The Effectiveness of Think Talk Write Model to Increase Students' Learning Motivation at Junior High School

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Abstract:

This study aims to determine the effectiveness of the Think Talk Write model in increasing learning motivation at Junior High School Muhammadiyah 1 Malang. Researchers used a quantitative approach with 23 research subjects in class VIII students of Junior High School Muhammadiyah 1 Malang. In this study researchers use Quasi Experiments because researchers use control classes and experimental classes. Methods of data collection include questionnaires and tests. This study's data analysis used a sort of comparative analysis, namely, a comparison of pre- and post-test values (sample t-test related). This study found a significant difference between pre- and post-test scores, with a sig value of 0.000 less than 0.05 (0.000 0.05) indicating a difference between pre- and post-test learning outcomes, and an N-Gain test indicating a moderate increase in scores (0.62). Based on the data analysis that has been conducted, there is an improvement in students' learning motivation after using the Think Talk Write model, thus the Think Talk Write learning model can be considered as an alternative in the learning process.

Keywords: Learning Model; Thik Talk Write; Motivation;

Efektifitas Model Think Talk Write untuk Meningkatkan Motivasi Belajar Siswa Di Sekolah Menengah Pertama

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Abstrak:

Penelitian ini bertujuan untuk mengetahui efektivitas model Think Talk Write dalam meningkatkan motivasi belajar di SMP Muhammadiyah 1 Malang. Peneliti menggunakan pendekatan kuantitatif dengan subjek penelitian sebanyak 23 siswa di kelas VIII SMP Muhammadiyah 1 Malang. Dalam penelitian ini peneliti menggunakan Quasi Eksperimen karena peneliti menggunakan kelas kontrol dan kelas eksperimen. Metode pengumpulan data meliputi angket dan tes. Analisis data penelitian ini menggunakan jenis analisis komparatif, yaitu perbandingan nilai sebelum dan sesudah tes (terkait uji t sampel). Penelitian ini menemukan perbedaan yang signifikan antara skor sebelum dan sesudah tes, dengan nilai sig 0,000 kurang dari 0,05 (0,000 0,05) menunjukkan adanya perbedaan hasil belajar sebelum dan sesudah tes, dan uji N-Gain menunjukkan sedang. peningkatan skor (0,62). Berdasarkan analisis data yang telah dilakukan, terdapat peningkatan motivasi belajar siswa setelah menggunakan model pembelajaran Think Talk Write, dengan demikian model pembelajaran Think Talk Write dapat dijadikan alternatif dalam proses pembelajaran.

Kata Kunci: *Learning Model*; *Think Talk Write*; Motivasi;

INTRODUCTION

The learning process is not only an effort to convey the material to completion, but there are several elements that must be considered, such as learning objectives, materials, learning models, learning methods, media, and tools that support the learning process and assessment. All of these elements must be mutually sustainable in order to achieve success in education. Language is a means of conveying opinions and arguments to interlocutors as communication with society. (Mailani et al.). For this reason, Arabic subjects really need the ability of teachers to manage classes, especially in managing learning methods, models, and media (Luthfi Badhilah Fauzie and Mochammad Firdaus 2022) .

In studying linguistics, we need to know some of the important skills in it. Like other foreign languages, Arabic has four basic *maharah lughawiyah skills* that one must learn and understand to master them, including: listening skills, speaking skills, reading skills, and writing skills. These four aspects are very important in learning Arabic because these four skills cannot be separated, and the position of these four skills is very supportive in achieving language skills (Taubah, 2019).

Students must be motivated to learn Arabic in order to be successful. Motivation is the encouragement a person needs to achieve a planned goal. With motivation, it will make students more active in carrying out Arabic learning activities (Aulia Karima Zuhda Utami and Dudung Hamdun 2020) . This is in line with Sardiman's statement that if motivation can be if motivation is seen as the primary catalyst that propels students towards engaging in learning activities, then it becomes possible to attain the intended objectives set by the educational discipline. (Sardiman 2011) .

Students who have high motivation in Arabic subjects will show persistence in learning. Meanwhile, students who do not like Arabic subjects will find it difficult to be diligent and serious in their learning. (Afyuddin and Maarif 2023) This is due to a lack of encouragement and motivation. Therefore, in order for students to be able to obtain good results in learning, they must have high motivation towards Arabic subjects so that it will help them to continue learning. There needs to be assistance and good direction from educators to their students. The role of parents is also the main trigger for a child's success in the future. (Nurhayati and Nasution 2022) .

A student's motivation is their drive to put in the effort necessary to engage in learning activities. Here are some reasons why student desire to study is so crucial: Individuals are trained to use their strengths in such a way that they can be successful through the following means: (1) making them aware of their position at the beginning of the learning process, the process itself, and the final results; (2) informing about the strengths of learning age, when compared with peers; (3) directing learning activities; (4) increasing enthusiasm for learning; and (5) making aware of the existence of a continuous journey of learning and then working (interrupted by rest and play) (Ayu Desy N. Endah Lulup T P. and Suharsono Naswan). (Zunairoh and Fauzi 2021)

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Motivation to learn Arabic needs to be owned by every student. A high level of learning motivation will be able to support students to behave positively in learning activities and get optimal results. Students who have a high motivational spirit will be encouraged to study seriously and not easily give up on achieving their learning goals. Conversely, students who have low motivation will give up more easily (Aulia Karima Zuhda Utami and Dudung Hamdun 2020) . Learning Arabic to date still reveals a gap between the realities of life and the principles being taught; in fact, madrasas and private schools in Indonesia are underdeveloped and even lagging behind other foreign languages. Motivation and interest in learning are non-linguistic problems that are often found in Arabic learning classes. The achievement of learning outcomes is often influenced by motivation and interest in learning. Learning without motivation cannot get good results, especially when a student has feelings of disliking related to Arabic learning material and the teacher who teaches it. Learning is said to be successful when it involves students as a whole, both physically and spiritually. Therefore, the role of a teacher is to encourage students to love Arabic (Fahrurrozi 2014).

Meanwhile, in the Arabic language learning curriculum, students are expected to be able to identify sounds, meanings of sentences, ideas of linguistic elements, text structures and elements of Arabic culture related to certain topics orally and in writing (Jumriani 2019). Therefore, to overcome this problem, teachers are required to be able to find and overcome all the problems that exist in students so that they can achieve maximum learning outcomes.

One of the learning strategies is Think Talk Write which is a strategy develop the process of thinking, speaking and expressing it through writing (Write). The first stage, namely Think, is seen from the process of reading a reading text or question given by the teacher. The second stage is Talk where this strategy allows students to be skilled at speaking. And the final stage is Write. This stage reveals what is has been discussed in writing. Writing activities will help students communicate ideas in written form(Jumanta 2014).

Based on observations in class VIII at Junior High School Muhammadiyah 1 Malang, researchers found a weakness in learning Arabic, namely a lack of motivation in learning. One of the factors causing a lack of motivation in learning is the inaccuracy in applying the learning model and the lack of teacher creativity in building interesting class conditions, so that students are less enthusiastic and less motivated when learning Arabic. Besides that, students often find the material presented difficult, so there is fear and a lack of confidence in one's abilities.

Several alternatives have been used to increase student learning motivation as follows: (1) The Effect of Using the Kahoot Application on the Motivation to Learn Arabic in Class X MAN 4 Kebumen (Aulia Karima Zuhda Utami and Dudung Hamdun 2020) . This research focuses on the use of Arabic learning media using the kahoot application. The drawback of this research is the use of media which in its implementation uses the internet network. Internet network is needed in this

learning, when there is no internet connection in learning activities, this media cannot be used. (2) The *Picture and Picture* Method in Increasing Motivation to Learn Arabic in *Maharah Kitabah* (Musyrifa et al. 2020) . This research utilizes the *picture and picture method* , but in its implementation there are drawbacks including lack activities. (3) The Use of Android-Based *Digital Books* to Increase Motivation and Reading Skills in Learning Arabic (Muhammad, Rahadian, and Safitri 2017) . The research uses digital book media based on Android. Weaknesses in this study only focuses on one maharah, namely maharah qiro'ah. When learning only focuses on one subject, it will result in a passive class situation.

Based on the three studies above, they only discuss learning motivation but have not yet entered the critical thinking process. For this reason, in the model, we present a learning model that, in addition to increasing student learning motivation, also supports critical thinking in students. The .model used by researchers is the Think Talk Write, which is different from the others because this type of learning model does not only write but starts from thinking, discussing with the group, and then writing. From these three stages, it can support critical thinking in students. In addition, the benefits that students get are that they can hone their skills in understanding the material to be studied independently, they can learn to communicate and discuss well, and they can learn to summarize the results of discussions that have been carried out in written form.

This certainly requires the help of the teacher to encourage and motivate students to always be active, besides that, the teacher must also master the material and strategies for learning. In practice, teachers must remember that the success of the learning process is inseparable from the teacher's ability to apply and develop .models that lead to increased student involvement in the learning process. Therefore, in determining the learning model, various aspects must be considered, such as: the nature of the learning material, the conditions of the students, the facilities, and most importantly, the condition of the teacher himself. One type of learning model that can be used is Think Talk Write.

ThinkTalk Write is a type of .that aims to increase and develop students' creativity in thinking critically, creating and communicating actively through group discussions and presentations (Simanjuntak 2019). In this type of Think Talk Write .model, students are encouraged to think, speak, and then write things related to the topic being studied. This type makes students play a more active role and a more dominant role than the teacher, the teacher's task in this learning model is only as a facilitator and motivator in learning (Arifin and , Choirul Huda 2019)

The purpose of the Think Talk Write type of .model is to build students' knowledge so that the level of understanding obtained is getting better, they can exchange ideas with their friends to put ideas into written form. So that students can improve their thinking power and broaden their knowledge.The objective of the Think Talk Write type .model is to determine its effectiveness in increasing the

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learning motivation of class VIII students of Junior High School Muhammadiyah 1 Malang.

METHOD

Researchers used quantitative research with 23 research subjects , namely class VIII students of Junior High School Muhammadiyah 1 Malang. In this study researchers use Quasi Experiments because researchers use control classes and experimental classes. The data collection method is carried out through several stages, namely as follows: (1) Observation to find out and find pre-research data and the characteristics of students when learning Arabic takes place, (2) a test to determine the effectiveness of using the Think Talk Write learning model in increasing motivation in learning Arabic for class VIII students of Junior High School Muhammadiyah 1 Malang. (3) The questionnaire in this study aims to determine students' perceptions after using the Think Talk Write learning model.

The analysis of the data presented in this study used a form of comparative analysis by comparing the values of the pre-test and post-test (sample t-test related). The results of this study were: (1) there was a significant difference in the pretest score, which was smaller than the posttest score of 71.30 <87.82, (2) there was a difference in the average pretest and posttest learning outcomes with a sig value of 0.000 smaller of 0.05 (0.000 <0.05), (3) The N-Gain test results show the number 0.62 in the moderate category. Based on the data analysis that has been conducted, there is an improvement in students' learning motivation after using the Think Talk Write model, thus the Think Talk Write learning model can be considered as an alternative in the learning process.

RESULTS AND DISCUSSION

Think Talk Write is a strategy that facilitates oral language practice, complemented by discussions with friends and writing languages fluently. The use of this learning model can encourage students to work together with their groups and is expected to motivate them to always be active and responsive during the lesson. Apart from that, the role of the teacher in motivating students is something that needs to be shown to understand the enthusiasm of students for learning (Mauludiyah 2021) .

The structure of the Think Talk Write Learning Model is as follows:

Table 1: Structure of the Think Talk Write Learning Model
(Fatmawati, Santosa, and Ariyanto 2013)

No	Teacher Activities	Student Activity	Time Allocation
1.	The teacher explains about the Think Talk Write Learning Model	Students pay attention to the teacher's explanation	2 mnt

2.	The teacher conveys the benefits and objectives of learning	Students understand the learning objectives	2 mnt
3.	The teacher explains the material to be discussed using the Think Talk Write Learning Method	Students pay attention and understand the material	2 mnt
4.	The teacher forms students into several groups consisting of 3-5 people (with different student abilities)	Students pay attention and listen	2 mnt
5.	The teacher gives the material text to be discussed, students read the contents of the text and make short notes (*Think*).	Students receive the text then read and continue by making short notes privately	2 menit
6.	The teacher prepares students for group discussions discussing the material text that has been given *(Talk)*	Students discuss and convey the results of short notes made privately	15 menit
7.	The teacher directs students to write the discussion results that have been obtained using their own language *(Write)*	Students write the results of discussions that have been carried out as a result of discussions with their groups in structured language	5 mnt
8.	The teacher asks a representative from each group to present the results of the discussion	Students present the results of the discussion in front of other groups	10 mnt
9.	The teacher asks students to respond to the results of other groups' presentations	Students respond to their friends' answers	5 mnt

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Table 1 describes the Think Talk Write learning model. The Think Talk Write Learning Model is a learning model that can develop the ability to think creatively, critically and be able to communicate well among students, The drawback is that students can lose their ability or self-confidence because they are dominated by students who are more capable, and the teacher must prepare well so that the learning goals can be achieved. The duration of time in this learning is 45 minutes with time allocation according to the table above. The questionnaire data processing based on the indicators above will be displayed in the form of a pie chart.
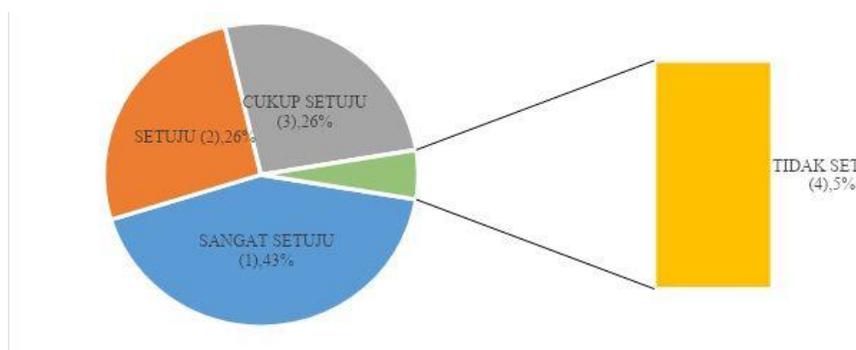
INDICATOR THINK TALK WRITE

Figure 1: Indicator Questionnaire Result Diagram 1

Figure 1 shows the first indicator in the questionnaire, namely: Understanding of learning material using the Think Talk Write Model. Based on the percentage of the diagram above, students can understand the material using the Think Talk Write Model with the number of responses strongly agreeing at 43%, agreeing at 26%, quite agreeing at 26%, disagreeing 5%, and strongly disagreeing at 0%. Based on the summary diagram above, students tend to understand the material using the Think Talk Write .model.

CRITICAL THINKING INDICATORS

Figure 2: Indicator Questionnaire Result Diagram 2

Figure 2 shows the second indicator in the questionnaire, namely: The use of the Think Talk Write .model for critical thinking. Based on the percentage of the .model diagram , the Think Talk Write type has an effect on supporting critical thinking in students, with the number of responses strongly agreeing 44%, agreeing 26%, quite agreeing 25%, disagreeing 5%, and strongly disagreeing 0%. Based on the summary diagram above, the students' model of the Think Talk Write type has an effect on their critical thinking learning.
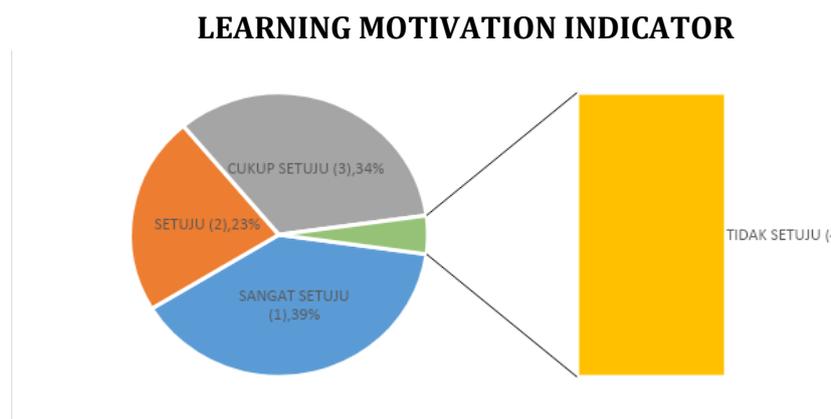
LEARNING MOTIVATION INDICATOR

Figure 3: Indicator Questionnaire Result Diagram 3

The diagram shows the third indicator in the questionnaire, namely: The use of the Think Talk Write .model on learning motivation Based on the percentage of the diagram, the Think Talk Write type .model has an effect on supporting the ability to learn motivation in students, with the number of responses strongly agreeing at 39%, agreeing at 23%, quite agreeing at 34%, disagreeing at 4% and strongly disagreeing at 0%. Based on the summary diagram above, the students' .model of the Think Talk Write type influences their ability to learn motivation.

The results of the pre-test and post-test conducted by researchers to students are as follows:

The following are the N-Gain results for class VIII Junior High School Muhammadiyah 1 Malang.

$$N - GAIN = \frac{2055-1650}{2300-1650} = N - GAIN = \frac{450}{650} = 0.62$$

Based on the results of the effectiveness test that has been carried out, the resulting value is 0.62, which when the level of effectiveness is measured is as follows:

Table 2: Percentage of the effectiveness level of student scores

Percentage	Classification
N-Gains > 70	Tall

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30 ≤ N – Gain ≤ 70	Currently
N – Gain < 30	Low

Table 2 explains the level of effectiveness, namely 0.62, located at 30 ≤ N – Gain ≤ 70 with a moderate classification. So it can be concluded that the application of the Think Talk Write Model can increase the learning motivation of class VIII students at Junior High School Muhammadiyah 1 Malang.

In the teaching and learning process, the right technique is needed so that the learning objectives are immediately achieved, one of which is determining the learning model. The learning model is a form of learning that is drawn from beginning to end by the teacher (Sudrajat 2008). The Model can make it easier for teachers to convey material and can make it easier for students to understand material while in class. In addition, students can also learn to develop social skills, thinking skills and work with groups to achieve common goals in accordance with .is very possible in achieving joint success in the learning process, training students to be more skilled in thinking, expressing opinions, accepting suggestions. , cooperate to reduce the incidence of deviant behavior in class.

Think Talk Write Model provides intense personal contact between students in discussing a topic, according to the expression, besides being able to encourage students to think, actively participate in learning, the Think Talk Model Writing makes students able to communicate well, be ready to express opinions, and respect the opinions of others. Besides that, it can train students to write down the results of discussions in written form (Awwaby and Chotimah 2019)

Think Talk Write Model can overcome students' difficulties in writing because this type can encourage students' initiative in finding keywords in the problems to be solved. From learning to write, students can express and develop ideas into a series of sentences freely so that they become texts whose meaning can be understood.

Think Talk Write type .model was carried out by researchers at Muhammadiyah 1 Malang Middle School two times face-to-face in class, the researcher gave two subjective questions, and the Think Talk Write type .model was applied through heterogeneous groupings of students, then explained the procedure for the implementation of the learning model in detail and provided opportunities for students to ask questions when they did not understand the procedure. After that, students work on problems with their groups by reading individually first, then continuing with discussing the results of what they read, and finally writing the results of the discussion in the form of a summary of the reading. In accordance with the expression of Riansyah et al., the Think Talk Write learning model encourages students to think, speak, and then write down a particular topic (Riansyah, Fahri 2018).

Based on observations made by researchers when students took the test, students showed differences in the time to complete the test, during the pre-test were less satisfactory. In contrast to the post-test, using the Think Talk Write Model, students can do the test in a timely manner and immediately work in accordance with the procedures and directions from the researcher, and of course the resulting score is more satisfying than the pre-test. This type of Think Talk Write is carried out continuously, so students will get used to writing and produce maximum grades.

The researcher distributed a questionnaire to class VIII students of Junior High School Muhammadiyah 1 Malang to find out students' perceptions of the use of the Think Talk Write .model in increasing student learning motivation. The questionnaire given has fulfilled the validity and reliability tests so that it can be stated to be normally distributed so that it can be used for the related t-test. In line with the related t-test that can be carried out when the data is normally distributed, the variables associated are numerical and categorical (with only 2 groups) (Nuryadi et al. al. 2017) .

Think Talk Write .model can increase student learning motivation in class VIII at Junior High School Muhammadiyah 1 Malang. Researchers know this from student learning outcomes after using the Think Talk Write Model, besides being able to increase the ability to increase learning motivation in learning Arabic, this can support critical thinking in students. This is known from the results of the questionnaires distributed and the application of the Think Talk Write Model

CONCLUSION

Learning is effective enough to be included in the medium category with a percentage of 62% based on research conducted at Junior High School Muhammadiyah 1 Malang regarding the efficacy of the Think Talk Write Model in increasing motivation to learn Arabic. The findings of the N-Gain formula demonstrate that student desire to learn Arabic is increased by the use of the Think, Talk, Write paradigm. Furthermore, HO was either rejected or had an uneven pre- and post-test average based on the t test's sig (2-tailed) value of 0.000, which implies the sig value is 0.005. The researcher found that the eighth grade students of Junior High School Muhammadiyah 1 Malang had achieved standards of increasing motivation to learn Arabic using the Think Talk Write can be considered as an alternative in the learning process.

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