process Standards for Primary and Secondary Education, hereinafter referred to as Process Standards, are criteria regarding the implementation of learning in basic education units and primary secondary education units to achieve graduate competence."

In everyday life, humans cannot be separated from language, language is a communication tool that serves to convey ideas, thoughts, messages, intentions and goals to others. The use of good and correct Indonesian has become a must. The government through the Minister of Education and Culture of the Republic of Indonesia issued Decree No. 0543a/U/1987 which underlies efforts to improve the use of good and correct Indonesian spelling.

Based on competency standards, learning Indonesian at the SD/MI level includes components of language skills and literary skills which include 4 aspects, namely listening skills (listening), speaking, reading, and writing (Zulela. 2012: 4-5), by looking at the components Suwardi Endraswara (2003) argues that writing is a person's ability to express his ideas, feelings, and thoughts to other people or parties using written media. Based on the expert opinion above, it can be understood that writing is a way of expressing ideas, feelings, and thoughts to others in written form.

Writing skill is one of the four skill components contained in Indonesian language subjects. Writing activity is an activity that can explore thoughts and feelings about an object, choose what things to write, and write it down so that readers will easily understand it clearly. Writing activities are basically not only to give birth to thoughts and feelings, but also to express ideas, knowledge, knowledge and experiences of one's life in written language.

Literary learning is of course many types, but in this research it focuses on learning literature, especially poetry. Poetry is "a form of linguistic expression that expresses something more and expresses it through various linguistic forms that are more intensive than usual linguistic expressions" (Huck in Burhan Nurgiyantoro, 2005). : 313) So poetry is able to express more than just what is written and at the same time it is written and expressed through a language that is unique to poetry other than everyday language.

The problems that usually arise are related to students' poetry writing skills proposed by Munirul Hadi (in Suwardi and Endraswara, 2003: 411), namely (1) students have difficulty finding ideas; (2)

students have difficulty developing ideas into poetry because of the lack of vocabulary mastery; and (3) students have difficulty writing poetry because they are not used to expressing their feelings, thoughts and imagination in the form of poetry. These findings indicate that students' poetry writing skills are still low. The same research was conducted by Siti Aulia (2017) that low poetry writing skills can be seen based on a low understanding of concepts, this is the lack of innovation from teachers in learning, besides that during the learning process the source of information is only dominated by the teacher.

The TTW learning model is based on constructivist learning which is applied through thinking, speaking, and writing activities (Hamdayana, 2014: 217) states that the TTW model learning process can build understanding through thinking, speaking, writing by involving students in thinking and dialogue with themselves. after going through the reading process. The opinion above is in line with the opinion of Candra, (2014: 36) that "This learning begins through listening and thinking through reading materials (listening, criticizing, and alternative solutions). 0543a/U/1987 which underlies efforts to improve the use of good and correct Indonesian spelling.

The approach used in this research is a quantitative research approach, with the type of research being Quasi Experimental Design (nonequivalent). With the research method used to find the effect of certain treatments on others under controlled conditions. The treatment in question is giving the Think, Talk, Write (TTW) learning model to students. The population in this study were all fourth grade students of SD Negeri 39 Center Palleko, North Polongbangkeng District, Takalar Regency. The sampling technique used is simple random sampling. Simple random sampling technique is a sampling technique that is carried out randomly or by lottery without regard to the existing strata in the population.

The steps for selecting the sample are as follows: (1) Selecting randomly or by lottery between two classes of the research population. (2) The class selected based on step a, then becomes the experimental group. (3) Classes that are not selected automatically become the control group. From these sample selection steps, class IV A was obtained as the experimental group and IV B as the control group. Then do the prerequisite test, namely normality test and homogeneity test. The research design used in this study was the Nonequivalent Control Group Design which consisted of a control group and an experimental group. The experimental group is a group that is given treatment or treatment in the form of using the Think, Talk, Write (TTW) learning model. Briefly, this research design can be made in the following table:

Table 3.1. Experimental research design Noneequivalent Control Group Design

Group	Pretest	Treatment	Posttest
Eksperiment	O_1	X	O_2
Control	O_1	T	O_2

Source: Sugiyono. 2017. Quantitative, Qualitative, and R&D Research Methods, Bandung

The normality test used is the Kolmogorov-Smirnov (K-S) test, which is a non-parametric test using the SPSS 22 application. Decision-making guidelines about the data are close to or are normal distributions based on the Kolmogorov-Smirnov (K-S) test can be seen from:

a) If the value of Sig. or significant normal or probability <0.05 then the data is not normally distributed.

b) If the value of Sig. or significant normal or probability > 0.05 then the data is normally distributed

The research was carried out in class IV SD Negeri 39 Center Palleko, North Polongbangkeng District, Takalar Regency from October 23, 2020 - October 30, 2020. The research was carried out for approximately 2 weeks with 2 meetings, both in the experimental group and the control group. The first meeting of the researchers conducted a pretest in 2 classes on the same day. The next meeting is the learning process. The learning process in the experimental group used the TTW learning model, while the control group used the conventional model. At the end of the meeting, the researcher gave a posttest to 2 classes to find out whether there were differences in the students' ability to write poetry.

Overview of the Implementation of the Think, Talk, Write (TTW) Learning Model

The process of learning to write poetry in the experimental group for 2 meetings. The implementation of the TTW learning model on the ability of students to complete the task of writing poetry in the experimental group is described through the observation sheet of teacher and student activities.

In the introductory activity, the class begins by opening with greetings, asking the presence of students and continuing with prayer, then the teacher conveys the learning objectives and activities during the learning process. In the core activities, namely thinking (think), speaking (talk), and writing (write) the learning process by dividing students into 5 people in 1 group heterogeneously by looking at the results of the students' pretest. The activities carried out by the teacher before dividing the group were the teacher explained a little material by using learning media as a support. After that, each group is given a Student Worksheet (LKS).

The LKS contains steps for solving poetry material questions which are carried out in groups. Activities in solving poetry material problems will prove the effect of the ability to solve poetry writing problems and will be discussed by students in groups. Students discuss with their group friends and the teacher goes around while guiding the student discussion group.

This activity contains elements of Think, Talk, and Write (TTW). Think is seen in each student in one group reading the problem and then thinking about what is known in the problem. Talk is seen when students ask the teacher and their group friends what they don't know and discuss in solving problems that will be solved. Write is seen when students have discussed with their group friends and then write in the column.

Answers and all that is identified in the matter of poetry material. Next is reading poetry in front of the class which is done after the group discussion. Each group comes forward to read a poem from the results of their group discussion. The teacher responds to the results of student discussions and straightens

students' answers and then rewards groups of students who answer well and correctly. Next is the closing activity, in this activity the teacher reviews the activities that have been carried out in learning and asks students to reflect by answering questions about how they feel after participating in learning activities.

a.   Teacher Activity Observation Results The implementation of learning to write poetry using the TTW model carried out by the teacher can be known through the results of observations. The recap of the observations of teacher activities can be seen in table 4.1.

Table 4.1. Description of Teacher's Observation Sheet

No	Observation Results	Acquisition	
		Meeting 1	Meeting 2
1.	Total score	4	9
2.	Percentage of Implementation	50%	85%
3.	Category	Fairly effective	Very effective

The results of the observations in the table above can be concluded that there is a fairly effective learning process at the first meeting seen in the data above with a percentage of 50% indicating that the delivery of material using the TTW learning model is quite effective in its implementation. At the second meeting the learning process took place very effectively because it showed a large increase seen from the percentage of the second meeting of 85%. In this case, the teaching carried out by the teacher using the TTW model is implemented very well for students in learning to write poetry.

b.   Student Activity Observation Results

The process of student learning activities can be known through the results of student activity observation sheets. The results of the calculation of student activity observations can be seen through table 4.3 below.

Table 4.3. Description of Student Observation Sheet

No	Observation Results	Acquisition	
		Meeting 1	Meeting 2
1.	Total score	5	9
2.	Percentage of Implementation	55%	86%
3.	Category	Fairly effective	Very effective

The data above can be concluded that the learning process of the first meeting was carried out with a percentage level of 55% categorized as quite effective. The learning process in the second meeting was carried out with a percentage level of 86% which was categorized as very effective. The percentage of achievement was obtained from two meetings by determining the percentage of student activities in all aspects by adding up the percentage of each aspect divided by the number of aspects. The explanation shows that the implementation of learning using the TTW learning model carried out by students is going well by showing an increase in the percentage of meetings I and II.

2. An Overview of Poetry Writing Skills

The results of giving a pretest (pretest) about students' poetry writing skills through giving poetry writing assignments, students before being given TTW learning model treatment on the ability to write poetry of fourth grade students of SD Negeri 39 Center Palleko Kec. North Polongangkeng Kab. Takalar is obtained from the test results that have been given to 20 students. The test is to determine the students' ability in writing poetry through completing the task of writing poetry and each stanza of poetry has the same value or weight if the student does not complete the verse correctly then it has no value or weight.

1. Pretest data of students' poetry writing ability in the experimental and control groups The initial test or Pretest on students' poetry writing skills by solving poetry material questions in the experimental group was first carried out on October 23, 2020 with a total of 20 research subjects. The pretest data was obtained and then processed using the help of the IBM SPSS Version 22 program to find out the data description of the pretest scores of students in the experimental group and the control group. The data from the pretest results of the experimental group and control group students can be seen in the following table:

Table 4.4. Descriptive Pretest scores of students in the experimental and control groups

	Score	
Descriptive Statistic	Pretest Group Eksperimental	Group Pretest Control Group
Number Of Subject	20	20
Top Rated	50	60
Lowest Value	10	20
Everage *(Mean)*	42.00	41.00
Median	40.00	40.00
Standard Deviation	10.563	12.524
Range	40	40

Source: IBM SPSS Version 22

Descriptive data values in table 4.4 above can be concluded that the average score in the ability to write poetry by solving poetry material problems in the experimental group is lower than the control group, where the experimental group is given treatment or treatment, namely the Think, Talk, Write (TTW) learning model. . While the control group has a high average value so that the conventional learning model is given.

1. Posttest data on the ability to write poetry by completing the poetry writing task of the experimental and control group students The Final Test or Posttest on the ability to write poetry by completing the student's poetry writing task in the experimental group was first held on October 23, 2020 with a total of 20 research subjects. The posttest data was obtained and then processed using the help of the IBM SPSS Version 22 program to find out the data description of the posttest scores of students in the experimental group and the control group. The data from the posttest results of the experimental group and control group students can be seen in the following table:

Table 4.7 Descriptive posttest scores of students in the experimental and control groups

Descriptive statistics	Score	
	Experiment Posttest	Control Posttest
Number of subject	20	20
Highest value	100	90
Lowest value	60	50
Average (*Mean*)	82.50	70.00
Median	80.00	70.00
Range	40	40
Standard Deviation	11.180	13.377

Source: IBM SPSS Version 22

Descriptive posttest scores of students in the experimental and control groups in Table 4.7 above, it can be seen that the average value (mean) of the experimental group is higher than the average value of the control group. Thus, it can be concluded that the group that was treated with the Think, Talk, Write (TTW) learning model in students' poetry writing skills by completing students' poetry writing tasks experienced an increase from the initial test that had been done previously. It can also be seen in the test

results of students who answered each of the elements identified in each test about the poetry material that had been given.

The results of descriptive analysis for the results of students' posttest answers in the experimental group related to the dependent variable, namely the ability to write poetry for fourth grade students are shown in the following table:

Table 4.8 Frequency distribution of the average value of the ability to write poetry by completing the task of writing poetry on the posttest data of the experimental group students

Interval Score	Category	Frequency	Percentage (%)
78,75< X ≤ 100	Very High	15	75
57,5< X ≤ 78,75	High	5	25
36,25< X ≤ 57,5	Moderate	0	0
15,00< X ≤ 36,25	Low	0	0
Total		20	100

The frequency distribution of the average value of students' poetry writing skills by completing the poetry writing task in the posttest data of the experimental group students table 4.8 above can be concluded that the students' poetry writing skills in completing the poetry writing task after giving treatment or treatment there was a very good increase, it can be seen as many as 15 students who got very high scores.

3. The Influence of the Implementation of Think, Talk, Write (TTW) Cooperative Learning Model on the Poetry Writing Ability of Fourth Grade Students of SD Negeri 39 Center Palleko, North Polongbangkeng District, Takalar Regency

The effect of the Think, Talk, Write (TTW) learning model on students' ability to solve poetry material problems can be seen through the results of inferential statistical analysis. The results of inferential statistical analysis are intended to answer the research hypothesis with a significance level of 0.05. Before performing inferential statistical analysis, a normality test was first performed. Normality test was conducted to determine whether the pretest and posttest data were normally distributed or not. The normality test used in this study is Kolmogrov-Smirnov with processing using the IBM SPSS Statistics Version 22 program. The data is said to be normally distributed if the probability value at the output of the Kolmogrov-Smirnov test is greater than the specified value, namely 5% (0.05).

Effect size	Percentage	Category	Description
3,8	99%	High	Great influence

Source: Interpretation Table of Effect size

The data in table 4.12 above can be concluded that the Think, Talk, Write (TTW) learning model has a large effect on students' ability to solve poetry material problems with an effect of 99%. The pretest and posttest normality tests of students' poetry writing abilities in the control class and experimental class used the Kolmogorof-Smirnov test with the results that all data were normally distributed because the probability value was greater than 0.05. The first pretest in the control class got a Mean value of 41.00, this value is low because it can be seen from the way students make poetry whose stanzas are still irregular and do not rhyme a-b a-b. The second pretest in the experimental class got a Mean value of 32.00, the value was classified as very low because it can be seen from the way students make poetry whose stanzas are irregular and not rhythmic. Furthermore, the first posttest in the control class got a Mean value of 70.00, this value already has a change from the previous value, it can be seen from the way students make poetry who already know how to make poetry with regular stanzas and have slightly followed the characteristics of making poetry by going through the conventional learning process. . The second posttest in the experimental class got a Mean value of 82.50 this value already has a very high change from the initial value, it can be seen from the work of students making poetry that already knows the contents of the stanza consists of 4 lines, rhyming ab ab, each stanza already has meaning and rhythmically by going through the learning process using the Think, Talk, Write (TTW) Cooperative learning model.

The results of the group in this study obtained a Mean value of 72.5, St. Deviation is 8.51, the number of students ($\mu 0$) 40 with a result of 3.8 which is in the high category, this value is generated from the way students make poetry who have followed the correct way of making poetry such as having 4 stanzas, in the stanza having an array that rhymes ab ab . This proves that there is an influence on the learning process using the Think, Talk, Write (TTW) Cooperative learning model on the poetry writing skills of fourth grade students of SD Negeri 39 Center Palleko, North Polongbangkeng District, Takalar Regency.

CONCLUSIONS AND SUGGESTIONS

A. Conclusion

1. The use of the Think, Talk, Write (TTW) Cooperative learning model on the ability of students to write poetry for fourth grade students of SD Negeri 39 Center Palleko, North Polongangkeng District,

Takalar Regency, has a positive effect as evidenced by the results of observations made at each meeting which have increased from category effective to be very effective.

2. Students' poetry writing skills are improved. This is evidenced by the posttest score is in the very good category while the pretest value is in the good category.

3. There is an effect of implementing the Think, Talk, Write (TTW) Cooperative learning model. This is because there is a significant difference between the pretest and posttest scores after applying the Think, Talk, Write (TTW) Cooperative learning model, this is because the probability value is smaller than 0.05.

B. Suggestions

Suggestions that can be given based on the implementation and results of this study are to pay more attention to models and learning media according to the material to be discussed. As well as mastering the main material being taught so that learning success is achieved and paying attention to the time allocation so that all stages of learning are taught properly so that the effect on the ability to solve students' poetry material problems is more optimal.

For other researchers, this research can be used as a reference in carrying out research, especially in the use of the TTW learning model, and researchers suggest conducting research with a wider scope in order to expand research results and there are updates from previous or existing research.

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