

# WRITING PROSE THROUGH THINK TALK WRITE MODEL BASED ON VIDEO IN ELEMENTARY SCHOOL

Rahman<sup>1</sup>, Wahyu Sopandi<sup>2</sup>, Ernawulan Syaodih<sup>3</sup>, Decenni Amelia<sup>4</sup>, Sri Rahmawati<sup>5</sup>, Nady  
Febri Ariffiando<sup>6</sup>, Rasi Yugafiati<sup>7</sup>

<sup>1</sup>Universitas Pendidikan Indonesia, Bandung

<sup>2</sup>Universitas Pendidikan Indonesia, Bandung

<sup>3</sup>Universitas Pendidikan Indonesia, Bandung

<sup>4</sup>Universitas Pendidikan Indonesia, Bandung

<sup>5</sup>Universitas Pendidikan Indonesia, Bandung

<sup>6</sup>Universitas Pendidikan Indonesia, Bandung

<sup>7</sup>IKIP Siliwangi Bandung

rahmanprofupi@upi.edu, wsopandi@upi.edu, ernawulansy@upi.edu, chenyamelia@student.upi.edu,  
sriahmawati@student.upi.edu, ariffiandonady@student.upi.edu, tanya.rasiyugafiati@gmail.com

**Abstract:** The research of "World Most Literate Nations" which is conducted by Central Connecticut State University shows that literacy in this case writing in Indonesia is ranked 60th of 61 countries [1]. This phenomenon requires handling. One of them is research. This research aims to see the influence of Think Talk Write model based on video towards the ability to write prose. This research uses quantitative approach, and quasi-experimental method. The instruments which are used are observation sheets and limited explanation test. Participants in this study as many as 40 students of grade V of elementary school in Bandung which is selected by purposive sampling. The result shows that the pretest result, the ability to write prose of experiment class students and control class are the same, the posttest result of the experiment class is higher, there is a significant difference between the average gain of writing ability of the experiment class students and the average gain of writing ability of the control class students. The TTW model has a positive potential for improving writing skills. because it trains the language through the activities of think and talk before it is written. Think Talk Write Video-based models have a positive and significant impact on improving ability of writing prose for grade v students

**Keywords:** Model, Think, Talk, Write, Video, Ability, Writing , Prose.

## 1. Introduction

The result of a research related to "World Most Literate Nations" which is conducted by Central Connecticut State University (CCSU) in 2017 and places Indonesia in rank 60th of 61 countries, one level higher than Botswana [1]. This Mille'sr study synthesizes two types of variables: the PIRLS-Progressing in International Reading Literacy Study and PISA-Program for International Student Assessment and the characteristics of literacy (population, newspaper, library). This result shows the literacy of Indonesian society is still left behind than other countries.

Reading and writing are mother of literacy. Unfortunately, in Indonesia these two language skills are still low. The tradition of writing in Indonesia is much lower than the tradition of reading, especially among the younger generation. In the scope of education, writing is a language skill that can not be separated from student life. In other words, writing skill is a provision and demand for those who continue education to the next level because each level of education involves and tests the writing skills that each student has.

Learning of writing skill is very important for students in elementary school, because every learning process of writing skill arises in every activity. It can also be seen in the educational unit level curriculum in which there is a basic competence that requires students to be skilled in writing [17].

This research emphasizes more on writing prose in elementary school. The problems found in the ability to write prose in elementary schools include: 1) the low motivation of students in writing prose such as writing poetry, writing short stories, writing drama, etc .; 2) the teacher's learning model does

not vary so that it is not effective for improving learning outcomes; and 3) lack of use of media so that the learning process becomes unpleasant for students.

The use of appropriate learning models can increase students' interest in writing prose with the help of a fun learning medium. One of the learning models that can be an alternative in increasing student interest in writing prose is Think Talk Write model. This model was introduced by Huinker & Laughlin in 1996. Think Talk Write (TTW) is a model that facilitates verbal language training and write the language fluently [2]. This model is used to develop writing smoothly and train the language before it is written. The TTW model allows students to influence and manipulate ideas before putting them into writing. This model also assists students in collecting and developing ideas through structured conversations. In this research, the model will be assisted by a learning media namely video.

### 1.1. Reference citations

Here is a further discussion about leaning to write a prose through the Think Talk Write model video-based. It will be discussed about prose first. Prose is a literary work which is a free story, unbounded rhythm (sound at the end of a line), rhythm, and the beauty of sound (including euphony / describing cheerfulness, cacophony / inner insensitivity, frost and sadness, onomatopoeia / suggestion real voice). Prose also exposes thoughts and feelings through paragraph by paragraph [3]. We recognize four types of prose: narrative prose, descriptive prose, prose exposition and argument prose. However, based on the era, prose is divided into 2 they are *prosa lama*/old prose and *Prosa Baru*/new prose [3]. In this research, the researcher put more emphasis on the old prose type namely fable, which later on the learning process will be applied through Think Talk Write (TTW) model based on video.

Secondly, it will be discussed about the TTW model. The Think-Talk-Write (TTW) learning model was first popularized by Huinker and Laughlin in 1996. This TTW model is one of the cooperative learning models that emphasizes how to learn in groups. As the name implies, this learning model begins with thinking, then speaking, and finally writing. The Think-Talk-Write learning model contains three important levels to be conducted: first thought or reflective dialogue, secondly is speaking and discussing, the last is writing [4], [5], [6].

The TTW model has the following steps: (1) Think (thinking or reflective dialogue), thinking and speaking are important steps in bringing meaning to the student's writing activities [6], [7]. In this activity students can be given a reading material or video then make notes for their writing material [8]. (2) Talk (speaking and discussing), at this stage students join groups to reflect, organize, and express ideas in group discussion activities [8]. (3) Write (write), students individually write down the results of the discussion. With writing activities, students can see and reflect on their knowledge and thoughts [9]. The TTW model has the right steps to improve writing skills, this is because it provides an opportunity to develop ideas first through thinking and talk before the students actually write.

The third part will discuss about video media. Video media is a set of components or media that can display both images and sound at the same time [10]. More fully, video learning is a media that presents audio and visual messages containing learning, both containing concepts, principles, procedures, and also application theory to help in understanding a learning material [11]. Video is one of the most appropriate media used in learning to write. Through exciting video playback, students can develop their imagination in writing works.

Here are five benefits of audio visual media, namely: (1) to increase the sense of mutual understanding and sympathy in the classroom; (2) to cultivate a significant change in student behavior; (3) to show the relationship between subjects/lessons and the needs and interests of students by improving students to learn; (4) to broaden students' insights and experiences; and (5) to complete the experience through the development of meaningful concepts [12].

The fourth part will explain how the learning of writing a prose through a video-based TTW model which is conducted in this study. Here are the steps of learning to write a prose through a video-based TTW model:

- Think, become the first step to determine key ideas and compile the material that will be made in prose text which is preceded by watching the video with the guide sheets that the students have to fill in. Results from students watching the video are then compiled in this step

- Talk, in this step, students will discuss about the materials that have been obtained. Students will obtain complementary material from the discussion with other students in the group.
- Write, the final stage of writing a prose from materials that have been collected and discussed previously.

## 2. Related Works/Literature Review (13 Points, bold)

Several scientific researches shows the important role of the video-based Think-Talk-Write (TTW) model in learning activities. Based on the results of previous research, the effective video-based Think-Talk-Write (TTW) model to be used in learning activities, especially writing.

Oktafiarini and Widihastri state that video-based Think-Talk-Write (TTW) can improve teachers' skills, students' activities, and writing skills of observational reports in grade V students. The improvement can be seen from the score of writing student observation reports in cycle one of 63% in cycle two to 75.75%, and increasing in cycle three by 87.87% [13].

Research which is conducted by Putranto, R. H. & Sismulyasih, N. also shows that Think-Talk-Write (TTW) video-assisted can improve the results of writing observation reports. This can be seen from the increase that occurs in each cycle, from cycle I to cycle III. Cycle I is 48%, cycle II is 76%, and cycle III is 92% [14].

The research above is done to see the effectiveness of video-based TTW model to improve ability to write a report of students' observation. To see the effectiveness of the TTW model in improving other writing skills it is necessary to conduct a deeper reserach. Therefore, it is conducted to see the effectiveness of video-based TTW models to improve ability to write a prose of elementary school.

## 3. Material & Methodology

### 3.1. Data

This research uses two kinds of data collection techniques they are through observation and written test (writing test synopsis).

- a. The activity of teachers and students in learning to write a prose is obtained from the analysis of observation sheet of teacher and student activity
- b. To know the ability of students in writing prose, used instrument given in the form of limited description test. The researchers gave this test both in the control class and in the experiment class. Test of writing prose is conducted twice. The first test is the pretest given before being done the research which is given to the two sample groups. The second test is the final test (posttest) given after the research / treatment given. The experiment class is given treatment by applying a video-based TTW model, while the control class carries out the learning process with conventional learning (the usual learning given by the teacher at the school).

The obtained data is processed by descriptive and statistical method. Descriptive method used to describe data of observation result. Statistical method is used for the purposes of quantitative data processing such as data requirements and hypothesis test. After the statistical data obtained then do the conclusion to interpret the meaning. Quantitative data in this research is processed with the help of software program SPSS statistics for windows.

### 3.2. Method

This research uses quantitative approach, the method used is quasi experimental method which is used to find the influence of the application of video-based TTW model to the ability to write prose of grade V students of Elementary School, with the design of Sugiyono (2011, p.114 ) ie nonequivalent design.

Treatment group	O1	X1	O2
Control group	O3		O4

Explanation :

O1 : Pretest before given a treatment at experiment class

O2 : Posttest after given a treatment at experiment class

O3 : Pretest at control class

O4 : Posttest at control class

X : treatment given at experiment class

Participants in this research as many as 40 students of grade V of elementary school in Bandung (West Java Province), selected by purposive sampling.

## 4. Results and Discussion

### 4.1. Result

#### 4.1.1. Analysis of Pretest Score Experiment and Control Class

The researcher carries out pretest before testing the influence of the video-based Think Talk Write model. Pretest is performed to measure the ability to write prose between the experiment and control class before getting treatment. After the pretest is done, the researcher gives an assessment of the result of writing students' prose through scoring rubrics that have been validated by expert team. Table 1 presents an overview of the beginning ability to write students' prose in both learning groups.

Table 1  
Description of Pretest Result of Ability to Write Prose of Grade V Elementary School Students

Data	Experiment	Control
<b>Average</b>	57,70	58,40
<b>Std. Deviation</b>	9,82	8,30
<b>Maximum value</b>	72	72
<b>Minimum value</b>	38	44

Ideal maximum value = 100

Table 1.1 shows that the pretest result of prose writing ability of experiment class students has an average value of 57.70 with a standard deviation of 9.82 and a maximum value of 72 and a minimum value of 38. The control group has an average value of 58.40 with standard deviation of 8, 30 and a maximum value of 72 and a minimum value of 44.

From normality and homogeneity test results, shows that the result of pretest data of the experiment class and control class are normally distributed and have homogeneous variance. To see the difference of students' prose writing skill during pretest between the control class and the experiment class, independent t test is performed with the following results.

Table 2  
Independent Test of Pretest T Test of Experiment dan Control Class

t-test for Equality of Means							
t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference		
					Lower	Upper	
-.243	38	,809	-.700	2,876	-6,522	5,122	
-.243	36,967	,809	-.700	2,876	-6,527	5,127	

Based on table 1.4 above, it is known that the mean pretest of the experiment class and the control class have the value of independent t test 0.809 which is bigger than  $\alpha = 0.05$ . This shows that the ability to write students' prose of experiment class and control class in the same pretest.

#### 4.1.2. Analysis of posttest score of Experiment dan Control Class

Posttest is done to find out the final ability to write prose of experiment class and control class after being given treatment in the form of a video-based think talk write model. Table 3 presents a description of the students' final ability to write prose

Table 3  
Description of Posttest Result of Ability to Write Prose of Grade V Elementary School Students

Data	Experiment	Control
<b>Average</b>	77.50	70.50
<b>Deviation Std.</b>	4.395	3.832
<b>Value</b>	86	78

<b>Maximum</b>		
<b>Maximum value</b>	70	60

Ideal maximum value = 100

Table 3 shows that the posttest result of the students' writing prose writing ability has an average value of 77.50 with a standard deviation of 4,395 and a maximum value of 86 and a minimum value of 70. The control group has an average value of 70.50 with a standard deviation of 3,832 and a maximum value of 78 and a minimum value 60.

From result of normality and homogeneity test shows data of posttest result of experiment and control class is normal-distributed and has homogeneous variance. To see the difference of students' writing prose ability at posttest between control and experiment class then independet t test is done with the following result.

Table 4  
Test of Posttest T Test Independent of Experiment dan Control Class  
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
Nilai	Equal variances assumed	1.467	.233	5.369	38	.000	7.000	1.304	4.361	9.639
	Equal variances not assumed			5.369	37.308	.000	7.000	1.304	4.359	9.641

Based on table 4 above it is known that the mean posttest of the experimental class and the control class has a value of independent t test 0.000 which is smaller than  $\alpha = 0.05$ , so  $H_0$  is rejected. This indicates that the ability to write prose students of experiment and control class in different posttest. In other words the ability to write experimental class prose is higher than the ability to write prose control classes.

#### 4.1.3. Analysis of n-gain Score ( improvement from pretest to posttest) experiment and control class

To see the difference of improvement of ability to write prose, N-gain data is performed. A description of the N-Gain results of the students' procams of class V, both the experiment and the control class is presented in Table 5 below.

Table 5  
Description of N-Gain Result of Ability to Write Prose Grade V Elementary School Students

Data	Experiment	Control
<b>Average</b>	0.445	0.270
<b>Deviation Std</b>	0.157	0.133
<b>Maximum Value</b>	0.69	0.50
<b>Minimum Value</b>	0.07	0.00

Ideal maximum value = 100

Table 5 shows that the result of N-Gain ability to write prose of experiment class students has an average value of 0.445 with a standard deviation of 0.157 and a maximum value of 0.69 and a minimum value of 0.07. The control group has an average value of 0.270 with a standard deviation of 0.133 and a maximum value of 0.50 and a minimum value of 0.00.

From the normality and homogeneity test resultsthe N-gain data of the experiment class and control class are normally distributed and have homogeneous variance. To see the differences in the ability to write prose control and experiment class then independet t test is done with the following results.

Table 6  
Independent Test of N-Gain T Test Experiment and Control Class

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Nilai	Equal variances assumed	.710	.405	3.783	38	.001	.17500	.04626	.08135	.26865
	Equal variances not assumed			3.783	37.027	.001	.17500	.04626	.08127	.26873

Based on table 6 above, it is known that the experiment and control class N-Gain mean that the value of independent t test 0.001 is smaller than  $\alpha = 0.05$ , so  $H_0$  is rejected. This means that there is a significant difference between the average gain of writing ability of the experiment class students and the average gain of students' writing ability of the control class. Through the results of this test can be drawn conclusion that the increased ability to write prose students who received learning with video-based TTW model is higher than the increased ability to write prose students who are not treated. So it can be concluded that the Video TTW model is effective to improve students' prose writing skills.

#### 4.2. Discussion

The result of research shows that there is no differences in the ability to write prose students experiment and control class at pretest. After the experiment class is treated with a video-based TTW model while the control class continued using conventional learning methods, the posttest score is obtained. The second posttest score of both classes indicates an increase in prose writing skills when compared to the pretest score. Through the N-gain test results showed that the increased ability to write prose students who received learning with a video-based TTW model is higher than the increase in the ability to write prose students who are not treated.

From the analysis, it can be concluded that TTW Video-based model is effective to improve students' writing prose. This is in line with Cahyani who mentions Think Talk Write (TTW) is a strategy that facilitates oral language training and write the language fluently. This strategy is used to develop writing fluently and to train the language before it is written. The TTW strategy allows students to influence and manipulate ideas before putting them into writing. He also assist students in collecting and developing ideas through structured conversations [4]. The ideas will be more mature when discussed in group discussions [16]. In addition, video as a medium of learning also has advantages that can improve students' prose writing skills. This is what Rahman mentioned as the selection of appropriate learning resources in learning [15].

The research which is conducted by Oktafiarini & Widihastrini and research by Putranto, R. H. & Sismulyasih, N, also proves that TTW-based Video capital is effective for improving the ability to write prose student observation reports.

The Video-based TTW model provides a fun writing experience for students. Therefore, this video-based TTW is also fixed if it is used to improve other writing skills.

#### 5. Conclusion

In general, from the results of this reserach can be inferred that: The Think Talk Write Video-based model gives a positive and significant effect on the improvement of writing skills of class V student prose. For further research, researcher can use the video-based TTW model to improve other writing skills in grade level different.

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