

Method Article

Application Effects of the Think-Talk -Write Model with Visual Media to Improve Students' Summary Writing Skills

ABSTRACT

Based on observations and interviews ~~were conducted to assess with~~ third grade students' summary writing skills at SDN 5 Kebumen, and it was found that the students' summary writing skills were low. Some students ~~have not written couldn't~~ the spell words ~~ing~~ correctly, and ~~correctly, then~~ when students were asked to write, the information ~~is was~~ not correct and complete. This study aimed s to improve summary writing skills in learning Indonesian through ~~model~~ the Think-Talk-Write model with visual media. This Classroom Action Research was carried out over three cycles, each cycle covering the stages of planning, implementing action, observing, and reflecting. The research subjects in the study were teachers and class III students at SDN 5 Kebumen. The data used awere quantitative and qualitative data. ~~The data~~ data collection techniques used ~~awere~~ test techniques, observation, and interviews. ~~The data~~ data analysis methods used ~~iswere~~ data reduction, data presentation, and drawing conclusions. The results showed that the average percentage of students' summary writing skills increased, with ~~in~~ the observation results of cycle I = 72.73%, cycle II = 90.91%, and cycle III = 95.45%. The results of this study indicate that the application of the ~~model~~ Think-Talk-Write model with visual media ~~can~~ could improve students' summary skills. In this learning model, students can think and understand the material with student worksheets. The images presented by the teacher ~~can~~ could help students understand the real material related to the material being explained. In addition, students actively discussed with their group members in seeking information and then presented the results of the discussion in front of the class. This trend became a student summary writing exercise because in group assignments in which there was the task of finding the main idea of a paragraph and writing a summary of information text. The research results show that the ~~model~~ Think-Talk-Write model with visual media ~~can~~ could improve summary writing skills.

Keywords: summary writing skills, Think Talk Write models, visual media

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Comment [H2]: Please add conclusions, recommendations and pedagogical implications based on the results of your study.

1. INTRODUCTION

Writing skills are part of language skills, this is in accordance with Tarigan's opinion (2015, 1) that language skills in the school curriculum include listening, speaking, reading and writing skills. Writing skills are language skills that are expressed through written symbols. According to Sumarno, et al. (2022, 524) writing is the process of organizing and communicating ideas and thoughts in written form with written symbols as a representation of a language.

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Writing skills have aspects that must be mastered to make writing easily understood by others and in accordance with the rules of language. According to Iskandarwassid & Sunendar (2015, 249) the aspect of writing skills that must be considered is critical components of the writing process that help the writer ~~is able~~ to express his ideas, the messages written, the choice of words and their arrangement according to the rules of language, linguistic elements, and the use of active and productive language. Furthermore, Magdalena's opinion (2017, 198) maintained that aspects of writing skills need to be considered regarding correct spelling, paying attention to EYD, and information from the contents of the writing from the author. The aspect of writing skills that must be considered is the accuracy of the sentences written by the writer because with clear and intact sentences the reader can understand the contents of the writing. This ~~is was~~ supported by the view of Slamet's opinion in (MS Zulela, et al, 2017, 113) in that writing skills are not just writing graphic symbols that form words, but writing skills are a person's ability to put his thoughts into written language through sentences with rules. certain sentences, sentences arranged as a whole, complete, and clear so that the sentence can be understood by the reader.

Based on documents, observations, and interviews, it shows that students' writing skills are still relatively low. As many as 13 students out of 22 students wrote information text titles inaccurately, namely in the use of capital letters. Furthermore, it was found that 18 out of 22 students were lacking in rewriting the information content by observing the poster picture, the students had not completely written down the information content, also the accuracy of the sentences in writing the information was not clear and complete. On the average result of the Final Assessment of Semester 1 Indonesian, namely students having scores below the minimum completeness criteria of 68, namely 61. Students who meet the minimum completeness criteria score are 10 children or 45.4% who do not meet the minimum completeness criteria score of 12 children or 54.5%.

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According to Nurlaily &and Pranata (2022), ~~that the~~ factors that affect low writing skills are the lack of guidance, direction, and encouragement from parents to their children to practice writing, and the student's friendship environment can also affect low writing skills. In addition to parental encouragement and a friendly environment, factors that influence writing skills are also influenced by the learning strategies implemented by the teacher. According to Setiawati (2016, 123), in her research, students' writing skills increase due to motivation, choosing the right model and media to improve writing skills.

~~According to~~ Supandi, et al (2018, 78) stated that strategy Think- Talk- Write Model is a cooperative learning model consisting of thinking, speaking, and writing stages. This strategy can build thinking, reflection, and organizing ideas. Then students write based on their ideas. Furthermore, the opinion of Sembiring (2021, 12) is the cooperative learning model Think Talk Write is a learning model that has steps to give more time so that students can think, discuss with their group mates and help each other in writing findings. In line with the opinion of Aryananda, et al (2019, 119) explaining that students

can write well according to the rules, with ~~a- the~~ learning ~~model~~ *Think Talk Write* ~~model~~. This learning model can help the teacher to train students to practice thinking and communicating during the learning process.

Learning model The Think -Talk- Write ~~model~~ has follows steps to be able to achieve the desired learning objectives. According to Huda (2015, 218-219) ~~model~~ the *Think Talk Write* ~~model~~ has several stages, the first is stage *think* students read text questions with problems encountered daily so they can write small notes. At stage *talk* students discuss with their group members to find the results of the investigation in the first stage. At stage *write* students write down the results of the discussion which contains basic ideas, steps for completion, and solutions. In line with the opinion of Supandi, et al (2018, 78) that the learning model *Think Talk Write* has three phases consisting of (1) students learn the material (thinking); (2) students discuss the results of the material that has been studied (speaking); (3) students write down the results of the discussion (writing). Furthermore, the steps of the learning model *Think Talk Write* according to Sa'diyah, et al (2019, 256) namely learning that build students to think, speak and write. Strategy *Think Talk Write* starting from students reading the material then thinking (dialogue with their members), then discussing and sharing information with their friends before writing down the information, meaning writing down the results of the discussion on the worksheets provided. Writing activity is building ideas because after discussing with friends students write down. Based on the opinion of experts regarding the steps of the learning model *Think Talk Write* ~~model~~ namely: (1) students understand the material explained by the teacher; (2) students are distributed student worksheets by the teacher; (3) students write notes based on student worksheets (*think*); (4) Formation of groups consisting of 5 students; (5) students discuss to discuss the contents of the notes (*talk*); (6) write down the results of the discussion individually (*write*); (7) group representatives make presentations; (8) reflection &and conclusion.

According to Arista and Putra (2019, 286) learning ~~models~~ *Think -Talk -Write* ~~model~~ has the advantage that students are used to thinking and communicating with teachers and friends, then students also understand the material through problems that must be solved. According to Shoimin (2016, 215) the advantages of learning models *Think Talk Write* are: (1) students understand the material better; (2) students are skilled in creativity; (3) students are able to think, and communicate with groups and teachers.

Based on the causes of Because of the students' low writing skills in class III ~~students~~ at SDN 5 Kebumen, the researchers assumed that the effort that can improve writing skills is by using a learning model *Think Talk Write*. This is in accordance with the opinion of Huda (2015, 218) stating that the model *Think Talk Write* can help students practice speaking orally and in writing fluently. Research from Otang Kurniawan, et al in 2018 with the title "*Investigating Think Talk Write Learning Model to Enhance Primary Students' Writing Skill*" that models *Think Talk Write* can improve the skills of writing narrative texts in class III Pekanbaru Elementary School. Data results from the *priest* namely 60.94 with the sufficient category, then the data results posttest experienced an increase of 75.67 in the skilled category.

Interesting learning activities for students can includes using learning media that are appropriate to Indonesian subjects. The researchers are interested in using visual media to improve writing skills because of the advantages of visual media as learning media, which are more interesting and students easily remember learning material. Opinion Assertion from Kustandi, et al (2021, 296) the use of visual media can attract students' attention during the learning process which can involve students directly

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so that students can be motivated in achieving learning goals. Research from Arifin, et al in 2019 with the research title "Model Effectiveness *Think Talk Write* Helping the Media Image Series on Writing Skills" that in the conclusion *Model Think Talk Write Model* assisted media picture series can improve writing skills, namely from the average value data pretest of 67.996 after being given learning using the learning *model Think Talk Write Model* with the help of the media, draw pictures experienced an increase in the average value posttest of 82,069. Based on the problems that have been described, this study has the goal of describing the steps for implementing the model *Think Talk Write*, improve summary writing skills, and describe constraints and solutions to model implementation *Think Talk Write*.

2. METHODOLOGY

This research approach uses Classroom Action Research. According to Sani (2016, 2), Classroom Action Research is research conducted by teachers and aims to overcome problems found in class. The research subjects to be addressed are teachers & class III students at SDN 5 Kebumen for the 2022 academic year. Class III students totaled 22 students consisting of 9 female students and 13 male students. This study uses quantitative and qualitative data. Sources of data was obtained from teachers and students. Data collection techniques used in research were tests, observations, and interviews. The data collection tool used was is the *model implementation instrument Think Talk Write Model* with visual media and instruments of summary writing skills in class III students. The data validity test technique uses a triangulation technique was used to validate the research data. The data analysis technique consists of three steps, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

The analysis data of the results of the research was obtained through observing teachers and students applying the *model Think Talk Write Model* and assessment of students' summary writing skills. Based on the research results that apply the *model Think Talk Write Model* can improve students' summary writing skills, besides that based on the observations of teachers and students applying learning using models *Think Talk Write* also increased. The research was conducted in 3 cycles with each cycle consisting of 2 meetings. The researcher carried out pre-action test activities before carrying out the action. Based on the results of the pre-action, there were 11 students (50%) who were not skilled at writing summaries, with an average score of 66. With this, it can be said that the class average score had not yet reached the minimum completeness criteria for learning Indonesian for class III SDN 5 Kebumen, namely 68. Furthermore, from the results of observations during the pre-action that students did not understand about summaries, other than that. Further, aspects of students' writing skills were still low. Judging from the results of the pre-action, namely that students were not still lacking good at in writing spelling words correctly, when they were asked to write the title of the information text, it was found out that they did not appropriate to use capital letters appropriately. So this indicates that from the pre-action results obtained, it has not yet reached the research achievement indicators and is was expected through the application of the *model Think Talk Write Model* using visual media can improve summary writing skills in class III students at SDN 5 Kebumen for the 2022/2023 academic year. The comparison results between cycles of teacher and student observations of each cycle in applying the *model Think Talk Write Model* can be seen in table 1 below.

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Table 1. Comparison between cycles of model application results Think Talk Write towards students

Research Subject	Average Presentation		
	Cycle I	Cycle II	Cycle III
Teacher	81,64%	87,37%	90,89%
Student	78,39%	86,00%	91,67%

In the first cycle stage, students had difficulty understanding and working on student worksheets, because students were given summary material for the first time. Students often asked the teacher about how to work on finding the main ideas of paragraphs, and writing summaries, there were also students who were not active during discussion activities. Furthermore, in cycle II, the students were able to work on student worksheets, but students they found it difficult to understand sentences because the reading presented was about communication technology. The material was considered by students to be quite difficult, because students still felt strange hearing some of the new vocabulary they heard. In addition, the teacher did not provide a review of the results of the discussion after the group presentation. In cycle III, it was better to apply the Think Talk Write model, but there were some students who still played with other group members during discussion activities.

Assessment of summary writing skills was carried out using a summary writing skill assessment at the end of the lesson based on, according to the material learned at each meeting of cycles I, II, and III. Summary writing skills were measured by an assessment rubric with indicators namely: (1) conformity with the picture; (2) the logical accuracy of the story sequence; (3) the accuracy of the meaning of the whole story; (4) word accuracy; (5) sentence accuracy; (6) spelling and grammar. A comparison between cycles of summative writing skills scores for class III students at SDN 5 Kebumen for the 2022 academic year can be seen in table 2 below.

Table 2. Comparison between Cycles of Writing Skills for Class III Summary of SDN 5 Kebumen for the 2022/2023 Academic Year

Aspect	Cycle I		Cycle II		Cycle III
	Pert 1	Pert 2	Pert 1	Pert 2	Pert 1
Skilled Students (%)	63,64	81,82	90,91	90,91	95,45
Unskilled Students (%)	36,36	18,18	9,09	9,09	4,55
Average Value	70,86	74,05	75,36	77,45	83
The Highest Score	92	96	92	96	100
Lowest Value	29	29	50	63	67

Based on table 2, it was shown that the percentage of students on the results of summary writing skills has increased. Students are skilled at improved writing summaries in cycle I = 72.73%, cycle II = 90.91%, and cycle III 95.45%. In cycle I, the results of the assessment of the compatibility aspect with the picture, on average, students were able to write a summary sentence according to the identification of the

picture. This is because the step of the Think Talk Write model is in the third step, namely students were asked to write words that describe the pictures presented on student worksheets. The student worksheet is used as an exercise for students to identify pictures by writing words that match the pictures presented. This is in accordance with the opinion of Alfianika and Marni in (Diani & Suhendi, 2019, 2) that student worksheets were used by students to be directed to understand the concepts contained in the material, so students were able to write material concepts more easily, so students were able to achieve outcome indicators and achieved learning. In addition, the opinion of Effendi (2021, 928) ascertained that student worksheets also have had the advantage that for teachers as they are easy to carry out learning while students can learn independently, and carry out written assignments.

Furthermore, Cycle II has increased the students' writing skills because there is a fifth step in the Think Talk Write model, namely in which students discussing discussed the contents of the notes (*talk*) contributed to improve the aspects of writing skills on the accuracy of the meaning of the whole story. The accuracy of the meaning of the whole story is an indicator that students were able to write a summary that includes 3-4 main ideas of paragraphs in an information text. Thus, student scores on the aspect of the accuracy of the meaning of the whole story can contribute to improving students' summary writing skills. This agrees with the results of a study by Tarigan (2015, 26) that revealed that the discussion method emphasizes cooperation to solve a problem, so that students could more easily understand a material concept, especially in making summaries. Furthermore, Hamidah's opinion (2023, 21) maintained that students during discussions are able to help to activate students to express opinions, convey input, and end with concluding the results of the discussion.

In Cycle III, there was an increase students' writing skills because aspects of the assessment of writing skills, namely spelling and writing grammar, contributed well to improving students' writing skills because there was an eighth step, namely reflection and write their conclusion easily. The teacher provided s a review of the results of the discussion that has been submitted, one of which helped to reminds students of the correct spelling and writing. This result was in accordance with Putri's opinion (2019) assertion in that the Think Talk Write model can improve the ability to use capital letters and punctuation in writing skills in class III elementary school students. Furthermore, the opinion of Wowor, et al (2022) indicated that the benefits of reflection in learning a were that teachers can determine the breadth and depth of material and carry out learning evaluations. So that Accordingly, in reflection activities, the teacher was able to provide material regarding spelling and writing grammar to students when writing summaries.

Based on these data, it can be seen that the application of the model Think Talk Write Model can improve students' summary writing skills. This result was in accordance with the opinion the research results of Listiana, et al (2020) that revealed that all student activities when applying the Think Talk Write model all student activities can increase student learning independence so as to improve students' writing skills. Reinforced by The results of this study substantiated the research of Kurniaman, et al (2018), Suwanto, et al (2021), Arifin, et al (2019), Maulana, et al (2018), and Megasari, et al (2016) that applying the application of the Think Talk Write model can improve students' writing skills.

The results of interviews with teachers and students in regarding the application of the Think Talk Write model found obstacles that hampered the implementation of the model during learning. For every obstacle that is encountered teachers, experienced,

solution ~~is was~~ always sought so that these obstacles ~~dedid~~ not recur so that research ~~can could~~ run smoothly and get maximum results. The obstacles experienced were: (1) the teacher did not give students the opportunity to ask questions; (2) students are reluctant to ask the teacher; (3) students did not pay attention when the teacher explained the direction of group assignments; (4) the teacher does not activate each student in discussion activities; (5) students are not active in discussion activities; (6) students do not pay attention when their friends present the results of the discussion; (7) the teacher does not provide a review of the results of the discussion after the group representatives present the results of the discussion in front of the class; (8) students who are not active during discussion activities; (9) students who play alone during discussion activities with group members. These constraints are relevant to Ningsih and Lenni's research (2015, 117) that there are students who do not care about group assignments, so students play alone. Furthermore, research from Maulana and Ikhsan (2018, 155) shows that there ~~awere~~ students who ~~have did~~ not followed the teacher's instructions in learning. Constraints ~~that occur~~ arose because teachers and students ~~are could~~ not ~~appropriately~~ use ~~the~~ ~~do using models~~ ~~Think Think~~ ~~Talk Write Model~~ at the time of learning. This constraint ~~can could~~ also be caused by deficiencies in the ~~model~~ ~~Think-Talk -Write Model~~, according to Shoimin (2016) ~~suggested to consider~~ lack of ~~models~~ the following factors when implementing the ~~Think Talk Write Model~~, namely: (1) (1) ~~s~~ Students are busy when working on ~~open ended~~ questions ~~open ended~~; (2) not all students have the ability and confidence; (3) the media used must be prepared carefully.

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The solutions ~~s~~ to the constraints during the learning process ~~us using es a~~ ~~model the~~ ~~Think -Talk -Write Model~~ include: namely: (1) teachers ~~awere~~ advised to provide opportunities for students to ask questions after explaining the material; (2) students ~~awere~~ given stimulation and motivation not to be ashamed to ask questions when experiencing difficulties; (3) the teacher ~~warn encouraged~~ students to pay attention to the explanation of group assignment directions; (4) the teacher ~~can could~~ provide guidance and direction to students so that they ~~awere~~ active in discussion activities in groups; (5) ~~warning~~ students ~~were warned~~ to do group assignments together; (6) ~~warning~~ students ~~were encouraged~~ to pay attention to their friends when presenting in front of the class; (7) teachers ~~a were~~ ~~advised to be~~ more active in supervising students during discussion activities and working on group assignments; (8) motivating and understanding students so that students can be active in discussion activities; (9) the teacher ~~can warn~~ ~~encouraged~~ students to participate in discussion activities. ~~This solutions~~ ~~These solutions were~~ in accordance with ~~the research~~ recommendation of Ningsih and Lenni's ~~research~~ (2015, 117) ~~in~~ that teachers must guide students to work together in cooperative learning, so that students are indifferent to assignments. Maulana and Ikhsan (2018, 156) provide advice to teachers, namely teachers can provide guidance to students who experience difficulties.

4. CONCLUSION

Based on the results of the research and ~~the~~ discussion that has been carried out ~~so far~~, the following conclusions ~~are obtained were drawn~~: (1) ~~application of the model~~ ~~Think-Talk-Write~~ ~~to improve~~ ~~The students~~ summary writing skills in class III ~~students~~ at SDN 5 Kebumen for the 2022/2023 academic year ~~improved through the application of the~~ ~~Think- Talk- Write Model~~, ~~is~~ ~~The Think- Talk- Write Model~~ was carried out using the following steps: (a) students understand the material explained by the teacher; (b) ~~student~~ ~~student worksheets~~ ~~awere~~ distributed ~~student worksheets~~ by the teacher; (c) students ~~were ordered to~~ write notes based on student worksheets (*think*); (d) ~~the formation of~~ groups consisting of 5 students ~~were formed~~; (e) students ~~discussed~~

~~discusstodiscuss~~ the contents of the notes (*talk*); (f) ~~Students wrote write~~ down the results of the discussion individually (~~write~~); (g) group representatives ~~make made~~ presentations; (h) reflections and conclusions ~~were made~~; (2) ~~the~~ application of the ~~model~~ *Think- Talk -Write Model* ~~can could~~ improve summary writing skills in class III students of SDN 5 Kebumen for the 2022/2023 academic year. This can be seen from the percentage of the number of skilled students and the increase in the average value of summary writing skills through the assessment of summary writing skills; (3) ~~When implementing the application of the model~~ *Think- Talk- Write Model* to improve ~~students'~~ summary writing skills, ~~experiencing the researchers encountered~~ several obstacles that ~~need needed~~ to ~~find~~ solutions for improvement so that learning ~~can could~~ run well and get maximum results.

In connection with the research results that have been achieved, there are practical implications, ~~namely the model~~ *The Think Talk Write Model* can be used as an alternative learning model in the classroom ~~that where it~~ can increase student interest and activeness in participating in learning. Schools ~~can need to~~ provide facilities, infrastructure and facilities to support teachers in innovating using learning models to improve the quality of learning. This research can be used as a reference source to ~~create inform~~ other innovative learning activities that are in accordance with the characteristics of students and the development of increasingly advanced science.

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Comment [H13]: A quick spot check for important and recent work suggests too many references cited in the end references section here, but there are glaring omissions the in-text references.

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