

## Application of Cooperative Learning Model Think-Talk-Write Type for Improving Intensive Reading Skills

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### ABSTRAK

Rendahnya keterampilan membaca intensif dalam Bahasa Indonesia kelas empat MI Darussalam menjadi latar belakang penelitian tindakan kelas ini. Ketidakefektifan proses pembelajaran diduga oleh kurangnya inovasi dan kreativitas guru dalam memilih model pembelajaran. Oleh karena itu, peneliti menerapkan model pembelajaran kooperatif tipe Think-Talk-Write sebagai upaya untuk meningkatkan keterampilan membaca intensif kelas empat MI Darussalam. Peneliti adalah sebagai subjek penelitian dan guru kelas empat MI Darussalam adalah sebagai pengamat. Teknik pengumpulan data yang dilakukan dalam penelitian ini adalah dengan menggunakan teknik observasi, tes, dan dokumentasi. Setelah melakukan penelitian, dapat disimpulkan bahwa skor rata-rata keterampilan membaca intensif siswa sebelum penelitian adalah 55,85 dengan kategori kurang. Pada siklus pertama terjadi peningkatan menjadi 69,75 dengan kategori cukup. Perubahan besar terjadi pada siklus II dengan nilai rata-rata 88,75 dengan kategori baik. Dari hasil penelitian, dapat disimpulkan bahwa keterampilan membaca intensif kelas empat MI Darussalam dapat ditingkatkan dengan menerapkan model pembelajaran kooperatif tipe Think-Talk-Write.

Keywords: *Cooperative Model, Think-Talk-Write, Intensive Reading*

### ABSTRACT

The low level of intensive reading skill in Indonesian language of fourth grade of MI Darussalam becomes the background of this classroom action research. The ineffectiveness of the learning process is suspected by the lack of innovation and creativity of teachers in choosing a learning model. Therefore, the researcher applies cooperative learning model of Think-Talk-Write type as an effort to improve intensive reading skill of the fourth grade of MI Darussalam. Researcher is as the research subject and the fourth grade teacher of MI Darussalam is as observer. Data collection techniques conducted in this study are by using the techniques of observation, tests, and documentation. After conducting the research, it can be concluded that the average score of students' intensive reading skill before the research was 55,85 with less category. In the first cycle there has been an increase to 69.75 with sufficient category. Big changes occurred in cycle II with average value to 88.75 with good category. From the result of the research, it can be concluded that intensive reading skill of fourth grade of MI Darussalam can be increased by applying cooperative learning model type Think-Talk-Write.

Keywords: *Project-based Learning, Writing Skill*

## INTRODUCTION

Four skills Indonesian have related to each other. Speaking skill cannot be separated from listening or reading skill. Writing skill also cannot be separated from listening and reading skills. So, every skill is important to emphasize in every learning Indonesian language, started from elementary school, junior high school, and senior high school.

In learning process in elementary school, especially at grade IV MI Darussalam Kualu nenas, the four skills that emphasized in learning has not been satisfy. Especially for students' reading skills on intensive reading materials. There are various problems and obstacles that found by teachers in the learning process of Indonesian language, especially intensive reading. Less appropriately the model of learning applied by teachers is one of the reasons low intensive reading skills of students.

To improve the intensive reading skills at fourth grade MI Darussaalam, of course, teachers should pay attention to the quality of teaching, the effectiveness of the strategy model that used; learning approach has variation, so the students not felling boring in learning Indonesian language. This is not fully attention by the teacher in the learning process. It Proven from the results of learning Indonesian especially in learning intensive reading for several years ago, it looks not been satisfy with average under the KKM. In the academic year 2014/2015, the results of learning intensive reading considered to achieve the KKM that 12 students from 30 students. In the previous school year, the academic year 2013/2014, there are 9 students from 27 students whose learning achievement achieved KKM. In the 2012/2013 school year is good because from 28 students there are 15 students who completed, the rest under the KKM.

From the description of the situation it found in MI Darussaalam for learning of the Indonesian language on intensive reading skill, it is necessary to make an effort So that the same situation does not happen again. Teachers are demanded more creative and innovative in deciding the model, approach, strategy, or media supporting the success of learning process. One of the models considered to solve the problems that faced by teachers and students in MI Darussalam is a Think-Talk-Write type cooperative learning model. The advantages of the Think-Talk-Write learning model is to improve students 'reading skills in understanding a text or story through the process

of thinking, communicating, and writing, So in this way it can improve students' skill in intensive story to determine the main sentence (Yamin, 2008: 7).

This research was conducted to achieve three learning objectives, 1) to know the activity of teachers in learning Indonesian language on intensive reading material by applying cooperative learning model Think-Talk-Write, 2) To know the student activity in learning intensive reading in Indonesian material With the application of Think-Talk-Write of cooperative learning model, and 3) to find out how much improvement of result's learning for intensive reading skill with applying of Think-Talk-Write cooperative learning model. It is expected that after conducting the research, the research objectives are expected to be achieved. Thus, this research will be useful for various parties, including: useful for teachers, for students, and for researchers themselves.

In a book published by the Ministry of National Education (2009: 1) explained that Indonesian subjects are subjects directed to improve the ability of learners to communicate in Indonesian language properly and correctly, both orally and writing, and foster an appreciation of the results Indonesian literary works. Thus Indonesian subjects have a central role in the intellectual development of learners. Not only development of intellectual, social and emotional of learners were also developed in the subjects of Indonesian language

Reading materials are needed at the elementary school. Because reading is a basic skill for all other subjects. According to Razak (2003: 47), the purpose of teaching reading is the students have a sufficient understanding of ways to obtain the author's expression which contained in the text. Then the indicator of the content of reading that should be sought the process of understanding is the idea, conclusion, message for the subject matter.

There is not too different from the importance of reading skills. For more, intensive reading skills must be improved in learning process. Intensive reading is a careful study, and detailed handling done in the classroom on a short task about two to four pages each day (Tarigan, 2008: 36).

Cooperative learning model is the model often used by teachers to improve the result's learning that have not been satisfy. This condition is in line with Lie's opinion (in Isjoni, 2007: 23), which stated that the cooperative learning model is a learning

system that allows the learners to work with other students in structured tasks. Lie's opinion is also in line with the Kunandar's opinion (2007: 33) which explained that the cooperative learning model is learning that consciously and deliberately to develop interaction of Mutual interaction between students to avoid tangles and misunderstandings that can cause hostility.

One of the most commonly used is Think-Talk-Write. This mode is considered successful to improve the intensive reading skills at fourth grade MI Darussalam. Think-Talk-Write cooperative model basically built through the process of thinking, speaking, and writing. The Flow of progress of Think-Talk-Write model of cooperative learning begins with the involvement of students in thinking or dialogue with themselves after reading, then talking and sharing ideas with their friends before writing (Yamin, 2008: 84).

The most important thing that be noted in the learning process with the application of Think-Talk-Write type cooperative learning model is that this type will be effective if done in heterogeneous groups with 3-5 students. This matter in line with the principle of cooperative. In each group the students asked to read, take notes, explain, listen, and share ideas with friends and then express them through writing.

According Yamin (2008: 84) clearly he describes the steps of cooperative learning model of Think-Talk-Write is as follows:

- 1) Teachers divide students in groups of 3-5 people.
- 2) The teacher distributes a reading text in the form of a sheet that containing the material being studied.
- 3) The teacher asks the group to read the text or the story then make a small note (Think).
- 4) Communicate (Talk), is the teacher asks each group to read the results of take a note in front of the class.
- 5) The teacher enlivens the discussion, requesting a response from another group.
- 6) Teacher asks student to write result of discussion / dialogue on spreadsheet that provided (Write).

This research is conducted at the basic level. To carry out the research at the elementary school, of course must pay attention to the cognitive development of students at the basic level. According to Piaget (in Trianto, 2007: 15), there are four

stages of cognitive development, they are: 1) 0-2 years is the motor sensory phase, the main characteristic of the development is based on action and step by step, 2) 2-7 years is the preoperative stage, the characteristics of development is using symbol or language signs and concepts, 3) 8-11 years or more is a concrete operational stage, the characteristics of developmental use clear rules or logical and reversible and immunity, and 4) 11 years or more is a formal operational stage the characteristics of development is abstract, pure symbolic, deductive, inductive, and logical.

## **METHOD**

This classroom action research was conducted in fourth grade MI Darussalam Desa Kualu Nenas. This research was conducted within 2 months, in February-March 2016. This research conducted in the odd semester of academic year 2016/2017. The total 33 students, consist of 18 men and 15 women. The method used in this research is qualitative research method. Qualitative research method is data which is described with words or sentences separated by category to get conclusion.

Classroom Action Research is implemented in the classroom with the steps of actions. Therefore, this research was conducted for two cycles and each cycle held twice. The stages in this research are arranged which appropriate with the stages that presented by Arikunto (2007: 16). Observation, test, and documentation techniques are techniques used for collecting data. While the instrument that the research used are: syllabus, RPP (lesson plan), and LKS (students worksheet). The data obtained through the instruments that analyzed is appropriate with the results observation of teacher activity, the result of student activity, and intensive reading skill.

## **FINDINGS AND DISCUSSION**

### **1. Pre-Treatment**

Before the researcher implement *Think-Talk-Write of* cooperative learning model. It should be do a pre-test to determine the students' intensive reading skill. Based on the pre-test result, it was described that the students' intensive reading skill at grade IV of MI Darussalam in academic year 2016/2017 was low. It can be seen from 33 students of MI Darussalam, only 18 students get a score above KKM, while 21 other students were under KKM.

## 2. The Description of Intensive Reading Skill Cycle I and Cycle II

After implemented a treatment in the class through *Think-Talk-Write* cooperative learning model, there was increasing result. From 12 students were completed on pre-test data. In the first cycle increased became 23 students. The students who were not completed in the first cycle were 12 students. There are some errors and small constrains when the learning process in the first cycle takes place. One of the obstacles is, when the learning process takes place it was raining and make the students did not focus on the material. This was enables to make the teacher's voice in front of the class unclear in learning process because of the sound of rain.

The other obstacles that passed by the teacher in the first cycle was the students still unenthusiastic in following the learning process through applying cooperative learning model with *Think-Talk-Write*. This problem could be handled by the teacher in the second cycle by pledge a reward for 5 students who get the highest score.

In cycle II, the students' intensive reading skill at grade VI of MI Darussalam was increased significantly. From 23 students became 29 students was completed. Therefore, only 4 students have not achieved the improvement of learning outcomes from KKM. But, most of students have achieves the score almost on KKM. Only one student who get a score still far from KKM that established by the school, was 75. Based on the research result from pre-treatment, cycle I, and cycle II, It can be shown that the implement of cooperative learning model with *Think-Talk-Write* was increased in learning outcomes toward students' intensive reading skill at grade VI of MI Darussalam.

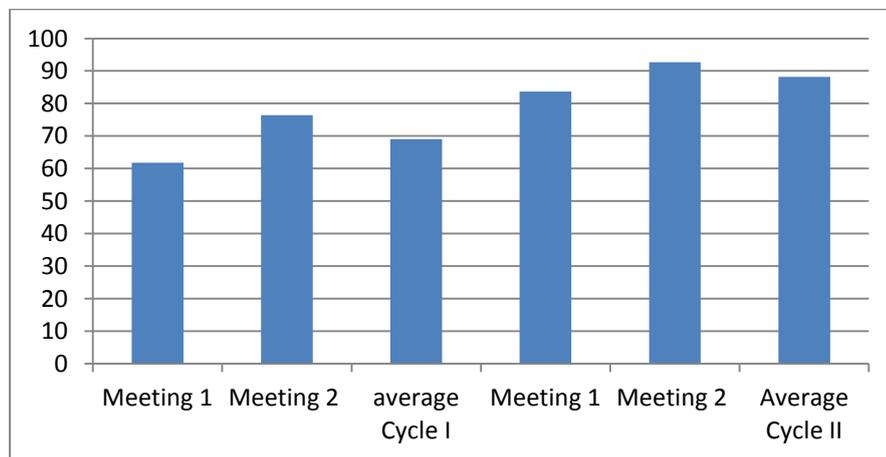
## DISCUSSION

### 1. Teacher's Activity

The teacher's activity in cycle I (meeting 1 and meeting 2) with "less" category. The percentage that achieved by the teacher for activity they done was 69.09%. This percentage is in range 66-69 with "less" category. In cycle II was increased became 88,18%, with the "good" category, because is in range 80-89%.

For more details, the increasing of teacher's activity can be illustrated in the following diagram.

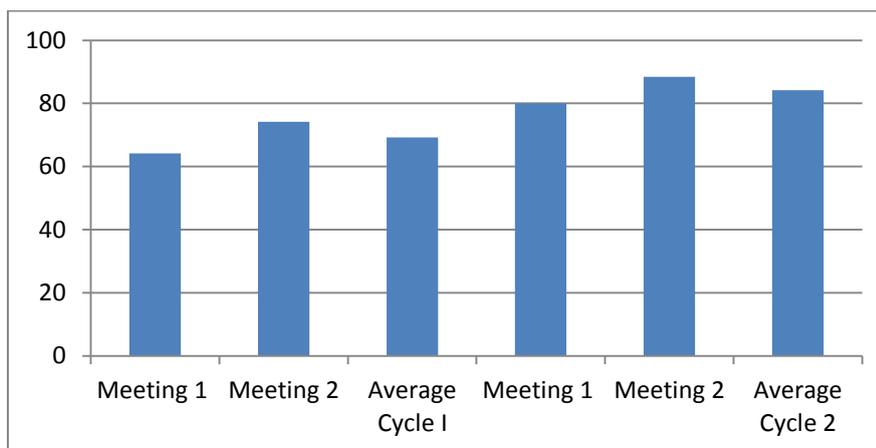
**Graph the Comparison of Teacher's Activity in Cycle I and Cycle II**



### 2. Students' Activity

The students' activity in cycle I (meeting 1 and meeting 2) was 69,65% with the category "less". In cycle II the percentage of students' activity was increased became 82,35% with the category "good". For more details, increasing of students' activity at grade VI of MI Darussalam through implementation of cooperative learning method with *Think-Talk-Write* can be seen in the graph below:

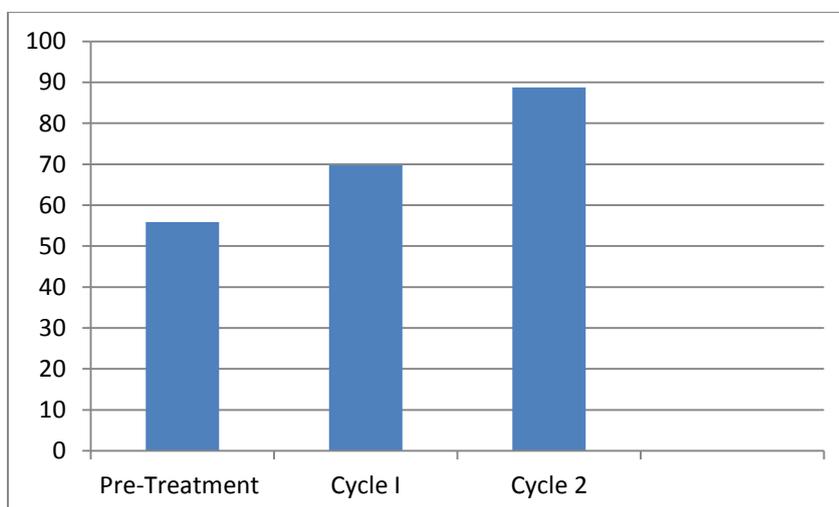
**Graph the Comparison of Students' Activity in Cycle I and Cycle II**



### 3. Intensive Reading Skill

Before the implementation *Think-Talk-Write* of cooperative learning model the students who completed as a whole was 12 students with a percentage 55,85%. In cycle I the students who were completed as a whole have increased become 18 students or with a percentage 69,75%. In cycle II the students who were completed as a whole was 29 students with a percentage 88.75%. The comparison of students' intensive reading skill in pre-treatment, cycle I, and cycle II can be seen in a graph below.

**Graph of Students' intensive reading skill percentage from pre-treatment, cycle I, and cycle II**



## CONCLUSION

Based on the research result, it can be conclude that: a) The teacher's activity on learning process in cycle I and cycle II was increased on the quality with the turn of "less" category to "good" category. b) The students' activity also improving through implementation of cooperative learning method with *Think-Talk-Write* from "less" category to "good" category. and c) Increasing of learning outcomes for intensive reading skill of MI Darussalam was not only due through applied learning model, but also depends on the seriousness of the teacher in managing the class on pre-teaching, while teaching, and post teaching in learning process takes place. The variation of obstacles will arise in learning process, however all of the obstacles can be passed by the teacher with the teacher's readiness.

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