# Improvement of the Learning Process and Skills of Writing Poetry through the Model Think Talk Write

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## ABSTRACT
This research aims to enhance the learning process and the skills of writing poetry based on the problems in Basic Competence of Curriculum 2013, 3.4 and 4.4 about Peristiwa dalam Kehidupan. The result of the evaluation showed that the fifth-grade students of SDN Sekaran 02 Semarang have not reached the least completeness criteria (KKM) set ie 65 with the data from 28 students, the total of 14 students (50%) reached the KKM. While other students, 14 students have scores below the KKM. The research design uses a classroom action research conducted in 2 cycles, which each cycle consists of two meetings. The research subjects are the teachers and fifth-grade students of SDN Sekaran 02 Semarang. The techniques of collecting data used data test and non-test. The data were analyzed by using descriptive qualitative and quantitative. The results showed that (1) the learning process of the first cycle gets 29 at the good category and the second cycle gets 35 at the very good category. The writing poetry skill of the first cycle reached the average of the score, 59.8 and the second cycle reached 68.2. Mastery learning classical in the first cycle is as much as 53.6% and the second cycle is 78.6%. It is concluded that the application of Model Think Talk Write can enhance the learning process and skills of writing poetry.

## CCS Concepts
• **Social and Professional Topics→Professional Topics→Computing Education→Students Assessment.**

## Keywords
Learning Process; Skills of Writing Poetry; Think Talk Write.

## 1. INTRODUCTION
Based on the standard and basic competencies at the SD / MI concerning the Content Standards for primary and secondary education units, it is stated that Indonesian Language studies about Indonesian language learning are directed at increasing students' ability to have proper and correct communication in Indonesian verbally and in writing[1]. It is also expected that it will motivate

the students to appreciate the work of Indonesian human literature. Indonesian language standard competencies are the minimum qualifications of students who describe mastery of knowledge, language skills, and positive attitudes towards Indonesian language and literature. Based on the reference [2] related to the National Education Standards in Chapter V of Graduate Standard Competency article 25 paragraph 3 states that the graduate competencies for language subjects emphasize the ability to read and write following the level of education. Therefore, since basic education writing skills must be taught to the students. It is expected that the students can develop themselves in the education level pursued. Four language skills support the process of human communication. Those are listening, speaking, reading and writing skills [3]. Also, according to the reference [4], writing skills is one of the productive and expressive language skills that used for communicating indirectly without face to face with other parties. Thus writing skills is an ability to communicate indirectly by writing ideas in the students' mind which can convey a language and be understood by someone.

Teaching writing by describing various sources of knowledge is strongly influenced by various aspects of the teaching context of each teacher so that the teacher's role is very important in managing writing learning [5]. The students can express their ideas, thoughts, and feelings into written language. Pouring of ideas, thoughts, and feelings are intended so that the students are able and accustomed to expressing something in their mind at the same time reducing their mental burden which is a psychological disturbance for development. Writing is someone's way to communicate. Through writing, someone tries to convey ideas, opinions, and information [6]. Innovative writing learning models not only provided opportunities to pour their ideas into writing but also good learning models could increase the intensity of active student involvement in the learning process.

However, other research shows a different result in the writing learning process at SDN Gunungan 04 Wonogiri. It is discovered that the students still experience some difficulties in writing because of the limited material provided. Thus, students' creativity cannot be developed optimally. It can be concluded that the difficulty of writing is related to things that must be written and how to put them in writing. This causes a lack of student motivation to write so that the students' writing skills are low. It can be seen in the average value of writing skills in only 64, less than the value of the Minimum Completion Criteria (KKM) of Indonesian subjects.

Based on the interviews related to learning the Indonesian language in IV grade of SDN Sekaran 02 Semarang, there were several obstacles. First, the learning process is not optimal. Second, many students are passive and less attentive during the learning process.

These problems give impact on the Indonesian learning outcomes which are low, especially in writing skills. Based on the evaluation results of KD 3.4 and 4.4 themed "Peristiwa dalam Kehidupan" about writing poetry shows that the fifth-grade students of SDN Sekaran 02 Semarang have not achieved the Minimum Completion Criteria (KKM) yet which is 14 students (50%) that got 65. The data was taken from 28 students and only 14 students (50%) reaching the KKM score, while students the other 14 students (50%) score below the KKM.

Due to these problems, the researcher and the collaboration team set alternative actions to improve poetry writing skills in learning Indonesian by using the Think Talk Write model. The Think Talk Write learning model is a model that facilitates language training verbally and writes the language fluently. Teachers need to familiarize students to get used to writing, provide space for students to improve the identity of students as writers, and involve students in writing activities [7].

The steps in the Think Talk Write (TTW) learning model are: (1) the students read the text and make notes of individual reading results (think), to be taken in discussion forums; (2) the students interact and collaborate with friends in groups/groups to discuss the contents of the notes. In this activity, they use their language and words to convey ideas in discussions (talk); (3) the students construct their knowledge that contains understanding and communication in the form of writing (write). The students make reflections and conclusions at the end of the lesson and appoint one representative to read the results. Besides that, according to the reference [8] explained that at the time of discussion, the students were able to think and build imagination or ideas through talking and then writing something based on students' thinking or the things students did.

The importance of writing learning is to invite students to actively collaborate to produce, manipulate, analyze so that they can establish new learning processes and outcomes and function as products for learning display [9]. The purpose of the study was to improve the process of implementing learning, and poetry writing skills in learning Indonesian through the Think Talk Write model on fifth-grade students at Sekaran 02 Semarang Elementary School.

## 2. RESEARCH METHODS

There are 29 fifth-grade students and a teacher of SD 02 Sekaran Semarang as the subjects in this study. The students are consisting of 10 female students and 19 male students for the academic year 2014/2015 and the teacher as the observer. The variables of this study are the learning process and poetry writing skills in learning Indonesian through the TTW model. The design of the study is classroom action research (PTK) which consists of two cycles. The classroom action research PTK model describes four steps (and repetitions), namely (1) planning, (2) implementation, (3) observation and (4) reflection. The techniques of collecting data used data test and non-test [10]. Learning process data and poetry writing skills were obtained using observation sheets whereas student evaluation data obtained using written tests. The used data are in the form of quantitative and qualitative data. Data from the research results were analyzed using quantitative and qualitative descriptive analysis techniques. The presentation of data analysis techniques is as follows:

Quantitative Data

The quantitative data in this study were analyzed using descriptive statistics with the following steps:

1) Determine the value based on the theoretical score achieved by students.

The value of students is determined by counting the number of items in question that answered correctly by the students and divided by the maximum score determined then multiplied by 100 [11].

2) Calculate class mean

Mean of the class is determined by calculating the total value obtained from all students then divided by the number of students [12].

3) Determine the percentage of classical learning completeness.

Classical learning completeness percentage is obtained by calculating the number of students who are completely divided by the number of students then multiplied by 100% [10].

Qualitative Data

Qualitative data were analyzed using qualitative descriptive analysis.

According to the reference [8], to determine scores in 4 categories, the steps taken are as follows:

a. Determine the highest score and lowest score.

b. Determine the median of the score data obtained.

c. Divide the score range into 4 categories (very good, good, enough, less)

## 3. RESULTS AND DISCUSSION
### 3.1 Learning Process
The observation results of the learning process in this study are presented in table 1.

**Table 1. Results of Learning Process Cycle I and Cycle II.**

| No | Indicator | Score Cycle I | Score Cycle II |
|----|-----------|---------------|----------------|
| 1. | Conditioning the class | 3 | 4 |
| 2. | Apperception | 4 | 4 |
| 3. | Delivering learning objectives | 3 | 4 |
| 4. | Formation of groups | 2 | 4 |
| 5. | Think stage process | 3 | 3 |
| 6. | Submission of material | 3 | 3 |
| 7. | Talk stage process | 4 | 4 |
| 8. | Write stage process | 2 | 3 |
| 9. | Evaluate | 3 | 3 |
| 10. | Closing lesson | 2 | 3 |
| Score | | 29 | 35 |
| Completeness Criteria Learning Process | | Good (B) | Very Good (A) |

The observation results of the learning can be seen in Table.1. The results of writing skills using the TTW model can be explained that there are still many shortcomings in Cycle I. Then in the second cycle, the learning process increases well.

The learning process in the first cycle got a score of 29 for the good category. There are 3 indicators that score only 2, namely group formation, write stage process and close the lesson. When forming groups, students were difficult to manage so that the process of forming groups did not run smoothly. In the writing phase, students still had a difficulty in making poems according to the desired theme because the students have not mastered much vocabulary yet and it was not an optimal process in closing part.

In the learning process, the second cycle increased the score to 35 for very good category. There are 5 indicators that get a score of 4 and 5 indicators that get a score of 3. Indicators that get a score of 3, namely the think stage process, delivery of material, the process of writing stage, evaluating and closing the lesson. As a whole, it can be said that the learning process goes well and increases.

## 3.2 Poetry Writing Skills

The results of poetry skills are obtained from the results of evaluations which done by students, can be seen in Table 2.

**Table 2. Results of Poetry Writing Skills.**

| No | No Criteria for Increasing | | Cycle I | Cycle II |
|---|---|---|---|---|
| 1. | Description Problem | | 10,8 | 17,1 |
| 2. | Average Value of Aspects of Writing Skills | Completion of the formal aspects of poetry (1) | 13,2 | 18,9 |
| | | Alignment of elements of poetry (2) | 17,8 | 18,2 |
| | | Clarity of the nature of poetry (3) | 17,8 | 16,9 |
| 3. | Average Amount | | 59,8 | 68,2 |
| 4. | Completed | | 53,6% | 78,6% |
| 5. | Not Completed | | 46,4% | 21,4% |
| 6. | Lowest value | | 45 | 45 |
| 7. | Top rated | | 70 | 90 |

Based on table 3, it can be explained that the results of student evaluations have increased, from the pre-cycle results of the average student evaluation worth 61.6 which are below the expected KKM. After the first cycle, the average student evaluation results increased from 3.6% to 59.8. Then in cycle II, the results of the average student evaluation increased significantly by 25% to 68.2. The average yield of 68.2 is stated to have reached the Minimum Completion Criteria which is equal to 65.

The increase in the learning outcomes also occurred in Siti Hajar's study in 2011, which was from a comparison of pre-action learning outcomes that obtained a percentage of class average values 60.95% and in the first cycle 69.76%, and student success increased to 76.67%. The class average reaches 90.23% and the student's success rate becomes 100%. The development of writing competence depends on the level of self-regulation and mastery of low-level transcription skills [13]. Then, previous research showed that writing is a reliable activity, which functions to generate thought and learning [14].

## 4. CONCLUSION

Based on the results of the research and discussions, it can be concluded that through the implementation of the TTW learning model on poetry writing learning can improve poetry writing skills of fifth-grade students of SD 02 Sekaran Semarang. The increase was shown by the increasing learning process from a score of 29 increasing to a score of 35 in a very good category, student activity from a score of 19 increasing to a score of 28 in a good category and poetry writing skills students gaining an average score of 59.8 to 68.2 with the percentage of completeness is 78.6%.

## 5. ACKNOWLEDGMENTS

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