Enchancing Elementary School Students Sentence Writing Skills by Applying Think Talk Write Model

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1.   Abstract

In learning Indonesian, the ideal is to be able to write sentences using capital letters and proper punctuation. Writing skills are one of the skills that students must have, especially when learning Indonesian. The purpose of this research is to improve sentence writing skills using the Think Talk Write models. Kemmis and McTaggart's models of preparation, action, observation, and reflection were used in this collaborative action research in the classroom. The subjects of this research were 28 elementary school student. Data collected using student worksheets and observation forms. The data analysis methods used by the researchers were descriptive, quantitative, and qualitative. The results showed that sentence writing skills improved to 64% (defficient category), 70% (sufficient category), and 83% (good category) in the II cycle in the preliminary stage. A sign of success is that at least 70% and 71% of students, or 20 students in total, are able to form sentences with capital letters and correct punctuation. Consequently, implementing the *Think Talk Write* model can improve elementary students'

writing skills because the indicators of success were met or a certain percentage of the indicators of success were achieved.

Keywords: *Writing Skills, Think Talk Write Model, Elementary School Students*

2. Introduction

Language is a universal means of communication (Noermanzah, 2019:307). Through language one can convey messages, express ideas and feelings to others. Written communication is communication that occurs through writing (Septikasari, Resti, 2018: 109). Examples of written communication are writing and reading (Tri Indah Kusumawati, 2016: 84). Students are expected to be able to express ideas or feelings they have in their mind through the proper use of Indonesian language (Susilo, Sigit Vebrianto, 2019: 26). According to (Astuti, 2014 in Rinawati, Agustin, 2020: 86), language skills are required to express ideas or feelings. There are four language skills including listening, speaking, reading, and writing.

Writing skills are activities that involve expressing ideas or conceptions using written language, which is the medium of transmission (Ina Magdalena, et al, 2021: 245-246). Writing activities do not only require students' ability to find and develop ideas. For this reason, writing skills need to be developed from primary school age (Evariana, Yeni, 2021:95). Writing can be described as an activity that is always connected with other learning activities in school. Writing skills are used whenever learning takes place in class. Success in writing is strongly influenced by continuous training and direct activity (Muhanif et al, 2021: 1964). According to (Slamet, 2014: 109), writing proficiency requires the ability to use language patterns when writing.

Some of the qualities contained in writing skills include the capacity to utilise capital letters and punctuation correctly, the ability to employ proper language patterns, and so on. As a result, writing is a complex activity that must be learnt and mastered (Winarni et al., 2016: 43). Students must follow a regulation about the usage of capital letters and punctuation marks.

The use of capital letters and punctuation in writing is designed to help student explain the topics of their work that will be transmitted to readers (Rahmaniyah, 2019:97). The beginning of a sentence is an example of when capital letters are used (Mulyati, Sri, 2022: 2496). Aside from being used at the beginning of a phrase, capital letters are also used for people's name, religious name, scripture, and God, title name, nation, ethnic group, and language, name of year, month, day, and holiday, and geographical name. The usage of punctuation marks is also significant in sentences. A period is a punctuation mark used at the end of a news sentence. Furthermore, full stop punctuation marks are used to divide hours and minutes, to write down nominal money, at the conclusion of a person's name abbreviation, and at the end of a title abbreviation.

According to the results of observations, most elementary school students do not have writing skills. Students often forget to use capital letters and punctuation marks. When learning in class II B, the teacher kept reminding students to use capital letters and punctuation marks. Students pay less attention to the use of capital letters and proper punctuation. In students' writing, the first sentence is not capitalised, people's names are not capitalised, and at the end of the sentence, many students do not use punctuation marks.

If action is not quickly corrected in response to these issues, it will have an impact on the future results of students' writing, namely not paying attention to the usage of capital letters and punctuation in writing. In this instance, can employ a variety of suitable learning models. Think Talk Write learning model is one appropriate learning model for improving writing skills. According to (Ryanti, 2016 in Kuntala, Susfa Welli, 2021: 3), Think Talk Write learning model is a careful planning and action regarding learning activities, namely by thinking (Think), then speaking or discussing (Talk) and writing in the provided sheets (Write). Through the Think Talk Write learning model, which uses capital letters and punctuation, the development of learning activities that help improve conceptual understanding and communication will be

encouraged. Using the Think Talk Write learning model can increase students' knowledge, and students will understand the material presented (Sari, Erlina, et al., 2021: 252). The solution using the Think-Talk-Write learning model is also supported by Demi Warny Dery's (2019) research, which concluded that the results of students' writing skills in writing narrative essays using the Think-Talk-Write model in Cycle I and Cycle II achieved the goal of increasing writing skills. What makes this study different from Demi Warny Dery's (2019) study is that this study discusses sentence writing skills, while Demi Warny Dery's (2019) study discusses narrative essay writing skills. According to (Ryanti, 2016 in Kuntala, Susfa Welli, 2021: 3), the Think Talk Write learning model is a careful planning and action in terms of learning activities, namely by thinking (Think), then speaking or discussing (Talk), and writing in the provided sheets (Write). Through the Think Talk Write learning model, which uses capital letters and punctuation, the development of learning activities that help improve conceptual understanding and communication will be encouraged. Using the Think Talk Write learning model can increase students' knowledge, and students will understand the material presented (Sari, Erlina, et al., 2021: 252). The solution using the Think Talk Write learning model is also supported by Demi Warny Dery's (2019) research, which concluded that the results of students' writing skills in writing narrative essays using the Think Talk Write model in Cycle I and Cycle II achieved the goal of increasing writing skills. The difference between this study and Demi Warny Dery's (2019) study is that this study discusses sentence writing skills, while Demi Warny Dery's (2019) study discusses narrative essay writing skills.

From the above description, it is necessary to conduct a collaborative action research in the classroom using the Think Talk Write learning model for elementary students in Indonesian subjects related to sentence writing skills. For this reason, the researcher chose the title of the research on "Enchancing Elementary School Students Sentences Writing Skills by Applying

Think Talk Write Model".

3. Methods

3.1. Participants and Context

The qualitative and quantitative approaches of Collaborative Classroom Action Research are used in this research. The Kemmis and McTaggart model was used in this research, which consists of four stages: preparation, action, observation, and reflection (Prihantoro, Agung, 2019: 56). This research's subjects were 28 elementary school students. Two cycles of collaborative classroom action research were carried out. Each cycle is implemented through the phase of preparation, activity, observation, and reflection.

3.2. Material

The instruments in this research were observation sheets and student worksheets. The observation sheet is used to observe aspects related to sentence writing ability and learning activities. The student worksheets are used to measure sentence writing skills.

3.3. Data Collection and Analysis

This research was carried out using a cycle that included planning, action, observation, and reflection. If the cycle meets the predefined success conditions, it will be terminated. The technique of data analysis used in this research is the descriptive qualitative method and the descriptive quantitative method. The qualitative descriptive method is used to determine the application of the Think Talk Write learning model. The quantitative descriptive method is used to analyze the data. The formula for calculating the sentence writing skill score is as follows (Wulandari et al., 2021).

$$\text{Total Value} = \frac{Total\ Score\ Obtained}{Maximum\ Score} \times 100\%$$

After calculated each student's scores, the final scores of all students are added together, and the average is calculated in percent (%). Based on the percentage acquired, it can be understood and classed as shown in the table below (Sudjana, 2014).

Table 1. Assessment Criteria

No.	Percentage	Category
1.	90-100%	Excellent
2.	80-89%	Good
3.	70-79%	Sufficient
4.	60-69%	Defficient
5.	<60%	Very Defficient

3.4. Limitations to the Study

There are various limits to the research that can be considered for the future research based on the findings. The research subject is limited to students' sentence writing skills, so the application of the Think Talk Write learning model to improve additional variables must be researched further.

4. Results and Discussion

The collaborative action research in the classroom consists of a preliminary cycle, a cycle I and a cycle II. The results of the research on the ability to write sentences by using the Think Talk Write learning model in the II class of elementary school students can be described as follows:

Pre-action

Prior to conducting the research, the researcher observed students in the classroom, particularly those learning Indonesian. This is to assess how well students are learning in

the classroom. According to the findings of the observations, several student were not exact in their use of capital letters and punctuation.

Table 2. Pre-action Data

NO.	NAME (INITIALIZED)	PRE-ACTION VALUE	NO.	NAME (INITIALIZED)	PRE-ACTION VALUE
1.	FJD	58	16.	NAA	58
2.	GA	67	17.	NPW	58
3.	HNA	50	18.	NSAR	50
4.	HNAT	67	19.	NQN	58
5.	KEN	58	20.	PAA	67
6.	KA	67	21.	RR	75
7.	KAA	50	22.	RRA	50
8.	MK	75	23.	RAAW	75
9.	MAKM	92	24.	RZLZ	67
10.	MAE	50	25.	RHAA	67
11.	MAMA	67	26.	SAQN	75
12.	MRH	58	27.	SZ	58
13.	NAE	83	28.	ZKT	67
14.	NMU	67	Amount		1801
15.	NKA	67	Average (%)		64%

Cyle I

a. Action Planning Phase

The planning is guided by the problem to be solved, which is the improvement of writing skills through the application of the Think Talk Write learning model to second grade elementary students. In this phase, the following actions were taken: a) developing a learning implementation plan that matches the material and uses the Think Talk Write learning model, b) preparing learning media, c) preparing worksheets for students, d) creating an appropriate assessment rubric.

b. Action Implementation Phase

The learning process is carried out in the classroom during the action phase of cycle I, using a plan prepared using the Think Talk Write learning model, which includes the following steps: thinking activities (think), talking or discussing (talk), and writing into the provided sheets (write).

Table 3. Cycle 1 Data

NO.	NAME (INITIALIZED)	CYCLE I VALUE	NO.	NAME (INITIALIZED)	CYCLE I VALUE
1.	FJD	67	16.	NAA	67
2.	GA	75	17.	NPW	83
3.	HNA	67	18.	NSAR	67
4.	HNAT	75	19.	NQN	75
5.	KEN	83	20.	PAA	83
6.	KA	75	21.	RR	75
7.	KAA	67	22.	RRA	67
8.	MK	83	23.	RAAW	83
9.	MAKM	75	24.	RZLZ	67
10.	MAE	0	25.	RHAA	75
11.	MAMA	83	26.	SAQN	83
12.	MRH	67	27.	SZ	92
13.	NAE	0	28.	ZKT	75
14.	NMU	83	Amount		1975
15.	NKA	83	Average (%)		70%

c. Observation Phase

Make direct observations on the activities carried out in this first cycle.

d. Reflection Phase

After implementing the action in cycle I, the resulting reflection activities were: a) students were better prepared, b) through discussion activities, students shared ideas with other students and checked with each other whether or not students had used capital letters and punctuation, c) the learning process using the Think-Talk-Write model had increased compared to the pre-action.

Cyle II

a. Action Planning Phase

The planning is guided by the problem to be solved, which is the improvement of writing skills through the application of the Think Talk Write learning model to second grade elementary students. In this phase, the following actions were taken: a) developing a learning implementation plan that matches the material and uses the Think Talk Write learning model, b) preparing learning media, c) preparing worksheets for students, d) creating an appropriate assessment rubric.

b. Action Implementation Phase

In the cycle II action phase, the classroom learning process is carried out according to a plan created using the Think Talk Write learning model, which includes the following steps: through thinking activities (think), then talk or discuss (talk), and write in the sheets provided (write).

Table 4. Cycle II Data

NO.	NAME (INITIALIZED)	CYCLE II VALUE	NO.	NAME (INITIALIZED)	CYCLE II VALUE
1.	FJD	83	16.	NAA	83
2.	GA	83	17.	NPW	92
3.	HNA	83	18.	NSAR	67
4.	HNAT	92	19.	NQN	100
5.	KEN	100	20.	PAA	75
6.	KA	83	21.	RR	75
7.	KAA	83	22.	RRA	92
8.	MK	100	23.	RAAW	100
9.	MAKM	0	24.	RZLZ	58
10.	MAE	75	25.	RHAA	100
11.	MAMA	100	26.	SAQN	100
12.	MRH	75	27.	SZ	75
13.	NAE	92	28.	ZKT	83
14.	NMU	92	Amount		2333
15.	NKA	92	Average (%)		83%

c. Observation Phase

Make direct observations on the activities carried out in this second cycle.

d. Reflection Phase

After implementing the action in cycle II, the resulting reflection activities were: a) students were better prepared, b) through discussion activities, students shared ideas with other students and checked with each other whether or not students had used

capital letters and punctuation, c) the learning process using the Think Talk Write model had increased compared to the cycle I.

The results of the pre-action research, cycle I and cycle II can be seen in the table below:

Table 5. Research Data

No.	Activity	Average (%)	Category
1.	Pre-action	64%	Defficient
2.	Cycle I	70%	Sufficient
3.	Cycle II	83%	Good

Pre-action, Cycle I, and Cycle II results have shown that students' sentence writing skills have improved. The average percentage of pre-action is 64%, which is in the lower category. Then the first cycle was conducted, the average percentage showed that 70% was in the sufficient category, and in the second cycle there was an increase in sentence writing skills to 83%, which was in the good category.

5. Conclusion

The results of the collaborative classroom action research conducted in two cycles suggest that students' sentence writing skills can be improved through the use of the Think Talk Write learning model. These results are consistent with research findings by Dery et al. (2019); Janardhana et al. (2019). The Think Talk Write learning model can also help students understand material about the use of capital letters and punctuation because there are group activities and discussions to discuss important points in the LKPD. Through the Think Talk Write learning model, students can master aspects of sentence writing skills (Nopita et al. (2023); Sari et al. (2021), which can be further investigated in other studies.

6. Acknowledgement

7.   References

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