The Effect of the Think Talk Write (TTW) Learning Model on the Ability to Write ShortStories in Grade VII Middle School Students at Cenderamata, Medan City

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ABSTRACT

The learning model is a whole series of presentations of teaching material which includes all aspects before and after learning by the teacher as well as all related facilities that are used directly or indirectly in the teaching and learning process, and in this study using the think talk write (TTW) learning model. Think Talk Write (TTW) is a learning model that starts from the flow of thinking through reading material (listening, criticizing, and alternative solutions) then talking by conducting discussions, and presentations, and finally writing by making reports on the results of discussions and presentations. The location of research was conducted in class VII junior high school students at Panca Budi School, Medan City, using 2 classes as a sample thecontrol class and the experimental class with 30 students and in this study used a descriptive method. The results of this study show that the sig (2-tailed) value is 0.007, which is smaller than 0.05. Therefore, there is a significant difference between the control group and the experimental group in this study

Introduction

Education plays a very important role in many areas of life. Quality education will create quality human resources as well. Therefore, education in Indonesia continues to be monitored and improved in various ways, including issuing national education system laws, passing laws on teacher and lecturer welfare, and making changes to the curriculum that are adapted to the needs of the times (Hamzah, 2012:135). Meanwhile, Tirtarahardja (2005:129) states that "education is a conscious effort to prepare students through guidance, teaching ortraining for their roles in the future." So in this case, education is the process or act of educating. Thus, education is intended to develop (affective, cognitive, and psychomotor) personal abilities in individuals so that they can be competitive in the midst of a world that is increasingly modern due to technological developments.

Language learning should be enjoyable by going through personal experiences so that the necessary competencies can be achieved. The language subject area can be classified into two types of communication namely written communication and oral communication. Written communication includes writing and reading skills while oral communication includes speaking and listening skills. Writing is the process of transcribing or depicting graphic symbols that represent a language understood by someone so that others can readthose graphic symbols if they understand the language and the graphic images (Sitorus, et al., 2015: 25).

Writing is one of the language skills needed to improve the quality of learning. By acquiring writing skills, students can express their thoughts, ideas, and feelings through different types of writing (fiction and non-fiction) while studying. Writing is a creative human activity in conveying thoughts or ideas, dreams, or feelings using written language as a medium (Dalman, 2014: 37). Writing is a language skill where writing is An activity that explores thoughts and feelings about a topic, selects to write things so that the reader can understand them and decide how to write them to be used to communicate indirectly. In addressing the problem of writing short stories, teachers are expected to be able to choose creative and innovative learning models to create a fun teaching and learning process that can improve students' interest in learning, especially in writing skills. Based on the above problem, one strategy that can be applied to influence the

improvement of writing short story skills is the use oflearning models. A learning model is a set of instructional material delivery methods that include all pre-intermediate and post-education teacher training and all related structures used directly or indirectly in the teaching and learning process. An appropriate learning model that can be applied in Indonesian language learning, specifically in the subject of writing short stories, is the think-talk-write (TTW) learning model. The think talk write This methodology, which was, to begin with presented by Huinker and Laughlin (Shoimin, 2016 (Shoimin, 2016:212), which is based on the understanding that learning is a social behavior. The Think, Talk, Write, and Learn model encourages students to think, speak, and write about specific topics. This model is used to write sentences fluently, training language skills before writing.

Literature Review

Learning Model

A learning model is a plan model that is used as a guide to plan lessons. In other words the learning model is a plan or model to design a face-to-face learningmodel inthe classroom and identify learning materials/tools including computer media programs (films) and courses (such as taught courses). This is in line with Joyce (Ngalimun 2016:25).

Understanding of For ThinkTalk Write-Lernmodell

The think-speak-write-learn model emphasizes the need for students to communicate the results of their thinking. Shoimin, 2014: 212 states that activities that can be carried out to improve a student's understanding of concepts and communication skills are through implementing a "think, speak, write" learning model. Think means to think. In the Kamus Besar Bahasa Indonesia, tothink means to use reason to consider and decide something.

Writing Objectives

According to Sitorus et al. (2015: 27), writing activities cannot be separatedfrom objectives. Objectives are considered an essential reference that must be formulated before starting writing activities.

1. **Understanding of Short Stories**

A short story is a literary work in prose that is a composition of stories, characters, and settings that is narrower than a novel. Stories are short stories andare limited to one story only. Short stories are one of them. forms of literaryworks and is also called fiction. Hartati (2017: 117) states that a short story is oneof the forms of creative artistic work that focuses onhuman beings and their lives by using language as a medium.

2. **Framework of Thinking**

The learning model used in this study is the Think Talk Write learning model. Think Talk Write is a learning model that develops students' comprehension and communication skills through speaking and writing. Think Talk writing learning model flow At the end of the reading process students reflect or have a conversation on their own then talk to their peers share ideas and finally write the results of the discussion. The Think Talk Write learning model helps students connect with peers and teachers. Students actively participate in learning by interacting and discussing with groups. This model allows the student to build their knowledge until their understanding of the concept improves.

Research Hypothesis

Based on the theory and framework of thinking expressed, the researcher formulated a hypothetical statement in this study which is the impact of the "Think Talk Write" learning model on writing ability short stories in English for 7th-grade students of SMP at Panca Budi School in Medan City

Method

This study will use an essay test as a research instrument, population in the study to be conducted, the population is 60 7th-grade students in 2 classes at SMP Panca Budi. The data collection methodology used in this study begins with data collection by identifying and testing aspects of relevant indicators and

descriptive textual data. The data collection tool in this study is a written test Appendix 4 Note that a test is a description of a set of questions, exercises, and other tools used to measure the technical knowledge, intelligence, ability, or talent of an individual or group. The instrument used in this research is the essay test. This research involves two groups, namely the experimental and control groups. The experimental group is treated using thethink-talk-writee model, and the control group is not given treatment.

Research Results

Descriptive Analisys
Pre-test results for experimental and control groups

Table 1 Descriptive Table of Pre-Test for the Experimental Group andControlGroup
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Pre Test Eks	30	50	100	74.00	13.797
Pre Test Con	30	50	100	78.67	11.366
Valid N (listwise)	30				

The table presents pre-test results of experimental group and control group in descriptive statistical analysis. The results show that the initial score for the experimental group ranged from a minimum of 50 to a maximum of 100 with a mean score of 74 and a standard deviation of 13.797. On the other hand the control group a had minimum score of 50 maximum score of 100 mean score of 7867 and standard deviation of 11.366.

Post-test results for the experimental group and the control group

Table 2 Descriptive Table of the Post-Test for the Experimental Group and Control Group
Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
Post Test Eks	30	60	100	81.33	9.732
Post Test Con	30	70	100	88.00	8.867
Valid N (listwise)	30				

For descriptive statistical analyses, the table shows post-test results for the experimental and control groups. The results show that post-test results for the experimental group ranged from a minimum of 60 to a maximum of 100. The average value is 81.33 with a standard deviation of 9.732. In contrast, the post-test control group had a minimum score of 70 and a maximum score of 100, with a mean of 88.00 and a standard deviation of 8.867.

Test of Normality
Table 3 Tests of Normality
Tests of Normality

	Class	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Result of the Think Talk Write Learning	Pre Test Experimental (Conventional)	.181	30	.014	.934	30	.064
	Post Test Experimental (Conventional)	.188	30	.008	.911	30	.015
	Pre Test Control (TTW)	.220	30	.001	.912	30	.017
	Post Tes Control (TTW)	.223	30	.001	.873	30	.002
Lilliefors Significance Correction							

In the table above, for all data of the experimental and control groups, as well as the pre-test and post-test, the Kolmogorov-Smirnov and Shapiro- Wilk values are shown to be <0.05. Therefore, the conclusion drawn from this distribution is that it is not normal. Since the data in the study is non-normally distributed, the Wilcoxon test is conducted.

Test of Wilcoxon

Table 4 Wilcoxon Table
Ranks

		N	Mean Rank	Sum of Ranks
Post Test Eks - Pre Test Eks	Negative Ranks	2[a]	7.00	14.00
	Positive Ranks	17[b]	10.35	176.00
	Ties	11[c]		
	Total	30		
Post Test Con - Pre Test Con	Negative Ranks	0[d]	.00	.00
	Positive Ranks	24[e]	12.50	300.00
	Ties	6[f]		
	Total	30		

a. Post Test Eks < Pre Test Eks
b. Post Test Eks > Pre Test Eks
c. Post Test Eks = Pre Test Eks
d. Post Test Con < Pre Test Con
e. Post Test Con > Pre Test Con
f. Post Test Con = Pre Test Con

The table above displays the resultes in the Wilcoxon Tests for experiments and controls groups, along with their interpretations:
1. Negative Ranks or negative differences between the pre-test and post-test scores for the experimental group have an N value of 2, with a mean of 7. On the other hand, positive ranks have an N value of 17, with a mean of approximately 10.35.
2. Negative Ranks or negative differences between the pre-test and post-test scores for the control group have an N value of 0, with a mean of 0.00. Positive ranks have an N value of 24, with a mean of approximately 12.50.
3. Ties refer to the instances where The results before and after the test are the same. In the table above, the experimental group has 11 ties and 6 ties in the control group, indicating that some values remain unchanged between the post- test and pre-test.

Table 5 Tests Statistic
Test Statistics[a]

	Post Test Eks Pre Test Eks	Post Test Con Pre Test Con
	-3.394[b]	-4.668[b]
Asymp. Sig. (2-tailed)	.001	.000
Wilcoxon Signed Ranks Test		

The table above displays the significance value (sig) of the statistical test, which is 0.000. In hypothesis testing, is the sig If the value is less than 0.05, the hypothesis is accepted, while if the sig value is greater than 0.05, the hypothesis is rejected. In this test, the hypothesis of the research is accepted because the sig value of 0.000 is less than 0.05.

Test of Homogeneity

Tabel 6 TableHomogenitas
Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Student Learning Outcomes	Based on Mean	.122	1	58	.728
	Based on Median	.172	1	58	.680
	Based on Median and with adjusted df	.172	1	57.836	.680
	Based on trimmed mean	.161	1	58	.690

Based on the table above, the sig value based on the mean is 0.728, which is greaterthan 0.05. Therefore, we can conclude that the data differences between the experimental group after the test and the control group after the test are equal or homogeneous. Thus, one of the conditions (not absolute) for conducting an independent sample t-test has been met.

Test of Independent Simple T-test

Table 7 Table Independent Simple Test
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means
		F	Sig.	Sig. (2-tailed)
TTW	Equal variances assumed	.122	.728	.007
	Equal variances not assumed			.007

The table above shows the independent-samples t-test. A Sig (two-tailed) value less than 0.05 indicates a significant difference between the control and experimental groups. A Sig value (two-tailed) greater than 0.05 indicates no significant difference between the control and experimental groups. In this study, the Sig value (two-sided) is 0.007, which is less than 0.05. Consequently, there is a significant difference between the control and experimental groups in this study.

Table 8 GroupsStatistic
Groups Statistic

	Class	N	Means	Std. Deviation	Std. Error Mean
TTW	Control Class	30	81.33	9.732	1.777
	Experimental Class	30	88.00	8.867	1.619

Based on the table above, it shows that the mean value of the experimental group is 88, which is greater than the mean value of the controlgroup, which is 81.33. Thus, there is a clear difference values betweened the experimentalgroups and controles groups.

Discussion

Understand the Think-Speak-Write learning model. The Think-Talk-Write (TTW) teaching model is a teaching method aimed   at developing- comprehension and communication skills in students. The Think-Talk-Write learning model was developed by Huinker and Laughlin. (Yamin and Ansari 2018:84) This includes thinking, speaking and writing. The flow of the Think-Speak-Write model begins with student

reflection and participation in self-dialogue after the reading process, followed by discussion and exchange of ideas with colleagues And recording.

Result of discussion. This model is most effective when applied to heterogeneous groups of 3-5 students. All students in these groups are required to read, take notes, explain, listen, exchange ideas with other students, and write fast. The results of this study show significant differences in results between thecontrol group using the conventional method and the experimental group using the Think-Talk-Write (TTW) method. The significance value (two-tailed) for the independent samples test is 0.007, which is less than 0.05. accordingly, there is a significant difference between the control and experimental groups in this study. If the signal value (two-sided) is less than 0.05, this indicates a significant difference between the control and experimental groups. On the other hand, if the value (two-sided) is greater than 0.05, there was no significant difference between the control and experimental groups. The group statistics also show that the experimental group'smean of 88 is greater than the control group's mean of 81.33. consequently, there is a clear value difference between the experimental group and the control group.

Conclusion

The Think Talk Write (TTW) model has been shown to be very effectivein improving the story writing skills of 7th-grade students from Panca budiSchool in Medan City. An independent-sample t-test for this result of the study Following significance values (two-tailed): Therefore, there is a large difference between the control and experimentalgroups in this study. A high value (two-sided) below 0.05 indicates a significant difference between the control and experimental groups. Conversely, significancevalues (two-tailed) greater than 0.05 means that there is no significant difference between the control and experimental groups. Based on the conclusion, in order to enhance the ability to write short stories, the author recommends that teachers utilize the cooperative learning model, specifically the Think Talk Write (TTW)model, during classroom instruction

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