

# Think Talk Write Assisted Monopoly Media in Students' Simple Essay Writing Skills

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## ABSTRAK

Kurangnya minat siswa dalam menulis karangan, hal ini terjadi karena guru dalam pembelajaran tidak menggunakan model pembelajaran yang inovatif, dan media pembelajaran yang menarik minat siswa. Oleh karena itu penelitian ini bertujuan untuk menganalisis penggunaan model pembelajaran *Think Talk Write* (TTW) berbantuan media monopoli terhadap keterampilan menulis karangan sederhana siswa kelas III SD. Jenis penelitian ini eksperimen semu (*quasi eksperimen*) dengan desain *non-equivalent post-test only control group design*. Populasi penelitian ini adalah seluruh kelas III di SD. Sampel penelitian diambil menggunakan teknik *random sampling*, dengan jumlah 59 orang. Instrumen pengumpulan data yang digunakan dalam penelitian ini adalah Instrumen keterampilan menulis karangan sederhana, kemudian dianalisis menggunakan statistik deskriptif dan statistik inferensial (*uji-t*). Berdasarkan hasil analisis *uji-t* diperoleh  $t_{hitung}$  sebesar 11,457. Sedangkan  $t_{tabel}$  dengan  $db=57$  dan taraf signifikansi 5% sebesar 2,002. Hal ini menunjukkan bahwa  $t_{hitung}$  lebih besar dari  $t_{tabel}$  ( $t_{hitung} > t_{tabel}$ ) dengan demikian disimpulkan bahwa model pembelajaran *Think Talk Write* (TTW) berbantuan media monopoli berpengaruh positif terhadap keterampilan menulis karangan sederhana. Adanya penelitian ini membantu guru untuk memperkaya referensi terhadap model dan media pembelajaran yang bisa digunakan.

## ABSTRACT

Lack of student interest in writing essays, this happens because teachers in learning do not use innovative learning models, and learning media that interest students. Therefore, this study aims to analyze the use of *Think Talk Write* (TTW) learning models assisted by monopolistic media on simple essay writing skills of third-grade elementary school students. This type of research is *quasi-experimental* (*quasi-experimental*) with a *non-equivalent post-test only control group design*. The study population was all grade III in elementary school. The research sample was taken using a *random sampling technique*, with a total of 59 people. Data collection instruments used in this study were simple essay writing skills instruments, then analyzed using descriptive statistics and inferential statistics (*t-test*). Based on the results of the *t-test* analysis, the *t-count* was 11.457. While the table with  $db = 57$  and a significance level of 5% is 2.002. This shows that *t-count* is greater than *t-table* ( $t\text{-count} > t\text{-table}$ ) with the conclusion that the *Think Talk Write* (TTW) learning model assisted by monopoly media has a positive effect on writing skills in simple essays. The existence of this research helps teachers to enrich references to models and instructional media that can be used.

## Introduction

Indonesian language learning is a fundamental material and always available at all education levels. With language, humans can communicate with each other to interact and get information, both oral and written (Kurniaman et al., 2018). Therefore, to enrich language skills, four aspects must be mastered, speaking skills, reading skills, listening skills, writing skills which are used as communication tools (Mulyati, 2015). One of the language skills is writing skills (Fitriani, 2017). Writing is a language skill that used to communicate indirectly, not face to face with others (Tarigan, 2013). So, students need writing skills in learning to help students communicate to get information. But compared to the three other language skills, writing skills are more difficult to master, because there are elements that must be mastered in terms of language, grammar, spelling, structures, and ideas in writing (Ayuningtyas, 2016). So, writing skills are needed in the world of education, especially at the elementary school level because writing skills can train students to have the courage to convey ideas, thoughts, through writing. This is in line with Moidady (2014), who states that students need writing skills in learning to record, convince, report, and notify and influence others. If you have writing skills, it will be easy for

someone to arrange or record their thoughts and convey them. According to Handayani (2017), writing skills needed in essay writing skills because essay writing skills are also demanded in thematic learning that is applied in primary schools today. Essay writing skills are very important to be taught in elementary school because writing essays is students must have abilities, by writing essays students can tell or explain important things found in written form.

According to Tarigan (2013), essay writing skills can help students in explaining, telling, and convincing events. As time goes on the students' learning activities will continue to develop into adulthood, so that the essay writing skills that have been learned around the base will develop to a higher level. Essay writing skills are very important in the world of work because they produce a piece of writing to convince and tell a proof of expertise. However, the low interest of students in essay writing skills makes it difficult for students to write essays. Because writing essays make students feel burdened in expressing ideas, ideas, thoughts, and feelings in writing form, students still difficult in using spelling and punctuation. According to Ayuningtyas (2016), writing skills need to have a lot of vocabulary that is adequate and the selection of appropriate words. However, students do not have sufficient vocabulary to support students in writing skills, so that makes students have a sense of laziness to write essays that they consider difficult tasks from the teacher. The lack of teacher's attention in guiding students and the teacher's lack of creativity in creating a thematic learning atmosphere. In thematic learning, teachers must be creative, such as applying learning models and utilizing learning media to support student learning in writing essays. According to Zainurrahman (2011), writing skills do not come by themselves but need continuous practice and habits. Most teachers only provide reading lessons, the teacher's lack of teaching how to write using the good and right language, so the students' writing skills are lack. This is supported by the observation results.

Based on observations and interviews conducted by SD Gugus IV Kecamatan Gerokgak 2019/2020 academic year. Researchers found problems in the lack of writing skills for students in elementary school. The Observation results are: (1) students have obstacles in students' interest in writing skills because teachers do not use innovative learning models, (2) students feel bored in the learning process. After all, teachers do not use media that attract students to convey ideas, thought, through writing. The interview results with the teacher in each SD Gugus IV Kecamatan Gerokgak obtained information that writing skills on Indonesian content: (1) students lack interest in writing skills, (2) teachers do not use innovative learning models that can attract students' interest in essay writing skills. It will make learning conditions boring, less interesting, less enjoyable, and less challenging in the ability to write students' writing skills, (3) teachers lack using media for learning Indonesian, especially on students' writing skills, students not understanding essay writing skills. This shows that the skill of writing simple essays is an activity that is less attractive and less enjoyable in learning for students. As a result, students will not have the courage to convey ideas/thoughts, students will have difficulty in explaining, telling, and convincing events through writing. Such conditions will influence the students' writing skills.

Student essay writing skills are student activities to express or ideas to describe ideas, opinions, and thoughts in written form so that other people understand the purpose of the writing (Handayani, 2017). So, writing skills are a skill that must be understood and learned by students. According to Zainurrahman (2011), writing as a process consists of several stages, pre-writing, editing, refining, editing, and publication. In pre-writing students are allowed to determine or think about what they want to write. At the drafting, stage students discuss with other students in pouring ideas, and thoughts in the form of rough drafts. In the refinement stage, students revise the draft that has been prepared. At the editing stage students correct in spelling, punctuation word choice, and structure. Student publications convey their writing results to the teacher or classmates. One effort to optimize the students' essay writing skill process by applying a learning model. Goleman (2019) states that the application of the learning model can be used for the stages of the process in increasing students' writing skills, which one is the think talk write learning model.

Think talk write learning model is used for student essay writing skills because there are student activities to think and discuss with friends and produce an essay in written form (Sugiarti et al., 2014). According to Angriani (2016), think talk write learning models can foster students' understanding ability in the learning process, especially writing skills. So the think talk writes learning model can assist students in mastering simple essay writing skills. According to Nurdyansyah & Fahyuni (2016), the think talk write learning model "consists of three words namely think talk write". Think means to use reason to consider and formulate something. Talk in a large Indonesian dictionary means consideration, thoughts, and opinions. While writing means to make letters or numbers. Meanwhile, according to Sugiarti (2014) think talk write learning model is the learning strategy that is built with thinking, speaking, and writing process that starts from the involvement of students in thinking or processing information that has been found. So the think talk write learning model can spur students to think, talk, and record a particular topic. This learning model can provide opportunities for students to interact with fellow students in learning. The advantages of the think talk write learning model can grow and develop problem-solving skills. The flow of learning progress starts with the student's involvement in thinking, then talks

and shares ideas with friends before writing (Indahyanti, 2017). According to Asmara (2016), the advantages of the think talk write learning model is, first, students get the opportunity to communicate and discuss their thoughts so that they help each other understand the material being taught. Second, train students to write the conclusions obtained after discussion so students can pour ideas in written form. So the think talk write learning model is a learning model that is used to train students' skills in writing and pressure students to communicate the results of thinking based on logical and scientific arguments.

Several studies that found that the think talk write learning model affected writing skills. Sugiarti (2014) with the title the influence of Think Talk Write (TTW) learning models assisted by serial images media on the writing skills of students whose research results were relevant. This research is related to the research that will be conducted on the use of think talk write learning models and also writing skills. While researchers Mardika (2017) using the Think Talk Write model on students' reading skills relevant research results. This research influences students' reading skills. This research is related to the research that will be carried out, namely the use of think talk write learning models, but in this study examines reading skills, the researcher will do is examine the writing skills of students' simple essays. Both researchers used the same learning model, the think talk write learning model. The difference with other researchers is that other researchers study writing skills and reading skills while the research to be conducted examines simple essay writing skills. So from some of these studies, it can be seen that the think talk write learning model affects writing skills.

The application of the think talk write learning model will be assisted by using instructional media. Learning media have an important role in the learning process. According to Azis (2014), learning media can create a learning atmosphere that attracts students' interests by utilizing creative, innovative and varied learning media, these media can be in the form of writing, pictures, sounds, animations, and videos. According to Mahnun (2012) distinguishes several types of media; (1) graphic media include; drawings, photos, graphics, charts, posters, cartoons, comics, and others; (2) three-dimensional media in the form of models include; solid model, cross-section model, stacking model, work model, and others; (3) projection media include; slides, film strips, films, Over Head Projector and others, and (4) environmental media. According to Ayuningtyas (2016), monopoly media is the most interesting media because monopoly media is included in the learning media in the form of interesting images that help students determine the points of thought that will become essays. According to Hernawan (2018), a good picture learning media that can be used as a learning resource is one that has characteristics: (a) Can convey certain messages or ideas, (2) Give a strong impression and attract attention. Stimulate the viewer to want to reveal about the objects in the picture, (c) Courageous and dynamic, and (d) not too many illustrations, but interesting and easy to understand. While the role of images as a monopolistic medium that can attract students to be more enthusiastic about learning, can convey their ideas through images available in monopoly media, monopolistic media contained images or events that will stimulate students' thinking to make an essay, help students to imagine his thoughts through pictures. So, the media can be used to attract students' interest in writing essays by using monopoly media. This is following the opinion of Ayuningtyas (2016) argues that monopolistic media is given so that students can tell an event contained in a monopoly game media, training students' imagination in developing an essay with the media. The use of monopoly media in learning to write simple essays to enhance students' imagination. Some researches that found that monopoly game media influence writing skills are research conducted by Ayuningtyas (2016) with the title increasing simple essay writing skills through monopoly game media whose results can positively influence by increasing students' simple essay writing skills. This research is related to the research that will be conducted on the use of monopoly media for students' simple writing skills. So, think talk write learning model assisted by monopoly media is suspected to be able to influence writing skills in simple essays. This study aims to determine the significant effect of think talk write learning models assisted by monopolistic media on simple essay writing skills in third-grade elementary school students in the 2019/2020 academic year.

## Method

This research was conducted in SD Gugus IV Kecamatan Gerokgak in the 2019/2020 academic year. The type of research carried out was an experiment with a non-equivalent post-test only control group design. The population in this study were all third-grade elementary school in Gugus IV Kecamatan Gerokgak with a total population of 6 classes (153 students), the population was obtained for all third grade in Gugus IV Elementary School Gerokgak. In the first stage, an equality test was carried out using the thematic score of Indonesian content theme 3 subthemes 1 KD 4.1 at SD Gugus IV Kecamatan Gerokhak. The equality test was analyzed by the one-way ANOVA test. One-way ANOVA test is intended to determine whether there are differences in the mean score of the thematic scores of Indonesian language theme 3 subthemes 1 KD 4.1, in addition, to ensure that the elementary school sampled are equivalent SD. Equivalence test carried out using Microsoft Excel 2010 with a 5% significance level, which means that if the significance level is greater than 0.05, the SD is equivalent or homogeneous. The sampling technique used in this study is simple random sampling. In this study, it was

found that third-grade SDN 2 Gerokgak totaling 31 students as an experimental group and third-grade SDN 2 Sanggalangit totaling 28 students as a control group.

The variables of the study are: 1) Think talk write learning models assisted by monopoly media can increase students' interest and train students to develop ideas in creating ideas with their friends and write the results of their thoughts in the process of writing students' simple essay writing skills. Think Talk Write learning model assisted by monopoly media helps students create a simple essay writing skill. 2) Simple essay writing skills are basic skills for students that they must master to be able to participate in all activities in the education and learning process. To assess performance in learning to write, several components can be assessed, (a) the contents of the essay (content), (b) the organization of ideas (organization), (c) the use of vocabulary, (d) the use of grammar ( grammar) and, (e) the use of mechanics and punctuation (a mechanism).

Data collection methods and instruments are tools that chose and used by researchers to collect data so that activities become systematic and easier when collecting data. Data collected through documentation, and a simple essay writing skills test. Documentation is done to obtain data directly from the research site including student activities, the study results will be more credible if supported by photographs that have been obtained during the study. A written test is a benchmark for data collection of students' simple writing skills. To find out the success or failure of students in simple essay writing skills, researchers used guidelines for assessing aspects of simple essay writing skills.

The data analysis method is done through descriptive and inferential analysis. The descriptive analysis consists of an analysis of the mean, median, mode, and standard variation. Calculation results if the mode is smaller than the median and the median is smaller than the mean then the squint curve is positive. If the mode is greater than the median and the median is greater than the mean then the squint curve is negative. If the mode is equal to the median and median then the curve is normal. The inferential analysis consists of prerequisite tests and hypothesis tests. In the analysis requirements test, there are the data distribution normality test and the variance homogeneity test. The data distribution normality test by using Chi-Square analysis to ensure that the sample comes from a normally distributed population so that the hypothesis test can be done. A homogeneity test is conducted to find the level of homogeneity of both parties taken from separate classes of a population, the control class, and the experimental class. The homogeneity test in both groups used F-test. After knowing the prerequisite test results then proceed with hypothesis testing. Hypothesis testing is done by t-test (polled variance). The research hypothesis is described by the submission of the null hypothesis (H0) against the alternative hypothesis (H1), as follows: 1) H0 has no significant effect on think talk write learning models assisted by monopolistic media on writing skills simple essay of third-grade students in Gugus IV Grokgak Elementary School 2019/2020 academic year. 2) H1, there is a significant influence of the learning model of think talk write assisted by monopoly media on the writing skills of simple essays in third-grade students of Gugus IV, Gerokgak 2019/2020 academic year.

## Result and Discussion

This study describes the results of the study, the data of simple writing skills in third-grade students of SD Negeri 2 Gerokgak as the experimental group, and SD Negeri 2 Sanggalangit as the control group. The results of the descriptive statistical data analysis of students' writing skills in the experimental and control groups are presented in table 1.

**Table 1.** Description of Experiment Group and Control Group Data

Analysis Result	Experiment	Control
Mean	85,69	60,14
Median	87,41	61,24
Modus	87,5	63,1
Deviation Standard	6,80	10,14

Based on table 1, the results of the descriptive statistical analysis of the simple essay writing skills of third-grade students in the experimental group, mean was 85.69, the median was 87.41, the mode was 87.5. While the results of descriptive statistical analysis of simple essay writing skills of third-grade students in the control group, mean was 60.14, the median was 61.24, the mode was 63.1. Following the results of the data analysis showed that the experimental group through think talk write assisted by monopoly media is better than the control group, which is  $85.69 > 60.14$ .

The normality test of data distribution was performed on writing skills data in a simple essay of the experimental group and the control group. The normality test for data distribution was performed using the Chi-

Square test ( $\chi^2$ ) at a 5% significance level and the degree of freedom  $dk = k$ -parameter (2) -1. The results of the normality test distribution presented in table 2.

**Table 2.** Normality Test and Homogeneity Test

No	Data Group	$\chi^2_{\text{count}}$	significance level 5%	Status	F	$F_{\text{table}}^{\text{-count}}$ with 5% significance level	Status
1	Post-test Experiment	2,418	7,815	Normal	2,22	4,01	Homogenous
2	Post-test Control	3,745	7,815	Normal			

Based on table 2 the normality test of the experimental group and the control group the results of calculations using the Chi-Square  $\chi^2_{\text{hitung}}$ , the experimental group's post-test results were 2.418 and  $\chi^2_{\text{hitung}}$  at a significance level of 5% and  $dk = 3$  was 7.815. This means that  $\chi^2_{\text{hitung}}$  the experimental group's simple essay writing skills are smaller than  $\chi^2_{\text{tabel}}$  ( $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$ ), so the experimental group's simple essay writing skills score data is normally distributed. In the control group  $\chi^2_{\text{hitung}}$ , it was 3,745 and  $\chi^2_{\text{tabel}}$  with a significance level of 5%, and  $dk = 3$  was 7,815. This means that  $\chi^2_{\text{hitung}}$  the control essay writing skills of the control group are smaller than  $\chi^2_{\text{tabel}}$  ( $\chi^2_{\text{hitung}} < \chi^2_{\text{tabel}}$ ) so the control writing data of the simple essay control group is normally distributed.

The homogeneity variance test aimed to find out whether both groups have the same variance or not. If both groups have the same variance, the group said to be homogeneous. In this study, a homogeneity test was carried out on the variance between the experimental group and the control group. Homogeneity test results are presented in Table 2 using the F-test with homogeneous data criteria if  $F_{\text{count}} < F_{\text{table}}$ . Recapitulation of homogeneity variance test results between the experimental group and the control group. With  $df_{\text{numerator}} = k-1 = 2 - 1 = 1$ , the  $df_{\text{denominator}} = n-k = 59 - 2 = 57$  at a significance level of 5% known  $F_{\text{table}} = 4.01$ ,  $F_{\text{count}} = 2.22$  so  $F_{\text{count}} < F_{\text{table}}$ . This means the variance of the two groups is homogeneous.

Based on the results of the data analysis assumptions, it was found that the writing skills of the simple essay of the experimental group and the control group were normal and homogeneous. After the results of testing the data analysis assumptions are obtained, the analysis continues with testing the research hypothesis ( $H_0$ ) and the hypothesis ( $H_1$ ). The hypothesis testing was conducted using an independent sample t-test (uncorrelated) with the pooled variance formula. The test criteria rejected  $H_0$  if  $t_{\text{count}} > t_{\text{table}}$ , where  $t_{\text{table}}$  and  $H_0$  accepted if  $t_{\text{count}} < t_{\text{table}}$  which obtained from the distribution table at a 5% significance level with degrees of freedom  $db = n1 + n2 - 2$ . The results of the t-test analysis are presented in table 3.

**Table 3.** T-Test Results

Group	N	Db	Mean ( $\bar{x}$ )	$s^2$	$t_{\text{count}}$	$t_{\text{table}}$
Experiment	31	57	85,69	46,29	11,457	2,002
Control	28		60,14	102,77		

Based on table 3 it can be seen that  $t_{\text{count}} = 11.457$  and  $t_{\text{table}} = 2.002$  for  $db = 57$  at a 5% significance level. Based on testing criteria, because  $t_{\text{count}} > t_{\text{table}}$ ,  $H_0$  was rejected and  $H^1$  was accepted. This means that there is a significant influence on simple essay writing skills between groups of students who participate in learning with the learning model of Think Talk Write (TTW) assisted by monopolistic media and not using the Think Talk Write (TTW) learning model assisted by monopoly media in third-grade students in Gugus IV Kecamatan Gerokgak 2019/2020 academic year.

Analysis of simple essay writing skills data of third grade, there is a significant difference between groups of students who are taught with the learning model of think talk write assisted by monopolistic media and those who are taught with conventional learning in third-grade students of Gugus IV in Kecamatan Gerokgak 2019/2020. This review based on performance that the average results of the writing skills of simple essays in third-grade students in the experimental group are higher than the control group and the results of the t-test greater than t table. These results indicate think talk write assisted by monopoly media has a positive effect on

the writing skills of simple essays in third-grade students of Group IV of Kecamatan Gerokgak in 2019/2020. This is because the think talk write assisted by monopoly media can make students enthusiastic, and motivated in writing simple essays because all students in writing simple essay skills allowed to participate by thinking, speaking/discussion (talk), and writing results the discussion (write) in learning. So that there are differences in the results of the writing skills of students' simple essays that are significant between students who study with the learning model of think talk write assisted by monopolistic media and those who learn with conventional learning because of differences in treatment in learning implementation. Think talk write learning model emphasizes student and teacher activities through steps, think, talk, and write. Especially with the presence of monopoly media will be more interesting for students to create essay writing skills. This is following the advantages of think talk write as follows: (1) develop meaningful solutions in understanding the material, (2) can develop students' critical and creative thinking skills, (3) by interacting and discussing with groups will involve students actively in learning, (4) familiarizing students with thinking and communicating with friends, teachers, and even themselves.

The learning phase that reflects the steps of the think tank write learning model. Think Talk Write learning model is a learning model that starts with thinking through reading (listening), the reading results are communicated with a presentation, discussion, and then writing a report on the results of the presentation. This is in line with the opinion of Desimyari & Manuaba (2019) which revealed that the TTW learning model is a constructivist learning model through self-communication activities, between students, and teachers that encourage students to think, talk, express opinions, and write the results. The thinking stage, students think, and talk/discuss is an important step in the process of understanding students' writing (Pratiwi & Fatchan, 2012). In this stage, the implementation of the game using media monopoly students think individually about the existing images on the monopoly media. Students think (think) individually this will be the process of solving the problem. This activity aims to make students able to distinguish and unify ideas contained in the picture and then translated according to their language that is easy to understand. In the talking stage, students are allowed to reflect, arrange, and test ideas in group discussion activities. Students are allowed to discuss to express opinions or share what they understand or get. Students interact and collaborate with friends in a group to discuss ideas/ideas that students think individually in a monopoly media image and then developed through discussion (talk). This activity students negotiating and sharing ideas in group discussion activities. The progress of student communication will be seen in the dialogue in discussions, both in exchanging ideas with others or their reflections expressed by others, as well as concluding the results of discussions conducted by students. The last stage is (write), students write essays after students do the stage of thinking (think) and the stage of discussion (talk) about the images in the monopoly media plot and describe the picture by making a simple essay. Simple essays are written using appropriate vocabulary and grammar.

Through the use of monopoly media, learning that will make students practice their imagination in developing a simple essay. Monopolistic media will have colored pictures so that the students' imagination can be provoked from these colored images. Monopoly media will be played by students so that it will make students more active and learning will be fun. Monopoly media can be used for students to make a simple essay from the game. Monopoly media games for students can pour their ideas through images in monopoly media plots. The presentation shows that the think tank write learning model assisted by monopoly media emphasizes student-centered learning. In contrast to conventional learning that tends to be centered on the teacher, so students tend to be passive in exploring information. Communication that occurs in learning is dominated by teachers to students, while the interaction between students and students is still lacking. The use of suboptimal media causes difficulties in making fabrications. These learning activities cause students to lack writing according to their imagination, which is reflected in the results of simple essay writing skills of third-grade students in the control group is lower than the experimental group. In general, the application of think talk write learning models assisted by monopolistic media students can create simple essay writing skills, with students thinking, talking, or communicating with other students, dare to express opinions, conclude and write the knowledge gained after discussion with other students. Opportunities obtained by students cause learning to be meaningful so that a concept can be understood and easily developed to become a simple essay. Thus, the students' simple essay writing skills taught by the think tank write learning model assisted by monopoly media are better than conventional learning.

The results of this study are in line with the results of research into the application of the think tank write learning model. is a study conducted by Desimyari & Manuaba (2019) the results of this study indicate that there is a significant influence between students who take learning with audiovisual aided Think Talk Write learning models and students who take conventional learning on student writing skills. However, the results of these studies are renewable that can be seen from the average results of the experimental group that is 73.32 while the average results of this study are 85.69. There is an update between researchers who use the think talk write learning model, namely researchers conducted by Kurniaman (2018) entitled "Investigating Think Talk Write (TTW) Learning Model to Enhance Primary Students Writing skills" shows the narrative writing skills taught

using the Think Talk learning model Write with an average value of 75.67, while the average result in this study is 85.69. So, the results obtained in this study are more optimal than some previous studies. In the implementation of this research, it was found that the application of the think tank write model can help students make a simple essay from the activities of students when interacting or discussing and conclude the discussion results into an essay. This is in line with what Asmara (2016) stated that the student's think talk write learning model can communicate and discuss their thoughts so that they help each other understand the material taught, and train students to write the conclusions obtained after discussion so that students can pour ideas in the form writing. the application of think talks write models assisted by monopoly media can concentrate on making essays and interacting with social life so students can make essays. This is in line with what was revealed by Suciati (2015) that monopoly can improve children's ability to interact with social life so that children can increase student knowledge in monopolistic media. Monopolistic media that will make students practice their imagination in developing simple essays. The implication is, developing students' imagination in simple essay writing skills, learning model of think talk write assisted by monopoly media can be used as an alternative to creating a pleasant learning atmosphere and students interacting with friends so that they can contribute well in learning activities to develop the ability to write students' simple writing skills.

### Conclusion

Based on the results of research and discussion, it can be concluded that there is a significant effect on the results of students' simple essay writing skills between the experimental group taught with monopoly media-assisted think talk write learning models and the control group that is not taught with the learning model of monopoly media assisted think-talk writing. Third grade in Gugus IV Kecamatan Gerokgak 2019/2020 Academic Year. The difference between the experimental group and the control group shows that the think tank write learning model assisted by monopoly media positively influences the simple essay writing skills of third-grade students compared to conventional learning. Thus, the think tank writes learning model assisted by monopolistic media influences the simple essay writing skills of third-grade students in Elementary School Gugus IV Kecamatan Gerokgak in the academic year 2019/2020. Suggestions are expected from the research that has been carried out. Theoretically, this research can contribute to innovative learning models to support the learning process. There are several suggestions given to related parties, namely: For teachers, teachers are advised to apply think talk write learning models to improve students' simple writing skills. For principals, it is recommended to use the results of this study as a guideline to guide teachers in implementing the learning process by using the think talk write learning model to improve the teacher's ability to teach and writing skills written by students. For other researchers, it is suggested that the results of this study can be used as a reference library to conduct research on the same variable or different variables and pay attention to the constraints experienced in this study as a reference for developing research to be conducted.

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