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## Think Talk Write Strategy on Economics Subject

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### Abstract

This research was conducted in order to determine how the application of learning technic Think Talk Write (TTW) on activity and learning outcomes of a student in economic subjects x IIS 3 in SMA Laboratorium UM. This research uses qualitative approach by class action research, which was done in 2 cycles. Every cycle consists of 3 meetings through 4 steps, that is planning, doing, observing, and reflecting. The subject of this research is students of X IIS 3 that consists of 32 students. Based on the results of the study, it showed that the enforceability of the implementation of the Think Talk Write (TTW) technic has increased from the first cycle that was 83% to 93% in the second cycle. The student's activity increased from the first cycle of 67,79% to 81,27% in the second cycle. Cognitive aspects of learning outcomes of a student in the first cycle of 25% with an average value of 60 increased by 100% with an average value of 86. From this analysis, it is concluded from the results that the feasibility study technic Think Talk Write (TTW) on The students activity and learning outcomes of students increased in the second cycle compared to the first cycle that is very appropriate implementation of learning applied to economic subject for the X grade students of Social Studies 3 in SMA Laboratorium UM.

### How to Cite

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## INTRODUCTION

Education is also one measure of the quality of life of the nation because the level of education can show the quality of human resources owned by a nation. Teachers as the spearhead in achieving educational goals, need to choose effective and efficient learning methods. Effective learning process management is the starting point of successful learning that will improve student learning outcomes. One of the strategies that a teacher must possess is to use appropriate learning methods.

According to Suyono and Hariyanto, (2012: 22) method is a step or procedure of learning, including assessment, in the lesson plan for learning objectives achieved". The method is the initial foundation and greatly influential in teaching because the success of teachers in delivering the material depends on the ability of teachers in using the appropriate learning methods for learners. Cooperative learning method requires learners to be able to cooperate with their friends, able to express the idea verbally and able to seek information from other sources and learn from other students.

There is a renewal in education today especially in the field of curriculum, the Curriculum 2013 which focuses more on the active role of learners in the learning process. Therefore this will be a way to conduct educational interactions more fun for learners by emphasizing the active role of learners in the learning process. The 2013 curriculum includes a number of competencies and a set of learning goals that emphasize the development of learners' abilities.

With the change of curriculum applied in SMA Laboratorium, the 2013 curriculum has changed the learning process from teacher centered learning to student centered learning where the role of the teacher is more as a facilitator. This strategy change is expected to improve the quality of learning and learning outcomes for learners.

To overcome this the teacher must use a comfortable learning method so that learners can follow the learning process well, for example, teachers use the method of learning Cooperative Learning using Think Talk Write learning techniques so that learners are given the opportunity to communicate and social interaction with friends to achieve learning objectives. Think Talk Write is a learning technique consisting of 3 stages that are through thinking, speaking, writing.

As revealed by Huinker and Laughlin, (1996: 81) Think Talk Write Strategy encourages students to think, talk, and then write down a particular topic. This strategy is used to develop writing fluently and to train the language before it is written. The TTW strategy allows students to influence and manipulate ideas before putting them into writing. It also assists students in collecting and developing ideas through a well-organized conversation. " I hope that by using Think Talk Write technique that variations and modifications will trigger student activities to be active in the learning process and provide students with opportunities to communicate with each other and social interaction with their friends to achieve learning objectives.

Therefore the selection of SMA Laboratorium UM as the subject of this study because the learning process presented by the teacher is still classified as a teacher or Teacher center teacher is more dominant using lecture method in the learning process so that learners only receive material from teachers and also

learners less role active in the learning process. Learners only understand the material being explained from the teacher's exposure without trying to figure it out for themselves. It will cause learners often feel bored and understanding the concept of material that is less controlled by learners. Of the problems that occur, it is necessary to develop a learning technique that is able to involve learners to play a full role in the learning process. In addition, through the selection of learning techniques is expected the source of information received by learners not only from teachers but also can enhance the participation of learners in studying and reviewing the understanding of existing concepts, especially on economic subjects.

So I offer cooperative learning methods with Think Talk Write techniques that are considered suitable to solve the above problems. Benefits that can be taken with this Think Talk Write learning technique learners can work together to solve problems or concepts that exist in detail to the teacher in front of the class, learners who already understand will explain to other students who do not understand the material given, so that all learners can express opinions in the presentation of the results of the material. This will lead to high activity levels and increased learning outcomes obtained by learners. Based on the above background it is necessary to research on "Think Talk Write Strategies on Economic Learning".

Think Talk Write Strategy is a learning that starts with thinking through the reading material (listening, critiques, and alternative solutions), reading results communicated with presentations, discussions, and reporting the results of Huinker and Laughlin (1996) presentations. Meanwhile, according to DePorter (1992) that Think Talk Write is a learning where learners are given the opportunity to start learning by understanding the problems first, then actively involved in group discussions, and finally write in their own language the results of learning obtained. This strategy was first introduced by Huinker and Laughlin based on the understanding that learning is a social behavior. Huinker and Laughlin stated that the Think Talk Write learning strategy builds learners' activities for thinking, reflecting, and organizing ideas, then testing them before they are asked to write. The flow of Think Talk Write strategy begins with the involvement of learners in thinking or reflective dialogue with themselves, then talking and sharing ideas with their friends, before the students write.

Think Talk Write Strategy has three phases that correspond to its name, namely Think, Talk, and Write. Here are the steps of Think Talk Write strategy by Yamin and Ansari (2008: 84)

a. Think

At this stage it begins by reading a text given by the teacher, then the learners make small notes about the important things that have been read. This note will help learners understand the contents of the text and analyze the text for discussion with a group of friends.

b. Talk

At this stage, students share ideas with their friends. This activity is conducted in groups, ie three to five people.

c. Write

In the last stage of writing, learners constructing ideas and knowledge obtained from the discussion through the text of the negotiation text. The previous

stage of thinking and speaking/discussion is an important step in the process of bringing understanding into the learner's writing.

McGuinness, et al., (1999) suggests that developing the thinking skills in the learning process is important for several reasons: (1) the thinking skills emphasize the learning process is not just the outcome, (2) the involvement of learners in learning so that it becomes active and not passive, (3) enabling learners to think beyond just remembering information, (4) developing learners 'deeper understanding of a topic, (5) students' learning progress can be evaluated, (6) enabling learners to learn how to learn.

## **METHOD**

The location of this research was conducted at SMA Laboratorium UM located at Jalan Bromo No. 16, Malang City, especially in class X IIS 3. The subject of this research is the students of class X IIS 3 SMA Laboratorium UM which amounted to 32 students, while the object of research is the application of cooperative learning method of Think Talk Write technique in SMA Laboratorium UM in order to increase the activity and student learning outcomes.

The approach in this research uses descriptive qualitative approach. The descriptive qualitative approach is used because the data retrieval process is done in the form of words and language in giving an interpretation to the result. Descriptive qualitative research has two main purposes, namely first, to describe and express, secondly, to describe and explain. This type of research is a classroom action research, in which research is conducted in a class context that aims to improve the learning process in class to provide good and maximal learning outcomes for students. I do classroom action research in collaboration with teachers. Basically, action research can be done by teachers themselves acting as researchers with an emphasis on improving or improving the teaching and learning process.

Sources of data in this study are students and teachers. Techniques used in data collection are observation, test, interview, and documentation. While the research instrument used in obtaining data is the observation sheet implementation of thinking talk write technique, test questions (pretest and posttest), an interview. Classroom action research begins with the teacher's own perceived problems in learning. The problem is a problem related to the process and learning outcomes of learners that are not in accordance with the expectations of teachers or other matters relating to teacher teaching behavior and learning behavior of learners. Steps to find the problem followed by analyzing and formulating the problem, then planning a classroom action research in the form of corrective action, observation, and reflection.

## **RESULT AND DISCUSSION**

### **Cycle I Findings**

As for my findings during the learning process in the cycle, I am:

- a) At the time of learning, learners still tend to be busy and chatting on their own, but there are some learners who are active to ask or argue.
- b) At the time of group formation, the classroom atmosphere becomes less conducive, as learners row about the assigned group members.

- c) The activity of learners during the learning process is still rare. They are still busy with their activities
- d) During group discussions, some learners still dominate. This is because learners have not adjusted and cannot cooperate well with group members. So the discussion activities run less effective.
- e) Learning outcomes of each learner are still many that have not been completed, namely under the KKM.

### **Cycle II Findings**

The findings of writing based on my observations during the implementation of action cycle II as follows:

- a) Conditions at the time of learning run smoothly and conducive, learners have begun to understand the application of think talk write technique.
- b) Learners look the spirit to follow the learning process.
- c) Activity learners have increased. Learners have followed the learning process well.
- d) During group discussions, all members play a role in completing the task. Inter-group members help each other and appreciate each other's opinions.
- e) Student learning outcomes have increased above the KKM

### **The Implementation of Cooperative Learning Method of Think Talk Write Technique**

Based on the results of research in cycle I, the application of TTW (Think Talk Write) at the time of learning process is still not maximal. There are constraints faced by the author during the learning process, which is the activities of learners who are outside the learning scenario. These constraints include learners who still tend to hesitate and lack confidence in expressing opinions and in answering questions. This is because students are not accustomed to expressing opinions by using his own words, learners still seem to read the literature book. To overcome this, I should encourage these learners by helping to reveal and try to give the same questions to other learners. So that learners will feel confident with the encouragement and can give the students thinking time during the teacher asked the other students.

However, at meetings in cycle II learners are able to adjust with group members and can work together well. This can be seen from the activities of learners who no longer dominate group activities, learners have started to express opinions, appreciate the opinions of others, and help members of the group who do not understand. This is in accordance with the theory put forward by Trianto, (2007: 41) in cooperative learning methods students learn in groups to achieve mastery of the material presented by teachers and help each other's group to achieve mastery learning. In addition, students will also find it easier to understand and understand difficult concepts if they discuss with each other's friends.

### **Learning Activity Learners With The Application of Think Talk Write Learning Technique**

The initial conditions found in the class prior to the application of Think Talk Write learning techniques show the class in a less conducive atmosphere.

Student learning activities are not common, learners only listen when the teacher explains and answers questions from the teacher when the teacher asks questions and sometimes notes the material the teacher describes if the material is not in the learner's handbook. Interaction is still limited to the interaction between teachers and learners while the interaction of learners with learners has not been seen. Throughout the learning process took place the fewer learners can show the response to the learning so that the available learning time cannot be used properly by learners and learners easily feel bored and sleepy so that this causes students to make noise and crowd in the classroom.

Based on the results of activity analysis learners that the dominant aspects of the increase in learning activities of learners are the aspect of visual activities. Learners read the material given by the teacher in earnest and learners observe the process of presentation from other groups during the learning process took place in the classroom. While the less dominant aspect is the emotional activities aspect. This is because there are still many students who are less interested in the learning process and there are many students who are not orderly and make noise and noise during the learning process.

Based on the results of the analysis of learning activities of learners on the cycle I note that the average class success of class of 67.79% with category C (enough). This happens because there are still weaknesses that occur during the cycle I during implementation by applying Think Talk Write learning technique. In cycle I learners do not really understand the application of Think Talk Write learning techniques so that learners are still confused and learners still have not dared to express their opinions during the discussion and have not dared to ask the group of renderers. At the time of giving his opinion, the learners are still less serious so the class is still not conducive and still difficult to be controlled.

I do reflection on the learning in cycle I this thing I do in order to improve the weakness that is done in learning in cycle I. In cycle II learners have started accustomed with applying of Think Talk Write learning technique used in learning process, this is indicated by most learners have been more courageous to argue during class discussions and provide feedback or refute the opinions of friends who disagree with them so that the learners' activities increase as well as learners are not afraid anymore to ask if there is material that has not been understood. Learners also have begun to take an interest in the learning process that takes place and learners record what has been learned from teacher explanations and group explanations during the discussion. This is also in line with the opinion of Silver and which states that "the TTW strategy is to propose and provide tasks that enable students to engage actively thinking, encouraging and listening to the ideas the students expressed verbally and in writing carefully, encouraging students to participate actively and prepared tasks are expected to be a trigger for students to work actively".

### **Student Learning Results With The Application Of Think Talk Write Learning Technique**

Based on the analysis of students' learning outcomes in terms of cognitive aspects of the first cycle, it can be seen that the number of students who complete learning as many as 8 students or with a percentage of 25% and the number of students who have not completed learning as many as 24 students or by 75%

percentage. Completeness learners in the first cycle cannot meet the overall learning completeness criteria. However, if compared with the percentage of students who complete the pre-test before the action is only 2 students or with a percentage of 6% of students are complete and 30 students or 93% of students have not completed. Based on the analysis of the low learning outcomes from the cognitive aspects of the first cycle because students are not familiar with the application of Think Talk write learning techniques because this new learning technique was first applied in class X IIS 3 SMA Laboratorium Universitas Negeri Malang so that in its application there are still many students bold in expressing his opinion in the discussion so that the material discussed in the discussion is not understood, learners.

The percentage of completeness in cycle I is 25% while in cycle II to 100% so that there is an increase of 75%. In the second cycle of learning outcomes of learners have achieved overall learning completeness criteria, which amounted to  $\geq 75\%$ . The percentage of students learning outcomes from the average value of learners continues to increase from cycle I to cycle II. This is in line with the theory put forward by Suprijono, (2010: 7) learning outcomes can also be interpreted as behavior change as a whole not only one aspect of human potential but comprehensive learning.

## CONCLUSION

Application of TTW learning techniques can be applied well in SMA Laboratorium UM in class X IIS 3. This is evident from the analysis of the instrument implementation of the implementation of Think Talk Write technique that improved in cycle I to cycle II. In the first cycle, the application of TTW by the writer of 83% increased by 10% in the second cycle to 93% with category A. Application of learning techniques TTW can improve Student Activity on economic subjects of students of class X IIS 3 SMA Laboratorium Universitas Negeri Malang. This is shown from the results of the observation instrument analysis used as a tool to determine the increase that occurred in the activities of students class X IIS 3 in SMA Laboratorium Universitas Negeri Malang. In cycle, I Activity learners of 67.79% experienced an increase of 13.48% in cycle II to 81.27%. Application of Think Talk Write learning techniques can improve learners' learning outcomes. This is shown based on the results of pre-test analysis and post-test used as a measure to determine the increase that occurred in the learning outcomes of students X IIS 3 SMA Laboratorium Universitas Negeri Malang. Post-test in cycle I the percentage of mastery in learners only by 25% increase of 75% in cycle II to 100% for the percentage of mastery of learners.

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