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Misnah Mannahali

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Implementation of Think Talk Write Learning Strategy (TTW) In Impro Write Skills German Language

(Class Action Research Studies on German Students FBS UNM

Misnah Mannahali
German Language Education Study Program, Jl.Dg. Tata Raya, Makassar, Indonesia.
Makassar State University

e-mail: misnah_mannahali@yahoo.co.id

Abstract: This study aims to determine the process and results of improving students' writi through Think Talk Write learning strategy. This research is a class action researc cycles conducted on the students of German Language Study Program of Makas University from January to May 2017. The data are collected through observat interview, questionnaire and diary. The collected data were analyzed statistically de The result of data analysis shows that the implementation of Think Talk Write stra improve students' ability in writing German language. The data indicated by the score of pre-test obtained by students is 54.6 test results in cycle 1 increased to 64.5 the second cycle the average student's writing skill achievement increased to 76.5 test results on the third cycle increased to 88.50. This means that the learning st Think Talk Write is very effective in improving students' skills in writing German.

Keywords: German writing skills, learning strategy of Think Talk Write.

1. PRELIMINARY

Higher Education is the level of education that accommodates students to explore various disciplines as their stock before plunging into the community. It is also an attempt to create human resources ready to work in this globalization era. Therefore, the students as the next generation must have various skills, one of them is German language skill.

German language skills include four aspects: listening ability *(Hoerverstehen),* speaking *(Sprechfertigkeit),* reading *(Leseverstehen*) and writing skills *(Schreibfertigkeit).* The four aspects of language are related to each other. Reading and listening skills are included in receptive skills, while speaking and writing are included in productive abilities. Listening and speaking is a direct communication while reading and writing activities is not direct communication. Reading and writing activities are two complementary activities. Writing skills demand the development of thought patterns or ideas. Writing is a productive and expressive activity. Without the habit of reading someone will be difficult in writing. Good writing will excite readers and good readers always yearn for quality writing (Tarigan, 2008:8). Writing skills have a very important role. These skills cannot be directly controlled by learners but must go through the exercise of

expression in the form of written between one individual with another in Related to that Dendy Sugono (2009:15) that the language as a means of expression and means of communication i life. Through written language one car ideas, ideas and thoughts to achieve the goals. Writing is the basis for learning sci improving communication. Through th students can improve their insigh intellectuals on various disciplines communication and interaction globally, develop language skills. To facilitate the skills and facilitate the process of thi producing a meaningful writing in ac with the learning objectives to be achiev there are various things that must be em in the process of learning this writing inc mastery of vocabulary and grammar, ideas, thoughts or ideas Which correspon type of writing that will be produced, the writing and the accuracy in using the sente

Writing is a type of skill that is r more difficult to be mastered by learn other language skills. Writing is not a matter, pouring a language into a sy writing is a process of thinking in truth th It therefore requires a sufficient ability and interest in what is to be written.

German writing skills based on German curriculum are present *Schreibfertigkeit in the Sprachfertigkeit 2*

the previous pre-requisite courses have been graduated, and presented starting from the first semester to semester VI. The purpose of teaching German writing skills is to assist or equip students with the ability to write different types of writing such as narrative, argumentative, exposition, letter writing, resume, personal data, reviews, reports or papers.

From the result of value observation and interview with some lecturers of *Lesen und Schreiben* lecturer, obtained information that the average student in the course is not bad but has not Reached the maximum results in accordance with the expected demands of mastery learning. The lack of maximum learning outcomes is seen in the still many students who are less able to pour ideas and ideas into the form of writing is correct. In addition, the mastery of vocabulary and their ability in preparing the sentence is also not sufficient.

In general, the results obtained by students are influenced by various factors, among others, the students themselves, facilities and learning infrastructure and faculty. Similarly, in the learning of German writing skills, that is still not maximal learning outcomes achieved by students most likely cannot be separated from these factors. One of them is the technique factor or learning strategy used by lecturers in presenting less varied learning materials so that less effective teaching and learning process that causes students' understanding of the material presented less than the maximum.

Writing skills is a process of thinking that consists of a series of activities associated with learning influenced by many factors. One of them is the lecturer in this case the lecturer plays an important role in directing the learning process to achieve the goal. Learning strategy used by lecturers is very influential in achievement of student achievement. One of the strategies or models of writing skill learning is Think-Talk-Write (TTW). This strategy can be used to develop the learning system effectively and efficiently. According to Huda (2013:218) that TTW strategy is a cooperative learning strategy that encourages students to think, talk and then write a certain topic. Through this Think-Talk-Write strategy learners can work on ideas that have been discussed before putting them into writing. In addition, this TTW strategy invites students to think first about the material related to daily problems, then they are invited to exchange ideas in group discussion, and then poured the ideas obtained in the previous stage into writing. The writings produced by learners are the result of reflection and the process of brainstorming during group discussions.

delivered (listening, stretching). Readin[g] are communicated through presentations [and] discussions, and then make a report [of] presentation or discussion.

Suryaman (2010:26) states [that] strategy is a tactic that someone from an[d] designed to achieve the goal. Co[operative] learning strategy is a learning strate[gy that] provides opportunities for learners t[o work] together and discuss to achieve a goal. Th[ink Talk] Write Strategy is a cooperative learning [that uses] two skills training namely speaking an[d writing] skills to achieve the purpose of language [learning.] Think Talk Write Strategy is one of co[operative] learning that can stimulate learners to [be more] active to construct or build under[standing] independently. This strategy is known [as] learning in groups. Huinker and Laughin i[n Yamin] and Anshari (2008) state that in the [learning] process using TTW, awakening will be d[elivered] through thinking, speaking and wri[ting by] engaging learners in thinking and dialo[gue with] themselves after going through the pr[ocess of] reading, then talking and sharing ideas ([talking)] with friends before writing.

Slavin (2009:19) suggests that th[ere are two] kinds of coopeartive theory is the th[eory of] motivation which assumes that there [are (1)] objectives of learners in group learning t[hat is] cooperative ie students try to contribut[e to the] achievement of other member goals, (2) [goals] of other members, (3) individualistic t[hat the] learner does not have any consequenc[e to the] achievement of other member. Therefore, [in order] to achieve personal goals, group memb[ers will] work together so that the group can succe[ed to the] fullest. The second theory is cognit[ive that] emphasizes the influence of cooperatio[n to the] success that will be achieved group. In [TTW,] the steps are as follows:

a. Think (thinking), at this stage the [thinking] process is done to understand th[e given] material individually which then the [result of] the thinking process was used as a d[iscussion] in the group.

b. Talk (talking / discussing), the d[iscussion] process is intended so that learn[ers can] exchange thoughts and reflect the r[esult of] understanding at the stage of [Think.] Interaction between learners is exp[ected to] produce a solution to the understandin[g of the] given material. In this stage, the a[bility to] communicate learners will be seen [in the] discussion.

c. Write (write), this writing stage is the [final] goal of learning. At this stage learn[ers write] down the ideas they get at the thin[king and] discussion stage.

1. Classes are divided into groups of 4 to 5 people (adjusted to classroom conditions).
2. Students are assigned a topic as a task and they individually search for as much information related to the topic.
3. In groups, the students formed interact. Collaborate and discuss to discuss topics that have been previously studied individually. In the process of the discussion, the student should record new knowledge that may help him and the writing process later.
4. Reconstruct the knowledge acquired at the time of discussion, then pour in the form of writing.

In general, ability can be equated with skills that refer to the relatively stable skills a person possesses in performing certain activities (Colquitt, 2009:337). In relation to language learning and learning, ability or skill is a real production (speaking and writing) or understanding (listening and reading) of linguistic events (Brown, 2007:35).

Furthermore, the definition of writing according to Schneider is "talking" is to speak by using the symbol of sound. He thinks that writing is the same as speaking because it is a representation of language in a textual medium through the use of a series of signs or symbols called the writing system (Schneider, 2011:1). Similar opinion expressed by Nurgiyantoro (2012:422) that in principle writing activities are not different from the activities of speaking because of activities that produce language and communicate thoughts in writing.

The same notion by Dalman (2012:1) that writing as a form of delivery of messages (communication) by using written language as the medium. In written communication, there are four elements involved, namely 1) the author as a messenger, 2) message or content writing, 3) channel or media in the form of writing, and 4) the reader as the recipient of the message. Writing activities require the involvement of authors think deeply to find the problems conveyed in the form of ideas to the reader with the arrangement and compilation of writing that coherent for reader's thoughts the same as the author.

Another definition proposed by O'Malley & Pierce that writing is an activity to express thoughts and ideas in specific topics with using background knowledge and complex mental processes in developing ideas and insights (O'Malley & Pierce, 2008:136).

From some opinions, it can be concluded that writing is a skill in the language that train someone to think critically in the development of ideas or ideas into the form of writing. If it is related to the understanding of the skill or ability, it can be concluded that writing skill is the ability

Writing skills include a va abilities: 1) the ability to use language appropriately, 2) the ability to organize in the form of essays, and 3) the abilit language style and choice of the righ (Saddhono, 2012: 103).

In general, the stage or the writing is 1) prewriting stage the author thinks and ideas that emerged. 2) Drafting is the a plan mapping or drafting, 3) revising.

In line with this, Boerner (199 forward four steps in the writing pro *Planen, Ideen erzugen, Zielen setzen, Inh und Perspektive waehlen* (planning, ide goal setting, content arrangement and pe selection); 2) *Formulieren: Ausdrueci Aufschreiben* (formulation: declare an down); 3) *Übertreiben: Lesen und ve* (Correction of reading and repair); 4) *produzierter Text* (ready to produce writin

Furthermore, Harmer (2004:4) four play elements in the writing proce namely: 1) Planning items, namely auth writing they will generate, 2) Drafting drafting, 3) Editing is editing phase co existing post to check Whether writing s continued or revised., 4) the final ver stage where the working end of the article

In connection with these opinion Alex e.l. state that the writing process co three stages: 1) Preparation (preparation includes the manufacture of writing (outline), found the idea attractive (eye and find keywords (key word finding), 2) ie the writing stage, 3) Editing ie the edi that includes pay attention to the wor punctuation, pay attention to the rel between sentence and paragraph, fan essay as a whole.

From some of Reviews These can be concluded that an outline of the process consists of Several stages namely predation, drafts, writing, revision and w the results of the revision.

An article is said to be good if it the components that have been Discus clear and intact. Component of the asses writing skills by Bolton (2008:132) *Beherschung der Grammatik und Wo* (mastery of grammar and vocabula *Beherschung der Ortographie* punctuation), 3) *Kommunikative Angem* (use of language communicative), *Sprachliche Richtigkeit* (The accuracy language).

Alderson (2002:116) sugges components assessment in writing skil namely: 1) content (content), 2) org

components of the assessment in writing skills items, namely: 1) the content of the idea. 2) the organization of content, 3) grammar, 4) style, choice of words and grammatical structures, and 5) the spelling and punctuation.

From some opinions mentioned above can be concluded that the components that need to be considered in the assessment of writing skills is the contents of essay, organization writing, vocabulary and grammar and spelling and punctuation.

2. METHOD

This study uses action research (Action Research) by referring to the theory advanced by Elliot with two methods: qualitative and quantitative methods. Qualitative methods are used to describe the activities and events conducted during the study, whereas quantitative methods used to analyze the study results or to compare values obtained learning outcomes of students in the skills of writing skills.

On the findings and facts analysis obtained from the observation, interview and test scores on the pre-research obtained the fact that one of the factors causing the low quality of learning outcomes obtained by students in writing skills is the lack of variety of methods or learning strategies used by lecturers in presenting the material.

Implementation of the action with the use of Think Talk Write model or cooperative learning strategy built through the process of thinking, speaking and writing will address the above issues. Observations were made to observe the interest of researchers and students at each meeting in the learning process.

In the evaluation phase of the implementation of the action there are two things that will be implemented by researchers and collaborators is the evaluation carried out through the assignment either individually or in groups.

At the end of each cycle researchers and collaborators reflect on the learning process and learning outcomes that are collected through tests according to the stages that have been designed.

The population of this research is the students of German study program. While the sample will be a sixth semester student programming Schriflicher Ausdruck course which is a continuation course of Schreibfertigkeit 1 and 2 courses (writing skills 1 and 2).

The research data was obtained by using the writing skill test instrument which was given in accordance with the theme contained in the text book which became the main hand in Schriflicher

Lattice Instruments

Components Writing Skills	Description
The contents (Content)	The idea is clear, to the topic, specifi parts of an integr Appropriate. developed the idea.
Organization	Writing is well o the idea is clear, lo effective order and cohesion and coher
Said Options	The use of th efficient and di Writing a compl proper word, varies. Skilled ch right words and eff
Grammar	Using an effici effective sentence, with the proper structure.
Mechanical (Rule Writing)	Using spelling an punctuation.

The instruments used in this resea
1. The test used to measure students' wri that becomes a sample consisting of and post-test.
2. Observations used to collect data be during the process of action executio out.
3. Field notes intended to paint or re events during the study in which inf on the implementation of actions, lecturer and student activities and co on the implementation of the action.

The collected data is analyzed by using de statistic percentage

3. RESULTS AND DISCUSSION

From the pre-test result given before the given the average value obtained by the s 54,60. The average value obtained is still the expected standard of learning comp Therefore, a class action is done by d learning process with Think-Talk-Write with three cycles, and each cycle is h meetings. At each cycle there are stages: execution, observation, and reflection.

In cycle 1 which is held for 2 ends with giving test at end of cycle. The score that students get is 64.5. The avera of their learning outcomes has increased

cycle, obtained information that the learning steps are done is good, but the implementation of this TTW strategy is not maximized, the proportion of time used for learning activities in TTW (Think, Talk and Write) has not been balanced. Students are still given plenty of time to think (think), and the proportion of time for discussion (Talk) is less so that the ideas to be written (Write) very little obtained from the results of their discussion. The average value obtained from their learning outcomes was 76.5. The average acquisition value has already reached the established standard of learning completeness, however efforts to further improve the learning outcomes continue to be done. Therefore, the learning process is continued by giving treatment in cycle 3.

Implementation of actions that have been done in the previous cycle has provided an idea that the application of cooperative learning with Think-Talk-Write strategy has a good effect on improving students' ability in writing German. But still in the standard mastery learning. In the implementation of the second cycle there is an increase in learning outcomes both individually and in groups from the first cycle. From the results of the tests given at the end of cycle 3 obtained the average value of student learning outcomes increased to 88.5. The acquisition of the average score indicates a very significant improvement that is already beyond the expected standard of learning completeness. This has proven that the implementation of the Think-Talk-Write learning strategy is very effective in improving the skills or ability of students in writing German. Most likely if the learning is continued with the next cycle with various improvements from both the learning execution steps and in addition to the allocation of time, will lead to the achievement of higher learning outcomes than the achievements obtained because to produce a good writing and quality of course requires enough time and training for students.

4. CONCLUSIONS AND SUGGESTIONS

Based on the findings obtained from the results of research and discussion can be concluded that the skills of students in writing German language can be improved through cooperative learning Think-Talk-Write strategy. Student response during the learning process is very good. This is seen in their anthusianms both in discussions and in the work of individual tasks. Referring to the above conclusions and based on findings related to the implementation of Think-Talk-Write strategy in German writing lesson *(Schriflicher Ausdruck)*, it is recommended that this Think-Talk-Write strategy learning be one alternative that can be

courses related to writing both the ba *(Schreibfertigkeit),* and advanced *(Ar Text).*

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