

# The Effectiveness of Learning to Write Poetry with Think Talk Write (TTW) Model

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**Abstract.** Many problems in learning activities to write poetry trigger the low ability to write poetry for fifth grade students at State Elementary Schools in Kedungjati District. Some of the problems experienced by students in learning to write poetry include: motivation, unattractive teacher explanations, difficulty expressing ideas, and the most basic problem for students is the learning model which tends to be monotonous. An effective learning model is one of the important factors for teachers or students in improving students' ability to write poetry. Cooperative learning model is one of the learning models that can improve students' writing skills. Think Talk Write (TTW) learning model is one of the learning models in cooperative learning that can make students able to communicate and express their thoughts to their friends so that they can exchange ideas in writing. . The purpose of this study was to determine the effectiveness of learning to write poetry with the TTW model. This research is using experimental method. The subjects of this study were fifth grade elementary school students in Kedungjati District for the 2017/2018 academic year. Data collection uses tests and non-tests. The data analysis technique used the t test with the help of the SPSS program. The results of learning to write poetry between before and after being given learning to write poetry with the TTW model with the acquisition of t count = 12,293 with sig < 0.05. The results of this study indicate that the TTW learning model can improve students' poetry writing skills.

**Key words:** learning activity; poetry writing; TTW

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## INTRODUCTION

In elementary school learning, one of the lessons in Indonesian language lessons is poetry appreciation and poetry expression. Poetry is the record of the best and happiest moments of the best and happiest minds (Irmawati, 2014). Poetry appreciation activities include the competence to describe the content of the poem and explain the content of the poem, while the expression of poetry is carried out in two ways, namely oral expression and written expression. Oral expression is in the form of reciting poetry, reading poetry, and imitating rhyme reading, while written expression is in the form of copying poetry, completing poetry, making rhymes, writing free poetry, and paraphrasing poetry (Doyin, 2014).

Poetry writing skills are rarely touched, so there are still many students who have not been able to convey the contents of their thoughts or messages in written form (Rohmiyatun, 2017). Therefore, Indonesian Language and Literature subjects are directed to improve students' ability to communicate, both orally and in writing. Writing is one of the language skills that must be possessed by students (Jamilah & Sobari, 2019). Writing is not an all-purpose ability, but a pattern of activities which can have productive effects on

knowing and thinking by interacting with different knowledge fields and learning contexts (Klein & Boscolo, 2016). Writing poetry is a very complex activity from the point of view of cognition, namely knowledge, awareness, including feelings, so it is not an easy thing to do because it requires the skills of each writer which involves vocabulary and the ability to express ideas or ideas in written form (Ernawati & Utami, 2017). In terms of learning to write poetry in elementary schools, teachers do not provide high aesthetic standards with demands on children to build high metaphors or create poetic phrases that have a super high level of connotation. It is enough to teach starting from the simplest form, training children in describing an object, paraphrasing a simple word, to building a simple concept from a word that represents an object, an intangible thing, or an event. The ability to write poetry is very important according to the nature of learning Indonesian, namely the ability to communicate and write. In writing poetry, there are various elements including themes, messages, grammar/spelling and choice of words/diction. Through writing poetry students are trained to organize ideas, ideas, opinions, or responses, in writing, which are considered by students to be more difficult when compared to reading poetry (Syarifuddin, 2016).

Interest and competence in writing poetry is very much needed for elementary school students, because these competencies will affect the achievement of the Minimum Completeness Criteria (KKM). In fact, learning to write innovative poetry has not been maximally conditioned. Learning to write poetry is less attractive to students, so that in the learning process many students are silent, make noise, and do not pay attention to the teacher's explanation (Munarto & Mulyani, 2016). In learning to write, an innovative, interesting and varied learning model is needed to increase student interest. Especially if the learning combines two language skills. Integrating two or more language skills must also use the right learning model. The learning model chosen by the teacher is expected to lead students to be able to master various language competencies, especially writing skills. Students need models and techniques to improve writing skills (Cole & Feng, 2015:2).

An effective learning model depends on several factors, namely the suitability of the learning model, materials, teaching strategies, evaluation tools, the atmosphere of the learning environment, and learning media or called external factors. In addition to external factors, internal factors such as talents, interests, abilities, motivation and personality of students also have an effect. Teachers who provide learning models that are not appropriate will make students' KKM score low, which is less than 75. Based on data on grade V scores at State Elementary Schools in Kedungjati District, the completeness of learning outcomes from writing poetry in class V for the 2016/2017 academic year only 50% even though the minimum completeness average is 85%. From the description above, it can be concluded that students have difficulty in writing poetry. In the list of subjects taught in elementary school, writing poetry is taught in the fifth grade of the second semester. From the problems that occur to students, the researchers feel it is necessary to improve the learning process for these students to improve students' poetry writing skills. In this case, an innovative and creative learning approach is needed, so that the learning process can be active, effective, and fun. Researchers use one solution that is expected to improve Indonesian language learning outcomes, namely learning to write poetry through the TTW (Think Talk Write) model for fifth grade elementary school students. This learning model combines two types of language skills, namely speaking and writing. TTW is a learning model that facilitates

language practice orally and writes the language fluently. This model was first introduced by Huinker and Laughlin based on the understanding that learning is a social behavior. The TTW model encourages students to think, speak and then write down a particular topic.

The TTW model is used to develop fluent writing and practice language before writing. This model is introduced by students to influence and manipulate ideas before putting them in written form. With this learning model, students can collect and develop ideas through structured conversations. In this structured conversation, students are directed to be able to use the ideas that arise during the conversation, as writing material. The TTW learning model is a learning model that provides an opportunity to think, discuss it with friends and then write down the results of a given problem (Utami, et.al, 2014). The TTW learning model can improve students' poetry writing skills (Putri, et.al, 2017). Based on the various problems in the school, it is deemed necessary to apply an effective learning model. The effective learning model is to package learning to write poetry into an easy and interesting thing for students. The researcher intends to test the effectiveness of the use of the model in learning to write poetry with TTW model.

## METHODS

The research design used in this research is a quasi-experimental design. Before being treated, each group was given a pretest in order to find out the initial state of homogeneity and normality of the sample, then the experimental group was treated using the TTW learning model which was then given a posttest. This research uses a quantitative approach to obtain an overview of students' poetry writing skills.

The population of this research is the fifth grade elementary school students in the 2017/2018 school year in Kedungjati District. The subjects of this research were the fifth grade students of SD Negeri 2 Wates in the academic year 2017/2018. Data collection techniques in this research were using test and non-test techniques. This research provides learning with the TTW model three times, with one meeting two hours of learning which is 70 minutes. This research instrument uses several RPP that have been modified with the TTW learning model.

Assessment of poetry writing is classified presented in Table.1.

**Table 1.** Assessment of poetry writing is classified

No	Aspect Classification	Criteria of Rating
1	Theme	Score:
2	Choice of Words	4 = very good
3	Images	3 = both
4	Typography	2 = enough
		1 = less

The technique used to test for normality is the analysis of One Sample Kolmogrov-Smirnov Test using SPSS. Homogeneity test is carried out to obtain the assumption that the research sample starts from the same or homogeneous conditions, which in turn determines the t statistics that will be used in testing the hypothesis.

The data examined in this research used the descriptive method by comparing the ability to write poetry before being given treatment with the ability to write poetry after being treated. Descriptive analysis is a statistic that is used to analyze data by describing or describing data that has been collected as it is without intending to

make conclusions that apply to the public or generalization (Sugiyono, 2011). Descriptive statistics analysis with the help of SPSS program analysis in descriptive data analysis. Hypothesis testing used to analyze this research is using t test with the help of SPSS program.

## RESULTS AND DISCUSSION

General description of the results of learning to write poetry for fifth grade students of SD Kedungjati District before and after being given the learning to write poetry with the TTW model in the experimental group as presented in Table 2.

**Table 2.** Description of Poetry Writing Learning Results with TTW

	Pretest	Posttest
N	26	26
Mean	47.50	78.35
Std. Deviation	9.86	12.56
Minimum	28.00	55.00
Maximum	68.00	95.00

The results of normality testing of research data, using the help of SPSS program with the analysis of One Sample Kolmogrov-Smirnov test. pre-test and post-test data are normally distributed because more than 0.05.

Difference test of two groups average experiment between pretest data and posttest data was conducted to find out whether there were

differences in learning outcomes of poetry writing between before and after being given learning to write poetry with the TTW model in fifth grade students of Kedungjati District. The results of the two average difference test calculations using paired sample t-test test statistics are presented in Table 3.

**Table 3.** Result of t-test

Average		$T_{hit}$	$t_{table}$	Sig	Criteria
Pretest	Posttest				
49.517	71.069	12.293	2.060	0.000	Different

Based on the results of the calculation of the t-test obtained the value of  $t_{value} = 12.293$  with  $sig = 0.000$  so  $H_1$  is accepted, it can be concluded that there are differences in the results of learning to write poetry between before and after being given learning to write poetry with the TTW model, in other words there is the influence of learning to write poetry with the TTW model towards the results of learning to write poetry for fifth grade

students of SD Kedungjati District.

The results showed that learning to write poetry with the TTW model had an effect on learning outcomes to write poetry in fifth grade elementary school students, Kedungjati District, the magnitude of the increase in learning outcomes to write poetry with the TTW model was 12.57%. The TTW model is an effective learning model in improving students' poetry writing skills. This study is in accordance

with the research conducted by Putri, et.al (2017) where the TTW learning model improves the poetry writing skills of fifth grade elementary school students.

In Putri's research (2017) the application of the think talk write model with visual media images of events can make students accustomed to solving problems, develop students' creativity and thinking skills, students become active, students are accustomed to deliberations. TTW learning students are asked to write down things that are considered difficult on a small sheet of paper which will then be discussed together in class. This makes students more interactive in uncovering difficulties in learning to write poetry. In accordance with Shoiman (2014) which states that the TTW model develops meaningful problem solving, develops students' creativity and critical thinking skills, involves students to be active in learning, makes students think and discuss with friends and teachers in class. The TTW model requires students to think about what ideas or ideas they will write, then students are asked to convey these ideas and ideas including what difficulties they will find in writing poetry according to these ideas, and then students can write a poem on a piece of paper. But of course, TTW learning is not without flaws, there are some weaknesses in doing this learning. Students' confusion in capturing ideas that must be thought of still appears in some students. There are students who have been actively asking questions and discussing with their group friends, but when asked to express ideas and ideas they still have difficulty.

## CONCLUSION

Based on the results of the research, data analysis and discussion found that learning to write poetry with the TTW model can improve the learning outcomes of poetry writing for fifth grade students of Kedungjati District.

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