Improving Students' Ability in Writing Persuasive News Texts Using Think Talk Write (TTW) Model of Second Year Students at Junior High School Muhammadiyah II Pekanbaru

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ABSTRACT
The aims of this research to improve students' ability in writing persuasive news texts using Think Talk Write (TTW) learning model with the type of Classroom Action Research (PTK) which is carried out in two stages, namely cycle I and cycle II with targets Minimum Completion Criteria (KKM), that is 75. The results of the analysis in this study show an increase from cycle I and cycle II. In cycle I, the number of scores obtained from class VIII A1 was 1,264 with an average score obtained of 63.2, which was in the poor category, while the number of scores obtained from class VIII A2 was 1,313 and if the average score was obtained at 65.65 which is in the poor category. In cycle II, the total scores obtained from class VIII A1 were 1,608 with an average score obtained of 80.4 in the good category, while the total scores obtained from class VIII A2 were 1,812 and if the average score obtained was 90.6 is in the very good category.

KEYWORDS: writing skills, persuasive news texts, Think Talk Write (TTW) model

1 INTRODUCTION

Language is one of the daily human needs. Everyone who uses language can feel the importance of language as the main means of communication. This fact is proven by the fact that some people feel that having one language is not enough. They try to make the best use of other languages as a tool to obtain wider information (Junus and Fatimah, 2012:1).

According to Paida (2021: 1) Language is a communication tool used for interpersonal interaction. In fact, with language, individuals can not only use it as a means of communication, but can also use language well and correctly. Language is also a system of arbitrary sound signs (chosen by you) used by members of society for the purpose of cooperating, interacting, and identifying each other, both orally and in writing. Apart from that, good conversation (speech), good behaviour, good manners are also the meaning of language. Language is an important component that cannot be separated from human activities in everyday life. This is because language is the most effective communication tool, whether communicating verbally or in writing. One way to improve a person's language skills is by taking Indonesian language lessons.

Indonesian has a role that can be divided into two important positions, namely as a unified (National) language and as a state language. Indonesian is the national language used by Indonesian people to communicate. Indonesian is an alternative way to communicate for Indonesian people who have different mother tongues so that they can easily understand the meaning of the words of the person they are talking to.

Writing is one of the four language skills. Writing is in last place of the four language skills. The first language skill is listening skills, then speaking skills and then reading skills in language acquisition. According to Yunus (in Hatmo, 2012) writing is basically an important aspect of language skills, writing is an activity of self-expression of a writer in a work written with the aim of being read or written by readers with the aim of reporting. an activity. Apart from that, according to Munirah (2015: 4) writing can also be understood as a communication activity using language as a medium. The written form consists of a number of meaningful alphabetical sequences with all the accessories, such as spelling and punctuation.

Paida (2021: 33) states that writing is a language skill used to communicate indirectly. Writing is an activity that is most often done by humans because writing is a very easy activity, in the sense that everyone can do it if they have the intention to learn, are serious about it and don't give up easily because we have been trained since childhood. People who have a hobby of writing generally like to create written works, expressing all the contents of their thoughts in their writing. Several studies show that the writing process mostly begins with a reading process first

Writing ability is a form of language competence that is very important, both during education at various levels and types of schools and later in life in society. A learning strategy is a plan that contains a series of activities designed to achieve certain educational goals. By using learning strategies, we can make the teaching and learning process more enjoyable and students more interested in learning. Using learning strategies is important. The emergence of new strategies can make students become more active and creative. Teachers play an important role as facilitators in achieving learning goals.

Classroom Action Research is a reflective study of actors, which aims to increase the rationality of their actions, deepen understanding of the actions carried out, and improve learning activities. PTK is implemented as a cyclical or cyclical study process (PGSM Education and Training Team, 1999).

Sanjaya (2016: 16) argues that Classroom Action Research (CAR) can be understood as a process of investigating learning problems in the classroom through inward thinking, trying to solve these problems by taking different actions in real life situations and analyzing each impact of treatment.

According to Agustina & Tika in the journal owned by Utami Safitri Rohmah, et al (2022: 34) A learning model is a conceptual framework that describes a systematic process for organizing learning experiences to achieve certain learning goals and functions as a guide for course designers and educators, students in planning learning activities teach. Shoimin also said in the journal owned by Utami Safitri Rihmah, et al (2022: 35) that the Think Talk Write (TTW) learning model is a learning model that

emphasizes the need for students to communicate the results of their thoughts. Activities that can be carried out for student learning outcomes are completed significantly by implementing the Think Talk Write (TTW) model.

Think Talk Write (TTW) is a collaborative learning model that starts from the flow of thinking through reading and speaking through discussion, exchanging ideas, presentations and writing to writing up the results of the discussion (Khusna Azizatul, et al, 2017: 138).

After conducting observations for three days at SMP Muhammadiyah II Pekanbaru on class VIII students, I saw that students' interest in writing was still lacking, many students whose level of ability in writing persuasive news texts was still low even though the Kkm score that students had to achieve in Indonesian language subjects is 75 and sees the teacher as a facilitator when applying learning material, the teacher still uses the lecture method. The teacher's actions do not only have to convey knowledge information from the teacher to students, and the student's task is to receive, memorize and store learning material. This makes students less immersive, bored, and affects grades.

Thus, researchers are interested in conducting research using the Think-Talk-Write type cooperative learning model. This TTW type cooperative learning model refers to the group discussion teaching method consisting of 4-5 students. The Think-Talk-Write cooperative learning model can provide opportunities for students to be more active in their learning and not only excel in supporting difficult academic concepts, but can also improve students' social and social skills.

Based on the explanation of the problem above, the researcher is interested in conducting research on Indonesian language subjects in class VIII, especially in writing persuasive news texts. Therefore, a study was prepared with the title, "Improving the ability to write persuasive news texts using the Think-Talk-Write (TTW) model for class VIII students at SMP Muhammadiyah II Pekanbaru.

2 METHODOLOGY

This research was Classroom Action Research (CAR) with a reflective study of actors, to increase the logical stability of their actions, gain a deeper understanding of the actions carried out, and improve their actions in organized learning activities. CAR is carried out as a cyclical or cyclical assessment process (SM PG Training Group, 1999). Researchers conducted research at SMP Muhammadiyah II Pekanbaru on second year students with a total of 20 female students in each class.

Classroom action research was carried out in two cycles. Cycle 1 and cycle 2 were carried out over 8 meetings, where cycle 1 and cycle 2 each consisted of 4 meetings. If in cycle 1 the results obtained do not match expectations, they will be corrected in cycle 2 by correcting the deficiencies found in cycle 1.

The student test assessment instruments used by researchers to measure students' knowledge/ability in writing persuasive news texts are as follows:

Table. 1.1. Assessment Aspects of Writing Persuasive News Texts

No	Aspect	Description	Score	Total
1	Content	**Very Good**: There is complete, clear and factual information.	24 – 30	30
		Good: incomplete information but clear and factual	18 – 23	
		Fair: information that is complete but not clear and still based on facts	11 – 17	
		Less: the information is very lacking, not clear but according to the facts	5 – 10	
		Very Less: information is very lacking, unclear and does not match the facts	1 – 4	
2	Invitation	**Very Good**: has elements of invitation, trust, interesting and not excessive	24 – 30	30
		Good: has an element of invitation and trust which is not excessive but less interesting	18 – 23	
		Enough: has an element of invitation and is not excessive but does not contain an element of trust and is also less attractive	11 – 17	
		Poor: the elements of invitation and trust are very lacking and not interesting and also a little excessive	5 – 10	
		Very Poor: does not have any elements, is not interesting and is too excessive	1 – 4	
3	Vocabulary	**Very Good**: chooses the right words and uses standard vocabulary	21 – 25	25
		Good: uses standard vocabulary but chooses words that are less precise but still have the same meaning	16 – 20	
		Enough: uses standard vocabulary but chooses words that are not quite right so they have different meanings	11 – 15	
		Poor: insufficient vocabulary knowledge and inappropriate word choice	6 – 10	
		Very Poor: there are many errors, inefficient, using inappropriate words so they have different meanings	1 – 5	
4	Punctuation and Spelling	**Very Good**: almost no errors in spelling	13 – 15	15
		Good: there are less than 5 errors in spelling	10 – 12	
		Fair: there are 5-7 errors in spelling	7 – 9	
		Poor: there are 8-10 errors in spelling	4 – 6	
		Very Poor: there are more than 10	1 – 3	

		errors in spelling		
		TOTAL SCORE		100

The data collection technique that will be used by researchers in this research is a written test on writing persuasive news texts. Researchers analysed the data in order to find out whether there was success or improvement in students' writing skills from the research conducted. The data analysis technique carried out by researchers was to look at the graduation of learning outcomes and analyse the average grades of class VIII students at SMP Muhammadiyah II Pekanbaru. Students can be declared passed if they get a minimum score of 75 and a maximum of 100, if the score obtained is less than 75, then the student is declared not to have passed.

Table. 1.2. Assessment criteria

Interval	Category	Keterangan
90-100	Very Good	Complete
81-89	Good	Complete
75-80	Enough	Complete
42-74	Poor	Incomplete
0-41	Very Poor	Incomplete

Analysis of students' average scores in writing persuasive news texts was carried out by comparing student learning outcomes in cycle 1 and cycle 2. Student learning outcomes can be said to be successful if the average score obtained after carrying out cycle 2 increases

3   RESULT AND DISCUSSION

RESULT

The results of the research obtained by researchers using this type of research are Class Action Research (PTK) using a writing test on class VIII students at SMP Muhammadiyah II Pekanbaru using the Think Talk Write (TTW) learning model. Data was taken from the results of tests carried out in cycle I and cycle II.

1. Cycle I Research Results
   a. Action
   At the first meeting (Monday, 1 April 2024) and the second meeting (Thursday, 4 April 2024), the implementation of actions was carried out according to the stages in the RPP Cycle I meetings 1 and 2 with learning indicators, namely: Explaining the meaning of news elements, finding elements in news texts, observing models of persuasive texts that are heard/read, discussing the meaning of persuasive texts, and discussing the invitations contained in persuasive texts.
   At the third (Monday, 8 April 2024) and fourth (Thursday, 11 April 2024) meetings, the implementation of actions was carried out according to the stages in the RPP Cycle I meetings 3 and 4 with learning indicators, namely: Answering questions about the content of the news, concluding the content of the text news, responding to the content of the news text, discussing the steps for preparing a conclusion to a persuasive text, and concluding how to present information from the content of a persuasive text.

The process of activities carried out from the first meeting to the fourth meeting, namely:

Initial activity

1. The teacher greets and invites all students to pray according to their respective religions and beliefs.
2. The teacher checks student attendance.
3. Teachers check their readiness and condition students to be ready to learn.
4. The teacher carries out apperception by exploring students' knowledge by relating students' experiences in everyday life.
5. The teacher conveys the learning objectives of writing descriptive essays that will be achieved in the lesson.

Core activities

Thinking stage (Think)

1. The teacher asks students what they know about news texts, news elements, models of persuasive texts, and what examples of invitations in persuasive texts.

Speaking stage (Talk)

1. The teacher explains material about news texts and persuasive texts
2. The teacher shows an example of a news text
3. The teacher explains the elements of news text
4. The teacher explains models of persuasive text
5. The teacher shows examples of persuasive news texts
6. Students are asked to determine the elements of news texts and invitations contained in persuasive texts

Writing Stage (Write)

1. Students write information that has been provided by the teacher regarding news texts, elements in news texts, models of persuasive texts and invitations in persuasive texts.
2. Students are given worksheets to create persuasive news texts individually based on the information provided by the teacher.

Closing Activities

1. Students are given the opportunity to ask questions if there is anything unclear about the learning material.
2. The teacher provides material consolidation by reviewing in general the activities that have been carried out during the learning process.
3. Students with teacher guidance conclude the lesson.
4. The teacher provides reflection and follow-up.
5. The teacher closes the lesson by asking students to lead a prayer together.

b. Observation

The observation stage was carried out at the fourth meeting. Researchers analysed students' abilities in writing persuasive news texts with free themes from written tests given to each student. The results that researchers got in cycle I were:

Table 3.2 Result of Students' Writing Ability Test for Class VIII A1 (*Individual*)

No	Students	Score	Criteria
1	Student 1	75	Complete
2	Student 2	42	Incomplete
3	Student 3	75	Complete
4	Student 4	76	Complete
5	Student 5	55	Incomplete
6	Student 6	65	Incomplete
7	Student 7	51	Incomplete
8	Student 8	48	Incomplete
9	Student 9	78	Complete
10	Student 10	76	Complete
11	Student 11	73	Incomplete
12	Student 12	51	Incomplete
13	Student 13	73	Incomplete
14	Student 14	60	Incomplete
15	Student 15	51	Incomplete
16	Student 16	51	Incomplete
17	Student 17	65	Incomplete
18	Student 18	75	Complete
19	Student 19	75	Complete
20	Student 20	42	Incomplete
	Total Score	1.257	Incomplete

Table 3.3 Result of Students' Writing Ability Test for Class VIII A2 (*Individual*)

No	Students	Score	Criteria
1	Student 1	63	Incomplete
2	Student 2	54	Incomplete
3	Student 3	75	Complete
4	Student 4	66	Incomplete
5	Student 5	49	Incomplete
6	Student 6	77	Complete
7	Student 7	54	Incomplete
8	Student 8	55	Incomplete
9	Student 9	59	Incomplete
10	Student 10	66	Incomplete
11	Student 11	73	Complete
12	Student 12	75	Complete
13	Student 13	77	Complete
14	Student 14	75	Complete
15	Student 15	74	Incomplete
16	Student 16	48	Incomplete
17	Student 17	55	Incomplete
18	Student 18	69	Incomplete
19	Student 19	76	Complete
20	Student 20	73	Incomplete
	Total Score	1.313	Incomplete

Table 3.4 Average Score of Cycle I

Class	Score	Average	Criteria
VIII A1	1257	63.2	Incomplete
VIII A2	1313	65.65	Incomplete

c. Reflection

From the results explained in table 3.2 to table 3.4, the average score for class VIII A1 students is 63.2 and the average score for class VIII A2 students is 65.65, not reaching the specified KKM value. Therefore, researchers need cycle II to improve students' ability to write persuasive news texts.

2. Cycle II Research Results

a. Action

At the first meeting (Thursday, 18 April 2024) and the second meeting (Monday, 22 April 2024), the implementation of actions was carried out according to the stages in the RPP Cycle II meetings 1 and 2 with learning indicators, namely: Finding content based on the structure of the news text, finding linguistic elements of news texts, answering questions about linguistic elements of news texts, identifying text information in the form of persuasive texts, finding the structure of persuasive texts, and finding linguistic elements of persuasive texts.

At the third (Thursday, April 25 2024) and fourth (Monday, April 29 2024) meetings, the implementation of actions was carried out according to the stages in the RPP Cycle II meetings 3 and 4 with learning indicators, namely: Finding data and information on news, conveying data and information in the form of news texts, editing news texts, answering questions about persuasive texts, and writing the contents of persuasive texts.

The process of activities carried out from the first meeting to the fourth meeting, namely:

Initial activity

1. The teacher greets and invites all students to pray according to their respective religions and beliefs.
2. The teacher checks student attendance.
3. Teachers check their readiness and condition students to be ready to learn.
4. The teacher carries out apperception by exploring students' knowledge by relating students' experiences in everyday life.
5. The teacher conveys the learning objectives of writing descriptive essays that will be achieved in the lesson.

Core activities

Thinking stage (Think)

1. The teacher asks students what they know about persuasive news texts, the elements of news texts and persuasive texts, and the structure of news texts and persuasive texts.
2. The teacher tests students' knowledge of the material that has been taught from the previous meeting

Speaking stage (Talk)

1. The teacher explains material about news texts and persuasive texts
2. The teacher gives examples of persuasive news texts
3. The teacher explains the attachment of examples of persuasive news texts

4. Students are divided into several groups consisting of four people
5. The teacher gives each group a worksheet and explains the steps
6. Each group seeks information or discusses
7. Students present persuasive news texts resulting from group discussions in front of the class
8. Other students are given the opportunity to provide responses regarding the persuasive news text presented

Writing Stage (Write)

1. Students analyze examples of news texts
2. Students find the content of the news based on the structure of the news
3. Students write down the linguistic elements of news texts
4. Students write persuasive news texts based on information that has been collected and discussed in groups by paying attention to linguistic elements and rules.

Closing Activities

1. Students are given the opportunity to ask questions if there is anything unclear about the learning material.
2. The teacher provides material consolidation by generally reviewing the activities that have been carried out during the learning process.
3. Students with teacher guidance conclude the lesson
4. The teacher provides reflection and follow-up.
5. The teacher closes the lesson by asking students to lead a prayer together.

b. Observation

The observation stage was carried out during the third and fourth meetings. Researchers analyzed whether there were changes in students' abilities in writing persuasive news texts using the Think Talk Write learning model which refers to the group discussion teaching method with 4 members. The results that researchers got in cycle II were:

Table 3.5 Result of Students' Writing Ability Test for Class VIII A1 (*Group*)

No	Students	Score	Criteria
1	Student 1	79	Complete
2	Student 2	75	Complete
3	Student 3	80	Complete
4	Student 4	83	Complete
5	Student 5	85	Complete
6	Student 6	75	Complete
7	Student 7	85	Complete
8	Student 8	83	Complete
9	Student 9	80	Complete
10	Student 10	83	Complete
11	Student 11	80	Complete
12	Student 12	79	Complete
13	Student 13	79	Complete
14	Student 14	75	Complete
15	Student 15	79	Complete
16	Student 16	75	Complete

17	Student 17	85	Complete
18	Student 18	83	Complete
19	Student 19	85	Complete
20	Student 20	80	Complete
	Total Score	1.608	Complete

Table 3.6 Result of Students' Writing Ability Test for Class VIII A2 (*Group*)

No	Students	Score	Criteria
1	Student 1	90	Complete
2	Student 2	95	Complete
3	Student 3	91	Complete
4	Student 4	95	Complete
5	Student 5	90	Complete
6	Student 6	82	Complete
7	Student 7	95	Complete
8	Student 8	95	Complete
9	Student 9	95	Complete
10	Student 10	90	Complete
11	Student 11	91	Complete
12	Student 12	82	Complete
13	Student 13	91	Complete
14	Student 14	90	Complete
15	Student 15	95	Complete
16	Student 16	95	Complete
17	Student 17	82	Complete
18	Student 18	95	Complete
19	Student 19	91	Complete
20	Student 20	82	Complete
	Total Score	1.812	Complete

Table 3.7 Average Score of Cycle I

Class	Score	Average	Criteria
VIII A1	1608	80.4	Complete
VIII A2	1812	90.6	Complete

c. Reflection

In this second cycle, the researchers have achieved changes, it can be seen from the results explained in tables 3.5 to table 3.7, the average score for class VIII A1 students is 80.4 and the average score for class VIII A2 students is 90.6 has achieved the specified KKM score, which shows that the ability to write persuasive news texts for class VIII students has improved.

Discussion

This discussion is based on all the results of research conducted in cycle I and cycle II. The research was carried out with a written test using the Think Talk Write (TTW) learning model which was carried out in two cycles, cycle I with individual tests

and cycle II with group tests based on four assessment aspects, namely: Content, Invitation, Vocabulary, and Punctuation and Spelling.

The research results are described in accordance with Huda's theory (2017: 218) that Think Talk Write is a model that teaches students to be active during the learning process, by collecting ideas through observation and discussion before finally putting them into written form. This research describes students in writing persuasive news texts.

Cycle I was held in 4 meetings with a time allocation of 80 minutes. From the first meeting to the first meeting to the third meeting, the learning process was carried out by explaining material regarding persuasive news texts in accordance with the existing RPP, then at the fourth meeting, students were given an individual test on writing persuasive news texts.

In cycle I, the research results were obtained from a persuasive news text writing test given to class VIII A1 and class VIII A2 students. There are 20 students in each class, in class VIII A1 there are 6 students who passed with the highest score of 78 with a percentage of 30%, and 14 other students did not pass with the lowest score of 42 with a percentage of 70%. The total number of marks obtained from class VIII A1 is as much as 1,264 and if averaged the value obtained is 63.2 which is at unfavorable category. Class VIII A2 also had 6 students who passed with the highest score of 77 achieved by CHC and MAS with a percentage of 30%, and 14 other students who did not pass with the lowest score of 48 with a percentage of 70%. The total scores obtained from class VIII A2 were 1,313 and if the average score obtained was 65.65, it was in the poor category.

Only 12 people from the two classes in cycle I achieved the KKM score 40 students and if the percentage is only 30% of students who pass the KKM, this is because there are still students who are less active in the learning process, students have not really mastered persuasive news texts, there are still many who place punctuation marks incorrectly, there is a lack of vocabulary mastered by students, and Some students still do not understand linguistic rules and have minimal knowledge about persuasive texts.

In cycle II, students are given another test, the same test in cycle I, namely, writing persuasive news texts in groups, the aim of which is so that students can be more active, students can increase their self-confidence, students' understanding of the previous material increases, and they can express the results of their thoughts. and conclude the results of their discussion. There was a change after the test was carried out again in cycle II, using the Think Talk Write model, all students in class VIII A1 were declared to have passed with the highest score of 85 achieved by group 5 and the lowest score of 79 with a percentage of 100%. The total score obtained from class VIII A1 was 1,608 and if averaged the score obtained was 80.4 which was in the good category. Class VIII A2 was also the same, all students were declared to have passed with the highest score of 95 achieved by group 3 and group 4 and the lowest score of 82 with a percentage of 100%. The total scores obtained from class VIII A2 were 1,812 and if the average score obtained was 90.6, it was in the very good category.

Cycle II was held again in 4 meetings with the same time allocation, namely 80 minutes. From the first meeting to the third meeting, the learning process was carried out by explaining material regarding persuasive news texts according to the existing RPP, then at the fourth meeting, students were given a group test on writing persuasive news texts.

In cycle II, 100% of students in class VIII were declared to have passed because they had achieved the KKM score, students had begun to master material about persuasive news texts, their understanding of punctuation and vocabulary knowledge had increased. This is because students are more active in asking questions, more confident when giving

presentations, and students feel that writing is not boring and can actually broaden their insight.

Based on the description above, learning using the Think Talk Write learning model is very effective for improving writing skills. This is also relevant to the action hypothesis used that "the application of the Think Talk Write learning model can improve the ability to write persuasive news texts for class VIII students at SMP Muhammadiyah II Pekanbaru." Thus, the use of the Think Talk Write learning model in Indonesian language learning is very effective and successful in improving writing skills in class VIII students at SMP Muhammadiyah II Pekanbaru.

4   CONCLUSION

Based on existing research findings and discussions, the conclusion of this research is that there is an increase in the ability to write persuasive news texts using the Think Talk Write (TTW) learning model for class VIII students at SMP Muhammadiyah II Pekanbaru.

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