

**IMPLEMENTATION OF THINK TALK WRITE LEARNING
MODEL ASSOCIATED AUDIOVISUAL MEDIA TO INCREASE ABILITY
TO WRITE DISCRIPTION TEXT ON PANDEMIC TIME**

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ABSTRACT

The research is motivated by the low ability to write descriptive text in class VII B of SMP Negeri 1 Ngaglik. One of causes is the impact of the covid-19 pandemic so that students have difficulty when asked to write descriptive texts. The aim of the research are to find out the improvement of the quality of learning and learning outcomes with the think talk write learning model assisted by audiovisual media. This research uses classroom action research method which is carried out through two cycles with qualitative and quantitative descriptive analysis technique. Each cycle consists of four stage, namely planning, action, observation, and reflection. In this study the data were obtained through observation, interviews, test, and documents. The result showed that the students mastery in the first class was 53,125% and the second cycle the students mastery increased to 75%. In this stated that there is an increase in students ability to write discriptive text after the implemetation of the think talk write learning model assited by audiovisual media.

Keyword: writing discriptive text, *think talk write*, audiovisual

INTRODUCTION

Problem Background

Language skills can also be called language skills consisting of listening, reading, speaking, and writing skills. That is, of the four skills can not be separated because they are related. In addition, four language skills can also be practiced on any other learning topic related to language skills. In general, language skills are divided into two types, namely productive and receptive skills. Productive skills include writing and speaking, while receptive skills include reading and listening. It is called productive because the skill is used to produce language for the sake of meaning delivery, while it is called receptive because it is used to capture and digest meaning for understanding of speech in the form of language, both verbal and nonverbal (Zainurrahman, 2011, p. 2).

Writing skills are an activity used to pour ideas or ideas so that students are able to develop their knowledge and experience in the form of writing. Therefore, writing skills are a form of skill that has the highest level among other language activities (Dewi, et al., 2017, p. 2). Writing well involves more than just putting one word at a time. Good writing has a structure and balance that makes it easy to read and understand (Harris, 2018: p. 5). Writing for students at junior high level is considered a difficult skill because they have to compose words to form a text. Therefore, students must first understand what are the rules specified in a text so that the writing made can be neatly arranged both in structure and language.

One way to develop writing skills in grade VII junior high students is to write a description text. A description text is a text that describes an object in detail and concretely involving a senses. Based on observations and interviews that have been

conducted to students of class VII B SMP Negeri 1 Ngaglik, it can be known that students still have difficulty in learning to write description texts. The results obtained by students are still low. This is due to several factors. The most important factor, which is because the learning process is carried out online because of the outbreak of corona virus disease 2019 (*Covid-19*). This factor causes (1) students difficulty finding ideas used to write description texts, (2) students difficulty initiating writing description tests, (3) lack of earnestness from students to complete writing description text, (4) lack of interesting learning activities, (5) lack of direct communication with teachers making it difficult to understand the material. Such learning must make students become saturated and confused to find ideas in writing description texts so that student learning outcomes are still below $KKM \leq 73$.

To overcome these problems, a proper learning model is needed to help students in improving the ability to write description texts. The learning model chosen to improve the ability to write text descriptions, namely the audiovisual media-assisted think talk write model. A learning model is a plan or pattern used as a pattern or guideline in planning learning in a tutorial and in determining a device (Harefa, 2020, p. 35). The learning model is a form of learning that is illustrated from start to finish that is presented characteristically by the teacher. In other words, the learning model is the wrap or frame of the application of an approach, method, strategy, and learning technique (Helmiati, 2012, p. 19).

The study also uses learning media. Learning media is needed in the learning process because it can attract students' attention. In addition, learning media can also create a more interesting and creative classroom atmosphere so that students will be aroused in finding ideas or ideas. Learning media is an intermediary from the source of information to the recipient of information, for example video, television, computers, and so on (Sanjaya, 2014, p. 57). In this case, teachers must be

more observant and creative to choose the learning media that will be used in the teaching and learning process.

The application of audiovisual media-assisted think talk write model if done correctly will enable more effective class management. In addition, students will also build good communication with their friends in discussion activities that discuss various ideas that have been found. There are several activities that students must do in learning audiovisual media-assisted think talk write model. These activities include 1) students closely observing videos sent by teachers, 2) students digging into ideas or ideas based on videos that have been listened to, 3) students sharing / discussing with groups online about ideas or ideas that have been found, 4) students develop ideas or ideas that have been owned into writing. This learning model requires students to be active and productive in writing activities.

Based on the background above, the formulation of the problems in this study, namely 1) how efforts to improve the quality of learning write text descriptions with audiovisual media-assisted think talk write learning models and 2) how learning outcomes with audiovisual media-assisted think talk write learning models. From the formulation of the problem, it can be known that the purpose of this study is to find out the improvement of the quality of learning and learning outcomes with a learning model think talk write assisted audiovisual media.

THEORETICAL STUDIES

Description Text

Learning to write a description text is a writing activity to develop ideas or ideas that exist in students by looking at the objects around them. The text of the description further highlights the aspect of painting something in accordance with the truth (Nurjanah & Suchyadi, 2020, p. 41). Basic competencies present this description text is so important to students. Students will be trained to think critically about an object they see (Rini & Utami, 2018, p. 49). Thus, the text of the

description is the result of direct imaging so that it cannot be separated from the process of observation that describes or describes an object thoroughly. The purpose of the author in writing the description text, which is to try to move the impression, observation, or feelings to the reader by conveying the details obtained on the object.

Think Talk Write

Think talk write learning model is a learning model that is able to encourage students to think, communicate, and write according to their own language and in that writing students connect the ideas obtained (Harefa, 2020, p. 36). Therefore, the think talk write model is careful planning and action regarding learning activities, namely through thinking activities (think), talk / discuss (talk), and write the results of discussions (write) so that the expected competence is achieved (Shoimin, 2014, p. 213).

The think talk write learning model starts from the student's involvement in thinking or dialogue with himself after the reading process. The next activity, which is to talk and share ideas with friends before writing. Activities like this will be more effective if done with heterogeneous groups and each group consists of 3-5 students. In this group students are asked to read, make small notes, explain, hear and share ideas with friends then reveal through writing (Erina, et al., 2018, p. 7).

Audiovisual

Audiovisual media is a medium that can be seen and heard or in other words this media can be called video. Videos are very well used in learning because they can stimulate students to write description text. Audiovisual media is a medium that displays images and text together (Mulyatiningsih through Dewi, et al, 2017, p. 3). In this case, audiovisual media contains vocabulary and expression materials adapted to the correctness of language in everyday communication (Zaenuri & Yuniawan, 2018, p. 64). Audiovisual media has more capabilities, because this media relies on

two senses, namely vision and hearing (Suprianto, 2019, p. 24).

RESEARCH METHODS

This research uses class-action research methods. This class action study uses models from Kemmis and Taggart, which are spiraling from one cycle to the next. Each cycle includes planning, action, observation, and reflection (Sugiarti through Citaningsih, 2020, p. 70). The method used in this study is a class action study conducted with two cycles. Each cycle consists of four stages: planning, action, observation, and reflection. Cycle I aims to determine the student's ability to write a description text after presicing. Cycle II aims to determine the level of ability of students in writing description texts after improvements are made with the application of audiovisual media-assisted think talk write learning model based on reflection I.

The subjects in this study were teachers Indonesian and students of class VII B of State Junior High School 1 Ngaglik. The study subjects were taken based on the level of ability of students in the class is still very low. Data collection techniques in this study using observation techniques, documentation, interviews, and tests. The data that has been obtained will be analyzed to find out the application of the audiovisual media-assisted *think talk write* learning model. The data analysis techniques in this study use qualitative descriptive supported by quantitative data.

Observations in this study were conducted to observe directly the learning process of writing a text description of both teacher and student activities. In addition, observation is also used to collect learning process data with audiovisual media-assisted *think talk write* model. Documentation, namely by analyzing the learning implementation plan. Interviews are conducted to find out how students respond when in the learning process writing decryption texts. In addition, the test is used to collect data on students' success in writing description

texts with audiovisual media-assisted *think talk write* learning models.

RESULTS AND DISCUSSIONS

Improving the Quality of the Learning Process

1. Cycle I

a. Planning Stage

At this stage, what is done is to plan and prepare the learning device to be implemented. This learning device includes learning implementation plans, test questions, and learning media.

b. Stage of Action

The stage of action is the implementation of actions that refer to the plan of implementation of learning that has been prepared. This activity is divided into three activities, namely introduction, core, and closing. Preliminary activities are carried out by providing perceptions to students in the form of questions and answers about the text of the description material and conveying the purpose of learning. In the core activities of teachers divided into 8 groups each group there are 4 students. After that, students listen to the text material description and video about natural scenery that is used to stimulate students to find ideas or ideas. From the video that has been listened to, each student is asked to think about the theme to be written in the text of the description.

After listening to the video, students are asked to talk and discuss with their group to exchange information that has been obtained from listening to the video. Furthermore, students are asked to write the description text according to its structure and language. The results of the student's writing can be discussed again with the group members. In the closing activities, the teacher provides reinforcement and conclusions

regarding the text of the description material that has been studied.

c. Observation Stage

At this stage, the teacher observes the student in the process of writing a description text. Observations are made by way of teachers making video calls in each group to ensure students can write the text of the description according to a predetermined theme. At this stage, the teacher observes that there are still some students who are not yet active in group discussions. This is evidenced by the existence of students who are still silent when their friends ask questions.

d. Reflection Stage

This stage of refleksi, the teacher reflects on the learning of writing a description text by providing an explanation of what shortcomings exist in the learning process. Such shortcomings include students who have not played an active role in group discussions and there are also students who still have difficulty writing description texts. Thus, the deficiency will be corrected in cycle II.

2. Cycle II

a. Planning Stage

At this stage the teacher re-plans the learning device that will be implemented because in the previous cycle is still less than optimal. In the planning stage, teachers change the system of group division because based on the results of cycle I group discussions have not been maximized. This aims so that the implementation of learning can be directed and learning outcomes in accordance with expectations. Learning tools include learning implementation plans, test questions, and learning media.



b. Stage of Action

The action stage refers to the learning implementation plan that has been prepared. This activity is also divided into three activities, namely introduction, core, and closing. Preliminary activities are carried out by providing perceptions to students in the form of Q&A to relate to previous learning and convey learning goals. In the core activities of group division is changed to 16 groups per group there are only 2 students. After the division of the group, students listen to the explanation of the description text material and observe the example of the description text that has been provided by the teacher.

Next activity, students in the group listen back to some videos that the teacher has sent or look for other videos that fit the topic. After that, students are asked to think about the theme to be developed into a description text. Next students are asked to talk and discuss with group members to determine the theme used in compiling the framework of the description text. At the next activity each student is asked to write a description text based on the framework that has been made into a complete description text.

c. Observation Stage

At this stage, the teacher observes the student in the process of writing a description text. Observations are made by way of teachers making video calls in each group to ensure students can write the description text according to the agreed theme. The results of observations in cycle II students have begun to play an active role in group discussions. Each student gives each other ideas and suggestions, so that group discussions are carried out well. In addition, the teacher also observed that students have started to be able to write description text. In

the closing activities, the teacher provides reinforcement and conclusions regarding the text of the description material that has been studied.

d. Reflection Stage

This stage of reflection, the teacher reflects on the learning of writing a description text. The teacher said that the student had successfully written the description text. In cycle II, the teacher in conveying the material can be understood by students, the student's understanding in writing the description text has also improved, and the student spirit in following the learning of writing the description text is good enough.

Improved Learning Outcomes

In text writing skills the description of the aspects assessed, namely the structure of the text, the content of the text, and the rules of the language of the text. The average value of students in writing the description text on the prasclus amounted to 56.91. Students whose grades reach $KKM \geq 73$ as many as 8 students or 25% of the total 32 students and students whose grades are still below KKM as many as 24 students or 75%. After applying the audiovisual media-assisted think talk write learning model in cycles I and II has increased. From the results of cycle I tests it is known that the results of text writing skills description there are 17 students or as many as 53.125% of students whose grades reach $KKM \geq 73$. While students who scored below KKM , which is 15 students or as many as 46.875%. Cycle I the average value has increased to 60.71. The results of the learning process of text writing skills with the application of audiovisual media-assisted think talk write model in cycle I show that the student's response to writing learning is good enough. However, it is necessary to re-conduct tests in cycle II to find out if there is an increase in student learning outcomes because the number of students whose grades reach KKM in cycle I has not met the criteria. Furthermore, the entire series of learning processes in cycle I

is evaluated and it turns out that the results of cycle I still have some shortcomings in the learning process. These shortcomings include material about writing description text is still not well controlled by students, systematic text writing description is still not mastered by students, student spirit in following learning is still less active. Of these shortcomings, it will be corrected and continued in cycle II.

The results of cycle II the results of text writing skills are increasing. The average value has increased to 72.21. Students who have reached $KKM \geq$

73 as much as 24 or 75% and who get grades below KKM there are still 8 students or 25%. The results of the learning process of text writing skills with the application of audiovisual media-assisted think talk write learning model in cycle II show that the value obtained is quite satisfactory. Thus, the application of this learning model can improve the ability to write description text in students. If in the learning process supported by the application of a proper learning model then the success of students in learning will increase.

Table 1. Values of Writing Description Text on Precyclical, Cycle I, and Cycle II

No.	Initials Name	Value			Information
		Prasiklus	Cycle I	Cycle II	
1	ACNA	52	74	93	Done
2	AAA	57	74	75	Done
3	AHP	38	48	94	Done
4	APW	53	37	80	Done
5	AHE	65	73	77	Done
6	AFR	76	88	75	Done
7	BTK	63	73	86	Done
8	DAP	51	37	30	Not Complete
9	DMPB	60	33	54	Not Complete
10	DPP	59	36	50	Not Complete
11	DDP	55	75	90	Done
12	FMR	57	78	88	Done
13	FSB	78	92	88	Done
14	GBA	67	44	89	Done
15	HIS	52	39	73	Done
16	KMSL	73	93	78	Done
17	MDNH	48	73	74	Done
18	MSF	44	33	42	Not Complete
19	MF	30	23	54	Not Complete
20	MQK	79	93	94	Done
21	NANP	75	86	93	Done
22	NWA	81	90	85	Done
23	PAF	52	74	83	Done
24	PAP	75	80	74	Done



No.	Initials Name	Value			Information
		Prasiclus	Cycle I	Cycle II	
25	QBA	54	48	73	Done
26	RO	38	33	48	Not Complete
27	RH	38	48	47	Not Complete
28	RVR	56	73	73	Done
29	SNA	33	30	74	Done
30	SL	42	33	80	Done
31	SRD	75	93	79	Done
32	VSP	48	44	38	Not Complete
Maximum Value		81	93	94	
Minimum Value		30	23	30	
Average		56,91	60,71	72,21	

Based on the table above, there are some students whose grades from prasiclus to cycle II do not reach KKM. As the example on the initials of the name RO, after observation and data collection the RO value did not experience a significant increase. This is because RO does not follow the learning well, such as he does not want to ask his friends or teachers when experiencing difficulties and still does not master the material well. In addition to RO, there are initials of the names DAP and VSP whose value has not been completed even the value of the prasiclus until cycle II undergoes diuring. The value of DAP and VSP becomes increasingly decreased because in compiling the description text is still not in accordance with the structure of the text and in writing the description text has not described the details of the object described.

In addition, there are initials of the name AFR that have been completed from prasiclus to silus II. The AFR value in precyclical to cycle I increases but from cycle I to cycle II decreases. Based on field records, the AFR had difficulty when discussing only one friend. AFR is easier to find ideas or ideas to develop writing a description text when discussing with some friends because it will have varying ideas.

The think talk write learning model can also improve the skills of writing poetry paraphrases in students of class X SMK Negeri 3 Singkawang. This is evidenced in the article written by Erina, et al (2018) in the e-journal JP-BSI STKIP Singkawang Vol. 3. The results showed a significant increase in writing paraphrasing poetry with the think talk write learning model. It's Seen from the average post test results of 85,288 and pretest of 62,857. The results of the implementation of the think talk write learning model showed that the results of implementation reached 80.51%. The results of the distribution of questionnaires conducted by researchers obtained results for the agree category (S) reached 47.50%, strongly agreed (SS) reached 47.30%, disagreed (TS) 5%, and strongly disagreed 0.19%.

In addition to the think talk write learning model, audiovisual learning media can also improve the skills of writing text descriptions in students of class VII of Bogor State Junior High School 3. As in the article written by Nurjanah and Suchyadi (2020) in the Pedagonal e-journal pakuan Bogor University Vol. 4. The results showed an increase in the average grade of students' understanding of writing descriptions through audiovisual media. At

the time of cycle I, the average student score was 70.86 or at a completion rate of 73.12%, while during cycle II, the average student score was 79.89 or was at a completion rate of 90.74%. Improvements also occur in the motivation and activeness of students in learning as well as in completing tasks.

CONCLUSION

Based on the results of the research that has been described above, it can be concluded that the audiovisual media-assisted *think talk write* learning model is able to improve students' ability to write text descriptions. This can be proven in the learning process as well as the results of writing a description text. In the learning process can improve the quality of learning because it has a positive impact for students so that they can train students to think in finding ideas or ideas. In addition, it can also train students to dare to speak by conveying their ideas or ideas in the group. Furthermore, it can also train students to develop ideas or ideas in the form of writing so that students are motivated to continue learning.

In terms of results, the audiovisual media-assisted *think talk write* learning model is able to improve students' ability in learning to write text descriptions. This can be known by the number of students whose grades have increased, namely reaching $KKM \geq 73$ from before the application to the application of *thin talk write* learning model assisted by audiovisual media. At the time before the completed student test only 8 (25%), at the time of cycle I to 17 students (53,125%) and in cycle II increased to 24 (75%) students. Thus, the application of this learning model can improve the ability to write description text in students. If in the learning process supported by the application of a proper learning model then the success of students in learning will increase.

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