The Effect of the Think Talk Write (TTW) Learning Model on the Students' Ability to Write Commercial Letters in High School Students Grade XI

M Silfia[1], I Basri[2], L.W Ardianto[2]
{megga.s@yahoo.com[1]}

[1,2] Master Program Student, Faculty of Language and Art, Universitas Negeri Padang, Padang, Indonesia

Abstract. The purpose of this study was to describe the "The Effects of the Think Talk Write (TTW) Learning Model on the Students' Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam". The research method used is an experiment. The research subjects were grade XI students of SMA Negeri 1 V Koto Kampung Dalam. The results of this study indicate that *first*, the ability to write a commercial letter using the think talk write learning model by grade XI Students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 83.82 is included in the excellent category. *Second*, the ability to write a commercial letter by using a conventional learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 67.29 included in the sufficient category. *Third*, Based on the results of the test results obtained $t_{count} > t_{table}$ is 6.06> 1.66. So h_o is rejected and h_a is accepted. Thus it can be concluded that there is the influence effects of the Think Talk Write (TTW) learning model on the students' ability to write commercial letters in grade XI at SMA Negeri 1 V Koto Kampung Dalam.

Keywords: experiment, learning model, think talk write (TTW)

1. Introduction

Education, in essence, is a conscious effort to prepare students through guidance and teaching activities. In teaching Indonesian four language skills must be considered. These skills include the ability to listen, speak, read, and write. If learning is done by linking the four aspects, the learning activities will be more focused so that student learning activeness increases in the end.

As one aspect of language skills, writing is not a stranger in human life. However, in reality, not everyone can put all their opinions, ideas or contents into complex writing. Based on this, it is no exaggeration to say writing is a complex ability that demands several abilities and skills.

In the school environment, Indonesian language teaching has been established firmly and clearly. However, the implementation often fails in achieving the stated goals. Failure to achieve these goals can be caused by the learning model factors that the teacher uses in the classroom are not following the situations and conditions that support the learning process, so that the impact on learning outcomes.

Seeing some problems in students in the learning process, problems that arise, namely the ability of students to write commercial letters have not reached a satisfactory level. There are still many students who do not understand how to write trade letters properly and correctly. From the phenomenon that has been conveyed, it can be assumed that the learning model used by the teacher so far needs a variety of learning models. This is where the teacher is required to use a learning model that can improve the condition.

Given the problems that exist, there needs to be a renewal effort to see the ability to write commercial letters of high school students, namely by learning using the Think Talk Write (TTW) learning model. [1] states that learning that can spur students to be more active in teaching and learning activities is the Think Talk Write (TTW) model. The Think Talk Write (TTW) model can focus the learning process into (student-centered) in this case the sued students are more active than the teacher.

Think Talk Write (TTW) learning model, [2], [3], [4] states that activities that can be carried out to develop students' ability to understand concepts and communication are by applying Think Talk Write learning. *First*, think means to think. In the big Indonesian dictionary, thinking means using reason to consider and decide something. Thinking is a mental activity to be able to formulate an understanding, synthesize, and draw conclusions. Based on the above meanings, thinking (think) is a mental activity carried out to make decisions and draw conclusions after going through the process of considering. *Second*, talk means talking. In the Big Indonesian Dictionary, talk means to consider, thoughts, and opinions. At the talking stage, students work with their groups aiming to build mutual understanding and knowledge through interaction and conversation between individuals in the group. *Third*, write means writing. In the Indonesian dictionary, writing is making letters (numbers, etc.) with pens (pencils, chalks, and so on). Writing activities will help students make connections and also allow teachers to see the development of students' concepts. Writing means helping to realize one of the learning objectives, namely students' understanding of the material he is learning.

This Think Talk Write (TTW) model has been applied by [5], [6], [7], [8], [9], [10], [11], [12], [13], [14], [15], [16] from the study the Think Talk Write (TTW) model has a significant effect on the results and student learning activities. Based on the explanation, it can also be concluded that the Think Talk Write (TTW) model is well used to train students' thinking well. For this reason, the Think Talk Write (TTW) learning model emphasizes increasing students' reasoning power, students' critical power, students' imagination, and analysis of problems.

Thus the authors are interested in researching with the title "The Effects of the Think Talk Write (TTW) Learning Model on the Students' Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam". The limitation of the problem taken is focused on the influence of Think Talk Write (TTW) learning model on the ability to write a commercial letter in grade XI at SMA Negeri 1 V Koto Kampung Dalam.

2. Method

Stated [17], "the research method is the method used by researchers in collecting research data". The method used in this study is the research method. This study aims to study "The The Effects of the Think Talk Write (TTW) Learning Model on the Students' Ability to Write Commercial Letters in Grade XI at SMA Negeri 1 V Koto Kampung Dalam".

This research was conducted at SMA Negeri 1 V Koto Kampung Dalam, Pariaman. This research is an experimental study, so this sample is divided into two groups. The first group

was XI-IPA2 class as an experimental class with 35 students and the second group XI-IPA1 class as a control class with 35 students. This study uses an instrument consisting of writing a commercial letter in written form. With the instrument data obtained for variables X1 and X2.

Table 1. Research Design Posttest-Only Control

Class	Treatment	Post-test
XI-IPA 2 (X_I)	X	T_1
XI-IPA 1 (X_2)	-	T_2

Information:

XI and X2: Classes randomly selected for class experiment and control class
X: Experimental treatment
T1 and T2: Influence after therapy

Table 2. Learning Steps for the Experimental and Control

Experimentation Class (Model *Think Talk Write)*	Control class (Conventional Model)	Time 2 x 45
Initial activity 1. Pray 2. The teacher creates a conducive learning atmosphere and focuses attention on students 3. Give praise. Giving praise can increase morale and motivate students.	**Initial activity** 1. Pray 2. The teacher creates a conducive learning atmosphere and focuses attention on students	10 Minute
Core activities: 1. The teacher divides the group, one group consists of 5 people 2. The teacher divides the reading text in the form of a Student Discussion Sheet (LDS) which contains the problem situation and the instructions and procedures for its implementation 3. Students read the text and make notes of the reading results individually to be taken to the discussion forum (think) 4. Students interact and collaborate with their group friends to discuss the contents of the notes (talk) 5. The teacher acts as a mediator of the learning environment,	**Core activities:** 1. Explain the trade letter 2. Explain how to write a commercial letter 3. Invite students to ask questions for those who do not understand 4. Asking students to work on writing commercial letters 5. Asking students to show their work to the teacher	60 Minute

students construct their own knowledge as a result of collaboration (write).		
End activities: 1. The teacher instructs students to make a commercial letter 2. Pray to end learning	**End activities:** 1. The teacher instructs students to make a commercial letter 2. The teacher closes the learning by saying greetings	20 Minute

Table 3. Assessed Aspects

No	Rated aspect	Indicators and basis for assessment	Score
1.	Seller and Buyer Identity	1. Identity of both parties is complete	3
		2. The identity of both parties is incomplete	2
		3. The identity of both parties is incomplete	1
2.	Articles (rights and obligations of sellers and buyers)	1. Article written in full	3
		2. Article written is incomplete	2
		3. Article written is incomplete	1
3.	Place and date of agreement	1. Place and date of complete agreement	3
		2. The place and date of the agreement are incomplete	2
		3. The place and date of the agreement are incomplete	1
4.	Seller-buyer names and signatures	1. Complete seller-buyer name and signature	3
		2. The seller's name and signature are incomplete	2
		3.Seller-buyer names and signatures are incomplete	1
5.	Names and signatures of witnesses	1. Full names and signatures of witnesses	3
		2. The names and signatures of witnesses are incomplete	2
		3. The names and signatures of witnesses are incomplete	1
6.	Spelling accuracy, punctuation, and use of capital letters.	1. There are no errors	3
		2. There are 5 to 10 errors	2
		3. There are more than 10 errors	1
		Total	**18**

$$\text{Value} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

Tabel 4. Comparison Criteria for Value of Student Learning Outcomes

No.	Value Category	Value
1.	Very good	80-100
2.	Well	70-79
3.	Enough	60-69
4.	Less	50-59
5.	Very less	0-49

3. Result and Discussion

After the research was conducted by giving tests in the form of essays to class grade XI Students of SMA Negeri 1 V Koto Kampung Dalam, 35 experimental class students and 35 control class students, all the results of the completed tests were collected for analysis.

After knowing the raw score of each student, the score is summed to find the mean. To calculate the mean, use the following formula:

Average experimental class score

$$M = \frac{\sum x}{N}$$
$$M = \frac{2916,51}{35}$$
$$M = 83,32$$

Based on the above discussion, it can be seen that the average value obtained by grade XI Students of SMA Negeri 1 V Koto Kampung Dalam in the ability to write a commercial letter using the think talk write model is 67.29.

3.1 Homogeneity Test

Data homogeneity testing is done to find out the sample used in the study whether homogeneous or not and whether the sample used in the study can represent the entire population, the calculation is as follows:

X1= 83,32   SD = 13,13 SD^2 = 172,510   N = 35
X2= 67,29   SD = 12,90 SD^2 = 116.599   N = 35

Then,
$$F_{count} = \frac{\text{Varian the biggest}}{\text{Varian smallest}} = \frac{172,510}{116,559} = 1,48$$

$$F_{count} = \frac{dk\ numerator}{dk\ denominator} = \frac{35-1}{35-1}$$

Based on the numerator number 35-1 and the denominator 35-1 = 34 and in f_{table} that is 1.77. So, $f_{count} < f_{table}$ is 1.48<1.77. This proves that the sample comes from a homogeneous group, meaning that the data obtained represents the entire population.

3.2 Hypothesis testing

After calculating the score and the final value for each variable, then the effect of learning is sought by using the think talk write learning model for writing trade letters. In this study the researcher conducted a comparison between the results of the ability to write a commercial letter with the think talk writing learning model and the ability to write writing a commercial letter with a conventional model, for which the authors used the formula:

$$T_{count\ g} = \frac{x_1 + x_2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}} \qquad \text{with value, } S^2 = \frac{(n_1-1)S_1^2 + (n_{2-1})S_2^2}{(n_1 + n_2) - 2}$$

$X_1 = 83,32$
$X_2 = 67,29$
$n_1 = 35$
$n_2 = 35$
$S_1^2 = 172,510$
$S_2^2 = 116.599$

Then the above values are transformed into the following formula:

$$S^2 = \frac{(n_1-1)S_1^2 + (n_{2-1})S_2^2}{(n_1 + n_2) - 2}$$

$$S^2 = \frac{(35-1)172,510 + (35-1)116.599}{(35+35) - 2}$$

$$S^2 = \frac{5865,34 + 3963,366}{68}$$

$$S^2 = \frac{\sqrt{9828,706}}{68}$$

$$S = \sqrt{144,539}$$

$$S = 12,02$$

Then t_{count} is

$$T_{count} = \frac{x_1 - x_2}{s\sqrt{\frac{1}{n1} + \frac{1}{n2}}}$$

$$T_{count} = \frac{83,32 - 67,29}{12,02\sqrt{\frac{1}{35} + \frac{1}{35}}}$$

$$T_{count} = \frac{16,03}{(12,02)\sqrt{0,05}}$$

$$T_{count} = \frac{16,03}{(12,02)(0,22)}$$

$$T_{count} = \frac{150,67}{2,6444}$$

$$T_{count} = 6,06$$

After the t count is obtained, then it is compared with the value of t_{table} at the significance level = 0.05 with dk = N1+N2-2 = 68 obtained $t_{table} = 1.66$ thus $t_{count} > t_{table}$ is 6.06> 1.66 then h_a is accepted by the hypothesis reads "the influence effects of the Think Talk Write (TTW) learning model on the students' ability to write commercial letters in grade XI at SMA Negeri 1 V Koto Kampung Dalam".

4. Conclusion

Based on the results of research and data analysis obtained several conclusions as follows. *First*, the ability to write a commercial letter using the think talk write learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 83.82 included in the excellent category. *Second*, the ability to write a commercial letter by using a conventional learning model by grade XI students of SMA Negeri 1 V Koto Kampung Dalam with an average value of 67.29 included in the sufficient category. *Third*, Based on the results of the test results obtained $t_{count} > t_{table}$ is 6.06> 1.66. So h_o is rejected and h_a is accepted. Thus it can be concluded that there is the influence of the think talk write learning model on the ability to write commercial letters by grade XI students of SMA Negeri 1 V Koto Kampung Dalam.

Based on the results of this study, the suggestions that researchers can give are as follows. *First*, considering the mean of writing a commercial letter using the think talk write learning model is not maximal, so it is better for Indonesian language subject teachers to improve the quality of the lesson. *Second*, to improve student learning outcomes, teachers should be able to provide training in writing commercial letters, use of varied books and use of appropriate learning models.

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