

The Effect of Learning Cooperative Learning Model Type Write Think Type to Improve Communication of Students

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Abstract: This study aims to determine the increase in communication skills of students who take the Think Talk Write type of cooperative learning compared to conventional learning. The design used is a pretest posttest control group design. The population is all seventh grade students of SMP Negeri 9 Metro 2017/2018 Academic Year distributed in seven classes. Sampling was done using purposive sampling technique. The research data were obtained through tests of communication skills.

This research concludes that the cooperative learning model of think talk write type affects the communication skills of students.

Keywords: Influence, Think Talk Write, Communication Skills.

I. INTRODUCTION

Teaching materials in the learning process at school can be in the form of textbooks and modules, so students are expected to learn in groups using and utilizing the materials provided, one of which is student worksheets which are student work guides to facilitate students in implementing social studies learning activities. There is short material and practice questions in order to activate students in the learning process and improve the quality of learning outcomes. Think talk write learning starts from the involvement of students in thinking or having dialogue with themselves after the reading process. Then talk and share ideas with friends before writing. This activity is more effectively carried out in groups of students who are asked to read, take small notes, explain, listen, respond and complete them with writing in an active and fun atmosphere. The application of the TTW learning model is expected to assist teachers in overcoming various problems that arise when implementing Social Science (IPS) learning in the classroom.

Think talk write learning model is a learning model that facilitates verbal language training and writing in written form. One of the efforts that can be done is to create an environment and learning that can hone the communication skills of students. Selection of the right learning model and can help teachers overcome these problems, so that the objectives in implementing learning can be achieved. Teachers can use the Think Talk Write (TTW) learning model to make children more creative in learning.

Think talk write learning model as a support to improve the communication skills of students in the learning process can

optimize learning outcomes. The benefits of Think talk write in learning:

- 1) Communication based learning models with strategic think talk write can help students in constructing their own knowledge so that students' understanding of concepts becomes better, students can communicate or discuss their thoughts with their friends so that students exchange ideas. This can help students in understanding the material being taught.
- 2) Communication based learning model with think talk write can train students to write the results of their discussion into written form systematically so that they will better understand the material and help students to communicate ideas into written form.

II. LITERATURE REVIEW

A. Cooperative Learning

Cooperative learning or cooperative learning is a real manifestation of pedagogical practice that is believed to enhance learning process, high level thinking style, social behaviour, and caring for students who have different background skills, adjustments, and needs. Cooperative learning is an approach or set of strategies specifically designed to encourage learners to work together during the learning process [5].

Cooperative learning with the term learning mutual cooperation, which is a learning system that gives learners the opportunity to cooperate with other students in the tasks that are straddled. Further said, cooperative learning only runs if a group or team in which students work in a directed way to achieve the goal that has been determined by the number of group members in general consists of 4-6 people only [4].

Steps to complete a task, a task commanded must be clear the basic competencies that will be achieved. Here are the steps of cooperative learning model namely (1) convey the objectives and motivate the students, (2) presenting the information, (3) organizing the students in the Study Group, (4) evaluation, (5) awarding the award.

This model of cooperative learning teachers is more acting as a facilitator that serves as a bridge connecting the higher understanding, with students own records. Teachers not only

give knowledge to students, but also have to build knowledge in their minds.

B. *Cooperative Learning Type Of Think Talk Write (TTW) Learning Model*

Think Talk Write is a learning model based on the understanding that learning is a social behavior. This model of think talk write is essentially in waking up through thinking, speaking, and writing. The progress flow of the TTW learning model starts with the students' involvement in thinking or dialogue with himself after the reading process. Next, talk and share the idea with his friend before writing. This model is a model that can practice students' thinking and speaking skills [3].

C. *Communication*

Stated that communication is a way of sharing ideas and clarifying understanding, so that through communication ideas can be reflected, repaired, discussed, and altered [6].

Communication can be concluded is an interaction activity that will be done from one person to another, so that the equation will be created meaning and reached one goal., IPS in the scope of communication include the skills or ability to write, read, discuss and give conclusions.

Based on the explanation above, communicating is a learner's ability to convey problem solving ideas, concepts, and solutions from both oral and written. Written communication can be the use of words, images, tables, and so on describing the student's thinking process. Written communication can also be a description of the problem solving or proving that describes the ability of learners to organize a variety of concepts to finish problems. Oral or verbal communication can be a verbal disclosure and explanation of an idea. Oral communication can occur through interaction between learners, such as in learning by setting a group discussion.

III. RESEARCH METHODS

This type of research is quasi experimental research (quasi experimental research). This is because it is not possible for researchers to control and manipulate all relevant factors. Quasi-experimental research is to obtain information which is an estimate for the information that can be obtained by the actual experiment in situations where it is not possible to control or manipulate all relevant variables [1].

The sample in this study was taken using a purposive sampling technique, namely by taking five classes of social studies subjects that were taken care of by the same teacher, namely Mrs. the average of the seven classes. Class VII 5 consisting of 32 students was selected as the experimental class, namely the class that received the TTW type of cooperative learning and class VII 4 which consisted of 30 students, namely the class that received conventional learning at SMP N 9 Metro.

IV. RESULTS AND DISCUSSION

Findings and studies of several factors that were observed during the study were the basis for the discussion of the results of the research on the effect of the think talk write type of cooperative learning learning model to improve students' communication skills. The factors that are observed in the research are the influence of the cooperative learning type think talk write to improve the communication skills of students. on social science learning. The discussion of the results of this study was carried out based on the stages of the study starting from the influence of the TTW type learning model to the field test. So there are some things that need to be discussed in the TTW type of cooperative learning model, as follows:

1. Results of the Influence of the TTW Learning Model on Social Science Learning This research begins with a preliminary study. This preliminary study began with observations carried out in class VII-7 of SMP Negeri 9 Metro and continued with interviews with Social Sciences teachers who studied grade VII. Based on the results of observations and interviews, it was concluded that the learning used was still oriented to the worksheets from the publishers who collaborated with the school. LKS is only used as a tool to provide practice assignments to students. The practice questions are routine questions related to material summaries and sample questions so that students are only trained to do routine questions without understanding the material. The provision of the material presented did not train students to find their own concepts so that students became dependent on the teacher to develop these concepts.

At the time of learning the teacher still uses conventional learning methods even though the curriculum used is already using the 2013 curriculum, which is explaining the material then giving examples of questions from textbooks and their solutions. Then the teacher asks students to work on practice questions in textbooks or worksheets from publishers in collaboration with schools whose contents and appearance have not facilitated students to find their own concepts so that students' communication skills do not develop.

The lack of development of students' communication skills can be seen from the results of interviews with social studies subject teachers who teach in class VII, in solving questions the majority of students are less able to write the problem solving procedures correctly, when given the opportunity to ask students not to ask questions. As a result, there are many students whose learning outcomes have not yet reached the KKM (Minimum Mastery Criteria) determined for social studies, which is 70. Less than 50% of students have successfully reached the minimum completeness criteria (KKM). This shows that the communication skills of students still need to be improved because the characteristics of learning and teaching materials used by teachers have not facilitated students to improve their communication skills.

From the research study conducted, it was concluded that conventional learning is not maximally used when learning because students cannot independently find concepts so they do not facilitate students' creative thinking abilities. Students are also less motivated to work on existing questions. From the identification of problems that arise, the effect of the think talk write cooperative learning model to improve students' communication skills becomes an alternative to overcome it. The next step is to apply the TTW type learning model. The preparation of the TTW type learning model was carried out based on a preliminary study which strengthened the need for the influence of the think talk write type cooperative learning model to improve students communication skills. To facilitate students to find material concepts independently and develop students communication skills.

The steps that must be taken in implementing the TTW model are as follows.

- a. The teacher distributes worksheets containing the questions that must be done by students and the implementation instructions.
- b. Students read the problems that exist in lks and make small notes individually about what they know and do not know about the problem.
- c. The teacher divides students into small groups (3-5 students).
- d. Students interact and collaborate with their group friends to discuss the contents of the notes from the notes (talk). In this activity they use their own language and words to convey ideas in discussions. The discussion is expected to produce solutions to the questions given.
- e. From the results of the discussion, students individually formulate knowledge in the form of answers to questions (containing the basis and linkages of concepts, methods, and solutions) in writing in their own language. In that writing, students connect the ideas they get through discussion.
- f. Group representatives present the results of the group discussion.

The next step is carried out by providing group worksheets, at the previous stage to one class. During learning, the teacher divides students into 8 groups with each group consisting of 4 students with heterogeneous abilities. The teacher acts as a facilitator who directs learning to run effectively according to learning activities. Learning begins with an orientation, namely students are given an introduction in the form of the application of comparisons, namely the application of comparisons, comparisons of value, comparisons of turning values, and scales in everyday life. This is done to make students interested in this concept and to make social studies learning more meaningful in the memories of students. In addition, at this stage the teacher explains the coverage of basic competencies and indicators that students must master.

Next, the teacher asks students to read the instructions for the process.

To overcome this, the teacher provides guidance or assistance as needed at the early stages of learning, then slowly reduces it to give students the opportunity to do their own assignments. Based on these findings, students who are not familiar with learning using the TTW model must be given scaffolding at the initial meeting. Sutiarmo (2009: 528) states that in the scaffolding process, the teacher helps students' complete assignments or concepts at first, he was unable to obtain independently. The teacher only provides technical assistance/certain skills from assignments that are beyond the limits of the students' abilities. When students have carried out their responsibilities in these tasks, the teacher begins to eliminate assistance, so that students can work independently. Figure 4.1 shows the teacher is giving students guidance to understand the problems contained in the problem.



Figure 4.1 Teachers Provide Guidance to Students

The next stage is to collect data. At this stage, students collect data according to instructions in the TTW type learning. All information on the issues presented can be processed, classified, even if necessary calculated in a certain way. This is related to the aspects of communication, namely drawing (expressing social studies ideas in the form of pictures, diagrams, tables and vice versa). In addition, the teacher also asks students to collect all relevant information. In this stage, students know that there is not only one way that can be used to solve a problem. There are other possible ways that can be used.

The next stage is to test the hypothesis. After students collect data, the teacher provides directions to students to determine the answers that are considered acceptable in accordance with the data or information obtained based on data collection. The teacher asks students to discuss ideas or ideas for solutions obtained by each student in solving the problems presented with the group and writing down the problem solving that has been agreed upon by group members. Figure 4.2 shows students discussing in groups, collecting data and testing hypotheses.



Figure 4.2 Students Discuss

The obstacle that was encountered when the students were discussing was that at the first meeting in group 4 they still looked passive in group discussions. The group members are seen individually working on problems in learning and not discussing. Then groups 7 and 8, one of the group members, did not seem to be able to follow the learning process properly because during the discussion it was used as an arena for chatting and playing.

The final stage is to make a conclusion. Students are required to be active in expressing the various conclusions they get from learning. then several representatives of group members were asked to present the results of their group discussions and asked other groups to provide responses, corrections and alternative solutions to problems. In this stage students can put forward or convey ideas that come from themselves. The teacher provides reinforcement if the student's answer is correct and the teacher provides confirmation if an error occurs (misconceptions) and directs students to find out where the error is. In addition, the teacher provides verbal appreciation / appreciation in the form of praise or applause to students or groups who dare to convey their ideas or ideas.

The obstacle encountered during the first and second meetings was that when group representatives were asked to present the results of their discussions in front of the class, students still looked shy and afraid to deliver the results of their discussions. This is because in previous teacher-centered learning, students only listened to and recorded what the teacher wrote on the blackboard. To overcome this, the teacher motivates students to be more confident, namely by giving appreciation / verbal appreciation in the form of praise or applause to students who dare to convey their opinions and results of group discussions.

According to the law of effect put forward by Thorndike in (Dahar, 2011: 19), an action that is accompanied by pleasant consequences tends to be maintained and will be repeated next time [2].

Conversely, an action followed by an unpleasant result tends to be stopped and not repeated. Giving appreciation / appreciation by the teacher is a pleasing effect for students so

that in the next learning students will be more confident to express their opinions. For the second meeting and so on, students slowly get used to conveying their ideas in front of the class so that students are more confident. Figure 4.10 shows a representative of one of the group members presenting the results of his group discussion.



Figure 4.3 Students Presenting Discussion Results

2. *Students' Communication Skills*

The communication skills of students are measured through several indicators, including: (1) Drawing, the ability to express social studies ideas into pictures, tables and vice versa. (2) Expression, expressing the concept of IPS by stating daily events in language or symbols (3) Written Texts, giving an explanation of ideas in their own language, and making models using writing. Based on the results of data analysis, it is known that there is an increase in the communication skills of students after implementing social studies learning using the TTW model. The increase is included in the high classification in improving the students communication skills. This can also be seen in the achievement of the indicators of the students communication ability which increased after using the product developed.

The highest percentage is in the expression aspect because in the phase of formulating the problem the students are trained to understand the problems presented. Even though at the initial meeting of learning students still needed teacher guidance, at the next meeting students slowly got used to it and experienced significant changes. This can also be seen in the student answer sheet on the test of students' mathematical communication skills, the majority of students already have the ability to write down what is known and asked, so that there is no mistake in answering it even though some students still make calculation errors.

Although the ability to express concepts by expressing everyday events in language or symbols of students is good, the ability to provide explanation of ideas in their own language, and model situations using writing has not been maximized. This can be seen from the achievement of the lowest written text indicator compared to other indicators. But the

percentage of achievement of written text indicators in the experimental class is still above 50%, namely 69.1%, which means that more than half of the students use the TTW model, the ability to communicate to explain ideas in their own language, and make situation models using writing is good. There were even two students who scored perfect on the communication skills test. Learning using the TTW model has a positive impact on the development of students communication skills. This is in line with Azizah's research, 2011 that students give a positive response to social studies learning on communication skills. Most students feel fun,

more enthusiastic, easier to solve questions because it makes students think more and confident in solving problems.

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