

Improving the Ability to Write Folk Poetry Using the Think Talk Write (TTW) Method for Class VII A, B and C Students at SMPN IV Langke Rembong

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Abstract. This study aims to improve students' ability to write folk poetry through the implementation of the Think Talk Write (TTW) method among seventh-grade students (classes A, B, and C) at SMPN IV Langke Rembong. The application of the TTW method is believed to enhance students' folk poetry writing skills. This research employs a Classroom Action Research (CAR) approach with a quantitative descriptive method. The study consists of several components, including planning, action, observation, and reflection, and is conducted in two cycles. The research subjects include seventh-grade students (classes A, B, and C) at SMPN IV Langke Rembong, along with their Indonesian language teacher. The findings indicate an increase in test and observation results from Cycle I to Cycle II. In Cycle I, the achievement percentages for Class A, B, and C were 75%, 77.4%, and 40%, respectively. In Cycle II, these percentages improved to 100% for Class A, 90.3% for Class B, and 93.3% for Class C. Based on these results, it can be concluded that the implementation of the Think Talk Write (TTW) method is effective in enhancing the folk poetry writing skills of seventh-grade students (Classes A, B, and C) at SMPN IV Langke Rembong.

Keywords: Writing, folk poetry, Think Talk Write (TTW) Method

1. Introduction

Several factors contribute to the decline in students' writing skills. Some of these factors include a lack of motivation to learn, students' limited ability to develop ideas, and a minimal vocabulary. Additionally, the low writing skills of students are also influenced by the lack of motivation from teachers in providing appropriate learning strategies. As a result, students struggle to develop their writing abilities.

Folk poetry, or traditional poetry, is a form of oral literature that has been passed down from generation to generation. It contains values of life and evolves within society without a known original author, as it is transmitted orally from one person to another. Folk poetry is also a literary work that is condensed, shortened, and given rhythm with harmonious sounds while using figurative or imaginative language.

Pantun is one of the defining characteristics of folk poetry. According to [1], pantun is a form of Malay literature that is classified as traditional poetry. In addition to being structured in stanzas, pantun follows specific rules, including: 1) Consisting of a sampiran (preface) and

an isi (content). 2) Each line contains eight to ten syllables. 3) Following a rhyme scheme or having similar sounds at the end of each line.

As an original literary work of Indonesia, pantun embodies profound philosophical and cultural values. These values should be explored and studied further so that pantun can contribute positively to shaping students' character. Therefore, pantun continues to be taught in schools.

The study of folk poetry writing is part of the seventh-grade curriculum in the 2013 Curriculum (Kurikulum 2013) for the second semester. In poetry, word selection must be done carefully to enhance expressive power. Although concise and compact, poetry must still have a strong expressive impact. Therefore, poets often choose words with similar sounds or rhymes. These words represent deeper and broader meanings.

Pantun, as one of the forms of folk poetry, has deep roots in the culture of the Nusantara. The word "pantun" comes from the Minangkabau language *patuntun*, which means "guide." According to [2], pantun is the most widely recognized form of poetry in Malay literature. In the past, pantun was used in everyday conversation. Even today, the Malay community in rural areas still uses pantun on various occasions, such as in traditional speeches, market transactions, expressions of happiness, and expressions of sorrow. However, nowadays, the recitation of pantun is more often used as a complement to formal events rather than as a means of passing down cultural values.

The skill of writing folk poetry is a cultural heritage that needs to be preserved and enhanced. With folk poetry writing skills, students can train their imagination and develop their creativity in crafting words that hold meaning and linguistic beauty. According to the Ministry of Education and Culture (Kemendikbud) in Andia et al. (2021: 483), folk poetry is a national heritage that encompasses various forms such as pantun, syair, and gurindam. Folk poetry not only has aesthetic value but also conveys moral, religious, and ethical messages. Folk poetry is part of Indonesia's cultural history, reflecting the nation's identity.

The ability to write folk poetry is closely related to students' understanding of folk poetry itself. However, many students still face difficulties in writing poetry with beautiful language due to their lack of understanding of folk poetry.

Language and folk poetry have a close and reciprocal relationship. This relationship arises because folk poetry is composed of words that form a structured expression. Poetry is a type of literary work whose language style is strongly influenced by rhythm, rhyme, and the arrangement of lines and stanzas. Writing poetry requires careful attention to word choice to enhance the reader's awareness of experiences. Poetry also serves as an expression of thought that can influence feelings and stimulate imagination through its rhythmic structure. Its delivery uses language that carries deep and captivating meaning.

The Think Talk Write (TTW) method is a learning model that begins with a thinking process based on reading materials, such as listening, critiquing, and finding alternative solutions. [3] argues that Think Talk Write (TTW) is a strategy or method used in the learning process, particularly in text-based writing. This method encourages students to think (Think), discuss (Talk), and write (Write), which can enhance their understanding of the material.

Mulyasa in [3] describes teaching models or methods as plans or patterns that can be used to shape the curriculum, design instructional materials, and manage the learning process in the classroom or other learning environments. According to him, learning is a social behavior, and the Think Talk Write (TTW) strategy encourages students to think, speak, and then write down their ideas about a particular topic.

Based on observations at SMPN 4 Langke Rembong in the seventh grade, various problems were found that the Indonesian language teacher faces. One of the main challenges is the students' low ability to understand descriptive texts when using the Think Talk Write (TTW) method. This affects their learning outcomes in understanding descriptive texts.

Interviews with the seventh-grade Indonesian language teacher at SMPN 4 Langke Rembong on February 19, 2023, revealed that students' difficulties in understanding folk poetry are caused by several factors, including: 1) Many source books or textbooks do not contain contextual learning material. 2) Teachers must search for or reorganize teaching materials and lesson plans that are more suited to the learning context. 2) Students need to be taught basic knowledge of folk poetry again. 3) Reference materials or sources about folk poetry at the junior high school level are still limited to textbooks. 4) Students' memory tends to be weak when relying solely on internet sources, especially related to folk poetry. 5) Teachers have not yet found the appropriate method for teaching this material to students. Therefore, a more effective teaching strategy is needed so that students can better understand and appreciate folk poetry.

Writing is a skill that every individual must master. This activity serves as a means for the writer to convey their thoughts to the reader in the form of notes that use graphic symbols from a language. Before starting the writing process, one needs to first understand the basic concepts of writing. In addition, writing is also an essential language skill that must be mastered and continually developed. This skill can be honed through learning at school or through independent practice. By learning to write, a person gains the opportunity to receive guidance and gradually improve their writing to a higher level.

According to [4], writing is an active and productive activity that requires an organized mindset to be expressed in written form. Writing skills allow an individual to convey ideas, thoughts, knowledge, and experiences in a systematic manner. Writing ability is also influenced by other productive skills, such as speaking, as well as receptive skills like reading and listening. Furthermore, linguistic aspects such as vocabulary understanding, diction, sentence effectiveness, spelling, and punctuation play a role in producing good writing.

[5] states that writing is a language skill that is both expressive and productive. It is considered expressive because writing is the result of thoughts and feelings expressed through fine motor activity in the form of handwriting. Meanwhile, writing is also called productive because it is a process of generating actual units of language in the form of written works. Therefore, in general, writing can be regarded as the result of someone's ideas that can be understood by others.

Brown suggests that there are several principles in writing instruction, namely: 1) Writing instruction must be carried out through good writing practices. 2) Writing instruction must balance between process and product. 3) The students' cultural literacy background should be considered in writing instruction. 4) Writing instruction must use the whole language method, particularly by connecting readers and writers. 5) Writing instruction must include three main stages: prewriting, writing, and postwriting. 6) Use interactive, cooperative, and collaborative teaching strategies. 7) Apply the appropriate strategy for correcting students' writing errors. 8) Before writing, students should be given an understanding of the correct writing rules.

Based on these principles, writing instruction should be carried out by the teacher in a proper and optimal manner. The teacher needs to develop and implement writing principles in the learning process. Additionally, writing instruction should emphasize the actual writing process itself, rather than focusing solely on the final outcome or the written product.

Poetry is one form of ancient literature that follows specific writing rules. Folk poetry is a cultural heritage of the nation that is rich in moral, religious, and ethical values, making it essential to preserve. Folk poetry has a distinctive form, usually consisting of a series of specific sentences. Some types of folk poetry are based on incantations, some are based on the length and shortness of syllables, while others follow a particular rhythm.

According to [6], folk poetry or traditional poetry is part of traditional knowledge, which includes traditional questions, as well as categories of "paparikan" and "wawangsalan." Moreover, "paparikan" is divided into two types: folk tales and folk beliefs in the form of incantations. Folk poetry contains values that have developed in the life of society and serves as a cultural heritage that reflects the wisdom of the Indonesian ancestors. Therefore, ancient or traditional poetry can be considered as a form of traditional literary work produced from a specific arrangement of sentences, with varying rules such as syllable length, sound stress, or simply based on rhythm.

[7] also state that: 1) Folk poetry is a cultural heritage of the nation that must be preserved. 2) Folk poetry is part of the oral folklore genre. 3) Folk poetry is a part of oral literature that needs to be nurtured and developed so that it is not eroded by the development of time. Thus, folk poetry not only serves as a form of artistic expression but also as a medium for passing down cultural values from one generation to the next.

According to [8], there are several types of folk poetry:

1) Incantations

An incantation is one of the oldest forms of poetry. Its existence in Malay society initially was not as a literary work, but rather related to customs and beliefs. Incantations are usually composed using words that are believed to have magical powers and are spoken at specific times and places. Additionally, the words in an incantation are carefully selected to sound beautiful and carry special meaning. Dewi (in Budiman:16) states that the words in an incantation are not ordinary words, but must be specifically chosen to possess magical power. Characteristics of incantations include: 1) Contain a distinctive rhyme and rhythm. 2) Have elements of supernatural power. Example of an incantation:

*Lontar magic, betel lontar
Lying at the edge of the earth
Blind demons, blind spirits
I greet them, without a sound*

2) Gurindam

Gurindam is one of the forms of ancient poetry that originated from Tamil, India. Gurindam contains advice that is delivered clearly by explaining the cause-and-effect relationship in each stanza. According to [9], gurindam consists of two lines in each stanza that are linked by a cause-and-effect relationship. Its content conveys moral teachings or advice. Characteristics of gurindam: 1) Consists of two lines in each stanza. 2) Has a rhyming pattern of a-a, b-b, c-c, and so on. 3) Contains advice or moral teachings. *Example of gurindam:*

*If the knowledge gained is incomplete (a)
Then life will be useless (a)
Youth is a productive time (b)
Therefore, use it effectively (b)
Do not act before thinking (c)*

So you will not regret in the future (c)

3) Syair

Syair is another form of ancient poetry that originated from Arabic. Syair has distinct characteristics that differentiate it from other forms of poetry. Characteristics of syair: 1) Each stanza consists of four lines. 2) Each line consists of 8–14 syllables. 3) Has a rhyming pattern of a-a-a-a. 4) All lines in the stanza contain content, with no "sampiran" (introductory or filler lines). Example of syair:

*In ancient times (a)
There was a story (a)
Of a peaceful and prosperous land (a)
Ruled by a wise king (a)
A land named Pasir Luhur (a)
Its land was vast and fertile (a)
The people lived orderly and prosperously (a)
In harmony and unmeasurable happiness (a)
The king's name was Darmalaksana (a)
He was handsome and had a charming appearance (a)
Strong and mighty, unmatched by anyone (a)
Fair and just, full of dignity (a)*

4) Karmina

Karmina is a form of ancient poetry similar to a pantun but with shorter lines (Dewi in Budiman, 1993:20). Karmina is often used as an expression of sarcasm or a proverb in a more concise form compared to a pantun. Characteristics of karmina: 1) Consists of two lines in each stanza. 2) Has an a-a rhyme pattern. 3) The first line functions as the "sampiran" (introductory line), while the second line contains the "isi" (content). 4) Generally contains sarcasm or advice. Example of karmina:

*Already gaharu, sandalwood as well (a)
Already know, still asking (a)*

5) Talibun

Talibun is an ancient form of poetry similar to pantun but with more than four lines, always in an even number (Dewi in Budiman, 1993:21). Talibun is usually used to describe a situation or event in more detail. Characteristics of talibun: 1) Has an even number of lines, such as 6, 8, or 10 lines. 2) The rhyme pattern can be abc-abc or abcd-abcd, depending on the number of lines. 3) Each line consists of 8–12 syllables. 4) Uses rhythmic language and contains repetition. 5) The first half of the stanza is "sampiran," while the second half contains the "isi." Example of talibun:

*With a pitiful face (a)
The people around seem annoyed (b)
Until everyone turns away (c)
Seek knowledge with sincerity (a)
So that you won't regret (b)
Prepared to take on the world's challenges (c).*

6) Pantun

Pantun is a type of folk poetry widely known in various languages across the Nusantara. The word pantun comes from the Minangkabau language *patuntun*, which means "guide." In Javanese, pantun is known as *paparikan*, while in Batak it is called *umpasa*. According to Dewi in Abdul Rani (2006:23), pantun has the following characteristics: 1) Consists of four lines in each stanza. 2) Each line consists of 8–12 syllables. 3) The first two lines are called "sampiran," while the next two lines are the "isi," containing the message or meaning. 4) Has an a-b-a-b rhyme pattern. Example of pantun:

Traveling to Taman Mini (a)

To Taman Mini by cart (b)

Discipline must be maintained from an early age (a)

So it will be useful someday (b)

The Think Talk Write (TTW) method is one of the teaching methods that can enhance and develop students' thinking, speaking, and writing skills. Additionally, this method can also improve students' communication abilities. The Think Talk Write (TTW) model is more effective when implemented in small groups consisting of at least 3–5 students. In these groups, each student is asked to read, take brief notes, explain, listen, share ideas with peers, and express them in writing.

According to Aziz (2018:5), there are four main advantages of the Think Talk Write (TTW) method, namely: a) It develops meaningful problem-solving skills in understanding the learning material. b) It provides open-ended questions that can enhance students' critical and creative thinking skills. c) It encourages group interaction and discussion, making students more active in the learning process. d) It trains students to think and communicate with their peers, teachers, and themselves.

2. Method

This study employs Classroom Action Research as its research methodology. Classroom Action Research is research conducted by a teacher in their own classroom with the aim of improving teaching performance and enhancing student learning outcomes.

According to [10], for some students, especially those pursuing undergraduate programs, research is the culminating activity of their studies. Students are required to develop their understanding through inquiry or exploration to find answers to the issues within their field of study. In this process of inquiry or exploration, there are a set of rules and steps that must be followed, which are packaged in a framework called research methodology.

Furthermore, [11] explains that Classroom Action Research is research conducted by a teacher in their own classroom through self-reflection, aimed at improving their performance as an educator and enhancing student learning outcomes. Meanwhile, according to [12], Classroom Action Research is classroom-based research aimed at addressing the learning issues faced by teachers, improving the quality of learning, and testing and developing innovations in the learning process to achieve better outcomes. Classroom Action Research can be conducted individually or collaboratively. 1) Individual Classroom Action Research: Research conducted by a teacher in their own classroom or in another teacher's classroom. 2) Collaborative Classroom Action Research: Research involving several teachers working synergistically, where one teacher teaches and the others observe the learning activities in the classroom.

According to [12], the characteristics of Classroom Action Research include: 1) The issues being researched are related to daily teaching practices in the classroom, such as the use of the Think Talk Write (TTW) method, the development of students' life skills, and the improvement of students' competencies based on the KTSP curriculum. 2) Specific actions are needed to address these issues to improve the quality of classroom learning. 3) There is a noticeable change before and after the Classroom Action Research is conducted as a result of the actions applied. 4) The teacher plays the role of the researcher, either individually or in groups. Other parties, such as prospective teachers, school principals, supervisors, or lecturers, can collaborate as research partners. 5) Overall, Classroom Action Research focuses on practical issues in classroom learning, with concrete actions to improve the learning process.

Classroom Action Research consists of two main cycles: Cycle I and Cycle II: 1) Cycle I aims to measure the students' knowledge and ability in writing folk poetry. The results of this cycle are used as reflection materials for improvements in the next cycle. 2) Cycle II aims to assess the improvement in students' ability to write folk poetry after improvements are made in the learning process based on the reflection from Cycle I.

If Cycle II does not yield adequate results in improving students' ability to write folk poetry, the research can continue to Cycle III, which aims to ensure further improvements in students' writing skills.

3. Results and Discussion

This Classroom Action Research was conducted in classes VII A, VII B, and VII C at SMPN 4 Langke Rembong. The subjects of this research are the teachers and students from these three classes. At this stage, the research data obtained from Cycle I and Cycle II are presented and analyzed separately. The purpose of this analysis is to identify differences, developments, and improvements in each cycle. The test results from Cycle I and Cycle II were obtained from students' test sheets, which assess their ability to write pantun using the Think Talk Write method.

Table 1. Test Result Values in Cycle I

NO		Class VII A	Class VII B	Class VII C
1	Number of Students	28	31	30
2	KKM	80	80	80
3	Complete	21	24	12
4	Not Completed	7	7	18
	Percentage	75%	77,4%	40%

Based on the test results from Cycle I, the learning process has not yet reached the expected level of mastery. This is due to the suboptimal implementation of the Think Talk Write (TTW) method. According to the student observation sheets, many students were not fully engaged during the learning process. Therefore, in Cycle I, a reflection was conducted to identify the issues and find solutions to ensure improvement in Cycle II.

Table 2. Test Result Values in Cycle II

NO		Class VII A	Class VII B	Class VII C
1	Number of Students	28	31	30
2	KKM	80	80	80
3	Complete	28	28	28
4	Not Completed	-	3	2
	Percentage	100%	90,3%	93,3%

The assessment of the test results conducted at the end of the learning process shows that the students' ability to write *pantun* using the Think Talk Write (TTW) method falls into the "very good" category. This data was analyzed by calculating the classical learning mastery score in percentage form. Based on the test results from Cycle II, the learning process using the TTW method has shown significant improvement and is classified as "very good."

The results of analysis indicated that students' ability to write *pantun* improved through the implementation of the Think Talk Write (TTW) method in learning. The TTW method is effective in enhancing *pantun* writing skills because it actively engages students in the learning process. Initially, students faced difficulties in writing *pantun*. However, after the researcher explained the material using the TTW method, students showed greater enthusiasm and attention, enabling them to write *pantun* correctly and well.

This improvement can be seen from the test results, observation outcomes, and actions that indicate a better understanding of the folk poetry material, particularly *pantun*, through the TTW method. Based on the learning data, the TTW method has been proven to enhance students' writing skills, especially in writing *pantun*.

Based on the Classroom Action Research conducted in classes VII A, B, and C at SMPN 4 Langke Rembong during Cycle I and Cycle II, it can be concluded that students' ability to write *pantun* showed improvement. The observation sheets indicated progress in each cycle.

In Cycle I, the results were as follows: Class A: Average score 2.89 with 57.8% percentage, Class B: Average score 2.72 with 54.4% percentage, Class C: Average score 2.76 with 55.2% percentage. In Cycle II, the results significantly improved: Class A: Average score 4.21 with 84.2% percentage, Class B: Average score 4.25 with 85% percentage, Class C: Average score 4.39 with 87.8% percentage.

From the test results, the improvement in *pantun* writing ability is clearly visible in the percentage of student mastery in each cycle: Cycle I: Class A: 75%, Class B: 77.4%, Class C: 40%. Cycle II (after improvements were made): Class A: 100%, Class B: 90.3%, Class C: 93.3%.

The test results and observation sheets show that students' understanding and skills in writing *pantun* have significantly improved in each cycle.

4. Conclusion

Based on the results of the Classroom Action Research (CAR) conducted in classes VII A, B, and C at SMPN 4 Langke Rembong in Cycle I and Cycle II, the researcher concludes that students' ability to write pantun using the Think Talk Write (TTW) method has improved. The observation sheets indicate progress in each cycle.

In Cycle I, the average scores obtained were as follows: Class A: 2.89 with 57.8% percentage, Class B: 2.72 with 54.4% percentage, Class C: 2.76 with 55.2% percentage. In Cycle II, there was a significant improvement: Class A: 4.21 with 84.2% percentage, Class B: 4.25 with 85% percentage, Class C: 4.39 with 87.8% percentage.

The students' test results show an improvement in their ability to write pantun using the TTW method. This improvement can be seen from the percentage of student mastery in each cycle: Cycle I: Class A: 75%, Class B: 77.4%, Class C: 40%. Cycle II (after improvements were made): Class A: 100%, Class B: 90.3%, Class C: 93.3%.

Based on the test results and observation sheets, it is evident that students' ability to write pantun continued to improve in each cycle.

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