

**IMPROVING NARRATIVE WRITING SKILLS USING
COOPERATIVE THINK, WRITE AND TALK (TWT) IN CLASS IX-1
SMP NEGERI 2 MUARA FY 2018/2019**

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Abstract

The problem in this research is the students' low skill in writing narrative essays. This study aims to determine whether narrative writing skills can be improved by using Think Write and Talk (TWT) in Indonesian language lessons with basic writing competencies in Class IX-1 SMP Negeri 2 Muara TA 2018/2019. The type of research used in this research is classroom action research. The subjects in this study were all students of Class IX-1 SMP Negeri 2 Muara TA 2018/2019, totaling 32 students. The object of narrative essay writing skills, while the learning action uses the Think Write and Talk (TWT) model as a teacher's effort to improve students' narrative writing skills. Data collection techniques used tests and observations. Based on the data found at the time of the pretest, out of 32 students, 6 students obtained a classical completeness level of 18.75% who got a complete score with a KKM value of 70, and as many as 26 students 81.25% got an incomplete score with an average score of 46, 25. In the first cycle, there were 15 students 46.88% got a complete score, and as many as 17 students 53.22% received an incomplete score with an average score of 60.78. In the second cycle, the classical completeness level was obtained as many as 29 students 90.63% who got complete scores, and as many as 3 students 8.37% who completed with an average score of 81.41. Thus, it can be concluded that the use of Think Write and Talk (TWT) can improve narrative writing skills in Class IX-1 SMP Negeri 2 Muara, TA 2018/2019. Therefore, teachers need to improve their teaching skills, especially by using Think Write and Talk (TWT) cooperative learning.

Keywords: Writing Skills, Cooperative Thinking, Write And Talk (TWT)

INTRODUCTION

Writing skills as a language skill are very important in the world of education from elementary to tertiary level. Writing activities are never separated in the teaching and learning process. In fact, students especially need skills in writing narrative essays in their learning process. Therefore, writing skills need serious attention from the start of basic education.

Writing skills are also very important because they are one of the language skills that must be possessed by students. Students will be skilled in using appropriate and appropriate vocabulary using a variety of sentences in writing. Students will be skilled at using correct spelling and punctuation. More than that, students will also be skilled at organizing their ideas coherently if they have good writing competences.

But in reality, based on the data obtained, from the teachers of Class IX-1 SMP Negeri 2 Muara, TA 2018/2019 there are still many students who are not skilled in writing good narrative essays. Various problems faced by students in writing activities. Students do not know what to write when writing lessons take place. Students sometimes find it difficult to find a suitable first sentence to start writing. Students also experience difficulty in developing ideas, determining ideas, and arranging them into an appropriate sentence. Not only that, students must also understand and master everything related to writing activities. This causes students to be less interested in writing lessons.

The low skills of students in writing narrative essays are due to the fact that students consider writing narrative to be quite difficult and complicated skills for elementary school students, especially Grade IX-1 students, because students must know the proper procedures for conveying ideas or ideas in writing.

Students are less interested in writing because learning to write often confuses students, especially learning related to the purpose of narrative essays. This categorization makes students have to be careful in writing for fear of making mistakes, it does not match the type of essay being required. In writing, students do not have high enthusiasm, which makes writing lessons less important than other subjects. Even though writing skills are needed to support success in other subjects. Thus, these problems can hinder the growth of students' creativity in writing.

Another reason that can also be put forward is related to the low skills of students in writing narrative essays, namely because the teacher does not train students to play an active role in learning, namely the ability to write student narrative essays by the teacher has not been emphasized with firm and clear references, as well as the teacher who provides training and mentoring students to write or write seriously in accordance with the principles found in learning Indonesian.

Writing skills cannot be acquired automatically. Likewise, the skills of writing narrative essays cannot automatically be mastered by students, but must go through a lot of practice and regular practice so that students

will find it easier to express themselves in writing activities. In this regard, writing skills must be improved starting from elementary school education. If writing skills are not improved, the student's ability to express thoughts or ideas through writing will decrease or not develop.

One of the learning models that teachers can use to improve the students' ability to write narrative essays is Think Write and Talk (TWT) cooperative learning. The selection of the TWT cooperative learning model is based on the benefits that can be obtained from its use in learning. These advantages include: (1) students are actively involved in discussion groups; (2) students can connect their daily experiences with the experiences of other students in the same group so that learning becomes more meaningful; (3) students are trained to be able to solve certain problems in groups; (4) students can direct themselves and the group in understanding the material; and (5) students can develop creative ideas on the subject matter being taught.

This learning model is basically built through thinking, writing and speaking. The emphasis of TWT learning is the involvement of students in thinking, writing and dialogue activities with themselves after the process, then talking and sharing ideas (sharing) with their friends before writing. The atmosphere will certainly give students passion for learning.

Based on the results of interviews with class IX-1 teachers of SMP Negeri 2 Muara, it was said that in fact, even though the teacher had carried out learning activities properly through the use of several types of methods, the students' ability to write narrative essays had not shown significant progress. This is indicated by the presence of students who are not sincere and have less willpower in writing narratives. Students are not yet skilled in composing sentences and have not paid attention to punctuation in writing narrative essays. Based on the results of data analysis found at the time of the pretest, out of 32 students, 6 students obtained a classical completeness level of 18.75% who got a complete score with a KKM value of 70, and as many as 26 students 81.25% got an incomplete score with an average score 46.25. In the first cycle, there were 15 students 46.88% got a complete score, and as many as 17 students 53.22% received an incomplete score with an average score of 60.78. In the second cycle, the classical completeness level was obtained as many as 29 students 90.63% who got complete scores, and as many as 3 students 8.37% who completed with an average score of 81.41.

Based on this background, researchers are interested in conducting research entitled "Improving Narrative Writing Skills Using Cooperative

Think Write and Talk (TWT) in Class IX-1 SMP Negeri 2 Muara TA 2018/2019".

Writing is a language skill that is used to communicate indirectly, not face to face with other people.

According to Tarigan (2005: 21) "Writing is lowering or depicting graphic symbols depicting a language that is understood by a person, so that other people can read the graphic symbols". According to Wiraman (2008: 22) "Writing is an activity to explore thoughts and feelings about a subject, choose things to write, determine how to write so that readers can understand it easily and clearly".

Likewise according to Hernowo (2002: 116) that "Writing is giving birth to thoughts or feelings (such as writing, making letters) with writing". Thobroni (2008: 14) says that "By writing a person will be able to explore the hidden side of his feelings, starting from feelings of alienation, hurt, loneliness, pleasure, or an attitude of gratitude for pleasure.

De Porter (2006: 179) explains that "Writing skills are activities of the entire brain that use the right hemisphere (emotional) and the left hemisphere (logic). In this case, the logical part is planning, outline, grammar, editing, rewriting, research, and punctuation. Meanwhile, the emotional part includes enthusiasm, spontaneity, emotion, color, imagination, passion, new elements, and joy".

Based on the description above, it can be concluded that writing skills are not just the ability to write graphic symbols so that they are in the form of words and so on, but the ability to put ideas into written language through sentences that are arranged completely, completely, and clearly through a series of activities. complex that requires stages, and put it into writing so that readers can understand the content of the ideas conveyed. In other words, writing skills are a series of activities that will generate thoughts and feelings through writing to be conveyed to readers creatively so that readers can understand the content of the writing presented.

According to Aqib (2008: 6) "This TWT learning builds appropriately to think, reflect and organize ideas and test these ideas before students are asked to write. Thinking skills for students can be achieved best when connected with topics that are familiar to students. Therefore, to be able to invite students to think, the teacher must be able to connect the material presented with things that are familiar and close to students. The goal of learning critical thinking is to create a spirit of critical thinking that encourages students to question what they hear and examine their own thoughts to ensure that inconsistent or erroneous logic does not occur".

According to Silberman (2009: 145) says that "TWT learning begins with thinking through reading material (listening, criticizing, and alternative solutions), the reading results are communicated with presentations, discussions, and then making a presentation report". In short are: information, groups (read-note-marking), presentations, discussions, reports.

According to Huda (2009: 89) "TWT is a learning model that uses group work techniques arranged in scientific conversations which contain exchange of opinions, emergence of ideas, and opinion testing conducted by several people who are members of the group to seek the truth; decision; conclusion; and problem solving.

According to Suprijono (2009: 38) "In cooperative learning, TWT cooperative learning focuses on the learning process with steps included in phase 3 and phase 4, namely the teacher explains to students how to form study groups and helps each group make the transition efficiently. as well as guiding study groups while they are working on assignments " .

Based on the above opinion, it can be concluded that TWT learning is a form of learning that focuses on the process of thinking, reflecting on and organizing ideas and testing these ideas before students are asked to write. Thinking skills for students can be achieved best when connected with topics that are familiar to students. In addition, the use of learning by using TWT can make the classroom atmosphere more lively, able to stimulate critical thinking processes, and form a socialist personality, namely having a spirit of mutual cooperation with each other.

RESEARCH METHODS

This research will be conducted in Class IX-1 SMP Negeri 2 Muara. The research is planned to take place in the even semester of the 2018/2019 academic year.

This type of research is classroom action research. The research conducted is qualitative research, namely research that explains the efforts made to improve students' skills in writing narrative essays using the TWT method in Class IX-1 SMP Negeri 2 Muara. The subjects of this study were all students of Class IX-1 SMP Negeri 2 Muara TA 2018/2019, totaling 32 students. The object of this research is the skill of writing narrative essays, while the learning action uses the Think Write and Talk (TWT) model as a teacher's effort to improve students' narrative writing skills.

The flow of classroom action research using the Kemmis and Taggart model (in Arikunto, 2006: 16) is carried out as follows:



Kemmis and Taggart's model (in Arikunto, 2006: 16)

The research instrument used to obtain data in this study consisted of observation and tests.

1. Observation

The observation sheet is used as a student affective and psychomotor assessment sheet during the learning process about the learning process when the action is carried out. Observations made are observations of all teaching activities and changes that occur when giving actions. Observation is carried out to determine the suitability of the action with the plan that has been prepared to determine the extent to which the implementation of the action can produce changes in accordance with the desired changes.

2. Test

Assessment is done through testing students to write narrative essays. The results of the writing are included in the student worksheets that have been provided and given an assessment. This test is used to measure the level of students' mastery of narrative essays.

RESEARCH RESULTS AND DISCUSSION

Cycle I Results

Of the 32 students at the time of the pretest, as many as 6 students, 18.75% got a complete score and as many as 26 students 81.25% had not got a complete score with an average score of 46.25.

This is to determine the percentage change in reading skills

Table 2 Description of Student Pretest Values

Nilai	Jumlah siswa	Persentase jumlah siswa	Keterangan
< 52	22	68.75	Belum Tuntas
53 - 64	4	12.5	Belum Tuntas
65 - 76	6	18.75	Tuntas
77 - 88	0	0	Tuntas
89 - 100	0	0	Tuntas
Jumlah	32	100	

Based on the classical student mastery formula obtained:

. From the test results carried out at the time of the pretest, it can be seen that from 32 students in Class IX-1, there were 6 students, 18.75% received complete scores, and as many as 26 students 81.25% had not finished writing narrative essays.

Based on the results of the data findings, it can be explained in the first cycle of classical completeness level, namely or there are 15 students (46.88%) who experienced completeness and the remaining 17 students (52.12%) who have not received complete scores with an average value 60.78.

Based on the classical student mastery formula obtained:

. From the test results carried out in cycle I, it can be seen that from 32 students in Class IX-1, there were 15 students 46.88% who received a complete score, and as many as 17 students 53.12% had not completed.

Results of Cycle II

Based on the results of the data findings, it can be explained after using the Think Write and Talk (TWT) learning model in cycle II or there are 29 students (90.63%) who experience completeness and the remaining 3 students 9.37% who have not received complete scores with an average value of 81.41.

Table 8 Description of Cycle II Value

Nilai	Jumlah siswa	Persentase jumlah siswa	Keterangan
< 52	2	6.25	Belum Tuntas
53 - 64	1	3.12	Belum Tuntas
65 - 76	5	15.63	Tuntas
77 - 88	12	37.5	Tuntas
89 - 100	12	37.5	Tuntas
Jumlah	32	100	

Sumber Aqib Zainal (2008:41)

Based on the classical student completeness formula, the classical completeness level is obtained in cycle II or from the test, it is known that from 32 students of Class IX-1 there are 29 students 90.63% who received complete scores, and as many as 3 students 9.37% have not yet .

Discussion of Research Results

In general, it can be said that in the learning process of writing narrative essays in Class IX-1 it can be said that it has increased after being treated using Think Write and Talk (TWT). The level of change in learning outcomes itself can be grouped as follows:

Based on the data, it can be explained that at the time of the pretest the level of completeness of the learning outcomes there were 6 students, 18.75% received a complete score, and as many as 26 students 81.25% had not finished writing narrative essays. In the first cycle as many as 17 students 53.22% have not completed, in the second cycle as many as 29 students 90.63% received a complete score, and as many as 3 students 9.37% have not completed.

Thus the hypothesis proposed in this study is

"Using cooperative Think Write and Talk (TWT) can improve narrative writing skills in Class IX-1 SMP Negeri 2 Muara in the 2018/2019 academic year. However, there are still 3 students who have not experienced an increase. This can occur because learning outcomes are not only influenced by the ability of the teacher to teach students only, but learning outcomes are also influenced by internal and external factors of students. The factors in question can be in the form of motivation from within students or from families that do not motivate students to learn, related to the ability of students to receive the knowledge conveyed by the teacher.

CONCLUSION

Based on the results of data analysis, several conclusions can be drawn as follows:

1. At the time of the pretest, as many as 6 students, 18.75% of them got a complete score with a KKM score of 70, and as many as 26 students 81.25% received an incomplete score with an average score of 46.25.
2. In the first cycle, there were 15 students 46.88% got a complete score, and as many as 17 students 53.22% received an incomplete score with an average average score of 60.78.
3. In the second cycle the classical completeness level was obtained as many as 29 students 90.63% who got complete scores, and as many as 3 students 8.37% who completed with an average score of 81.41.

4. Thus, it can be concluded that the use of Think Write and Talk (TWT) can improve narrative writing skills in Class IX-1 SMP Negeri 2 Muara TA 2018/2019.

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