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Makepung Tradition: Think Talk Write Learning Model and its Impact on the Short Story Writing Skills

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ABSTRAK

Kurangnya pemilihan model pembelajaran yang inovatif dan penanaman nilai-nilai budaya pada materi pembelajaran, serta sulitnya mengembangkan ide siswa. Untuk mengatasi permasalahan tersebut, diperlukan model pembelajaran dengan pelibatan budaya untuk mengembangkan ide siswa dalam menulis. Penelitian ini bertujuan untuk menguji pengaruh model pembelajaran Think Talk Write (TTW) berorientasi tradisi Makepung terhadap keterampilan menulis cerpen siswa kelas V SD. Penelitian ini termasuk penelitian eksperimen semu (quasi eksperiment), dengan desain non equivalent post-test only control group design. Populasi penelitian adalah siswa kelas V SD berjumlah 106 orang. Sampel diambil menggunakan random sampling, sebanyak 24 orang sebagai kelompok eksperimen dan 21 orang sebagai kelompok kontrol. Metode pengumpulan data menggunakan penilain produk tulisan berupa cerpen dan instrumen penelitian menggunakan lembar observasi unjuk kerja model skala bertingkat. Data hasil penelitian dianalisis dengan statistik deskriptif dan statistik inferensial (uji-t). Berdasarkan analisis hasil uji-t, diperoleh nilai sig. (2-tailed) yaitu 0,004 < 0,05. Simpulan penelitian ini adalah model pembelajaran TTW berorientasi tradisi Makepung lebih berpengaruh terhadap keterampilan menulis cerpen siswa. Implikasi penelitian ini adalah mengembangkan gagasan, meningkatkan nilai-nilai budaya, siswa aktif dalam pembelajaran, dan meningkatkan keterampilan menulis.

ABSTRACT

Lack of selection of innovative learning models, instilling cultural values in learning materials, and difficulty developing student ideas. A learning model with cultural involvement is needed to develop students' ideas in writing to overcome these problems. This study examines the effect of the learning model Think Talk Write (TTW), which is tradition-oriented Makepung, on fifth-grade elementary school students' short story writing skills. This research includes quasi-experimental research (like an experiment) by design, and there is no equivalent post-test-only control group design. The research population was fifth-grade elementary school students, totaling 106 people. Samples are taken using random sampling, with 24 people as the experimental group and 21 as the control group. The data collection method uses written product assessment in the form of short stories, and the research instrument uses a multilevel scale model performance observation sheet. Research data were analyzed using descriptive statistics and inferential statistics (t-test). Based on the analysis of the t-test results, the sig. (2-tailed) namely 0.004 < 0.05. This research concludes that the learning model TTW tradition orientedMakepung is more influential on students' short story writing skills. This research aims to develop ideas, increase cultural values, encourage students to learn actively, and improve their writing skills.

1. INTRODUCTION

The Indonesian language is an important subject, especially in elementary schools, because it contains various basic communication skills that must be an asset to develop to the next level of education (Ardipratiwi, 2019; Sukmawati et al., 2019). Indonesian language learning is very important in shaping students' habits, attitudes, and talents for the future growth stage (Cookson & Stirk, 2019; Kesumadewi et al., 2020). By learning the Indonesian language, students can achieve the ability to communicate both orally and in writing effectively in language skills (Darmayanti & Abadi, 2021; Kurniati et al., 2019).

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Language skills are one of the important abilities to be mastered by every individual. Language skills consist of four aspects: listening, speaking, reading, and writing (Hendrawan & Indihadi, 2019; Mulyati, 2014). Based on the four aspects of language skills, writing skills are one of the skills that must be developed (Suherni & Rahman, 2023; Utomo et al., 2019). Writing skills are the most complicated language skills because it is not just writing down word terms in written form but arranging words into sentences to paragraphs in a systematic writing structure so that it is easy to capture for readers (Alifa, 2020; Hendrawan & Indihadi, 2019; Indriyanti & Prasetyo, 2018). Students need help to express their ideas, opinions, and feelings in writing. Students should be able to naturally convey ideas through good and interesting writing (Astuti. dkk., 2014). Writing skills are an important aspect of the entire learning process that is passed while studying at school, so it is one of the skills that students must master (Astuti & Zainil, 2014; Maulina et al., 2021; Tanata et al., 2021). Writing skills can be applied to learning in various ways, one of which is the skill of writing short stories. Students can develop and express ideas in written form by writing short stories.

The results of previous studies show that writing skills still need to improve, especially for elementary school students. Many students are good at telling stories in the learning process, but when doing writing activities, they must communicate stories in words or paragraphs (Aprelia et al., 2019; Rinawati, 2020). Although some students can convey their ideas in writing, some sentences must be more structured. One of the causes of student's inability to write stories is a lack of interest in reading, which leads to a lack of understanding, language, and even adequate imagination to become an asset in writing (Musdhalifah et al., 2013; Yunita Anindya et al., 2019). Therefore, students' writing skills need to be improved through the learning process at school so that students can hone their knowledge and writing skills well.

Based on the results of interviews conducted in fifth-grade elementary schools, writing activities need to be improved. First, students need help in developing their ideas. It is due to the need to master language concepts, and students are mastering local languages in interaction and communication activities. Secondly, students need more interest and motivation to learn, especially in Indonesian subjects, especially writing, which seems monotonous due to the lack of innovative and varied models, causing students to be more passive during the learning process. Third, teachers rarely give short story writing assignments so students can powerfully develop their creativity and thinking. The data also shows that writing skills are still lacking and not as expected. It can be seen from the average writing skills score of fifth-grade elementary school students in the range of 68.0-71.5. If converted, the range is still the Minimum Completion Criteria in each school, and many students still need to complete it.

It is necessary to find a solution so that elementary school teaching and learning processes, especially in improving students' writing skills, can achieve optimal results to overcome these problems. The solution that can be given is to apply the learning model. The learning model chosen is certainly tailored to the characteristics and teaching materials to be taught so that it will be able to create a conducive atmosphere in learning activities (Ardipratiwi, 2019; Pertiwi et al., 2019). One of the learning models that can be used is the Think Talk Write (TTW) learning model.

The Think Talk Write learning model is designed for thinking, reflecting, and organizing ideas. Think Talk Writing involves students starting from the thinking process after reading activities, talking through discussions with friends, and then expressing themselves in written form through writing activities (Putri et al., 2020; Rahmalia & Rohani, 2020). The Think Talk Write learning model helps improve communication and interaction skills and express ideas and opinions. In applying the Think Talk Write learning model, students can actively participate in developing and communicating their opinions during the learning process, thus allowing students to share ideas (Aini et al., 2021; Arifin et al., 2019; Minarsih & Putra, 2020).

Cultural involvement is one way to develop students' ideas in writing and maximize the learning process by applying the Think Talk Write learning model. One of the cultures that can be raised is the Makepung tradition. Makepung is a unique tradition from Jembrana Regency, Bali Province (Arshiniwati, 2003; Meila, 2019). Makepung in Indonesian means chasing, where two pairs of buffaloes chase each other to become the winner (Anggariyana, 2019; Negara, 2021). Applying the Makepung tradition-oriented Think Talk Write learning model is an alternative way to learn while introducing and instilling regional culture and traditions (Jumriani et al., 2021; Rahmatih et al., 2020). It also makes an innovative learning model that provides opportunities for students to build knowledge through thinking, speaking, and writing activities to develop short story writing skills with the characteristics of the Jembrana region, namely the Makepung tradition. This study examines the effect of the Think Talk Write learning model oriented to the Makepung tradition on fifth-grade elementary school students' short story writing skills.

2. METHOD

The type of research used is quantitative with a quasi-experiment approach, with the design used being a nonequivalent post-test-only control group design (Gopalan et al., 2020). The population of this study was all fifth-grade elementary school students, with as many as five classes and a total of 106 people. The sample was taken using random sampling. The sample obtained is the fifth grade, with as many as 24 people as the experimental group, and the fifth-grade elementary school, with as many as 21 people as the control group. The data collection instrument used is a performance observation sheet with a rating scale model with a score range of 1 to 4 to assess the products produced as short stories (Maulina et al., 2021). Before planning the instrument, it is necessary to prepare a grid of the instruments used. The grid of instruments used is presented in Table 1.

Table 1. Grid of Instruments for Assessing Short Story Writing Skills

No	Assessed Aspects	Description
1	Suitability of theme and content	The contents of the short story are based on the specified theme.
2	Writing and punctuation	Written according to the applicable spelling and using punctuation correctly.
3	The Coherence of Text	Written coherently from beginning to end of the story according to the storyline.
4	Word choice/diction	The vocabulary/diction used is appropriate and according to the theme and content of the short story.
5	Neatness of writing	Written regularly, the writing is clear, and there are minimal scribbles.

Data analysis techniques that can be used in this study are descriptive statistical analysis techniques and inferential statistics. The descriptive statistical analysis used is mean, median, mode, standard deviation, and variance. The inferential statistical analysis technique used to analyze the data in this study is the t-test. Before conducting a t-test, a prerequisite test must be carried out first, namely the normality test of data distribution and the homogeneity test of variance.

3. RESULT AND DISCUSSION

Result

The data in this study were obtained by giving a post-test to the experimental group, which was carried out by giving treatment using the learning model Think Talk Writeoriented to Makepung Tradition, and the control group; learning was carried out conventionally. Post-test given in the form of making a short story and assessed using a performance observation sheet with a rating scale model. The data on the research results of the experimental group was obtained from the post-test data given to 24 people with the given treatment using the Think Talk Write learning model oriented to Makepung Tradition. Data on the research results in the control group were obtained from post-test data given to 21 people using the conventional model. As for the results obtained in this study, the experimental group post-test research data obtained a mean of 76.25, median of 77.50, mode of 80.00, standard deviation of 6.635, minimum score of 60, maximum score of 85, and variance of 44.022. At the same time, the control group's post-test research data obtained a mean of 73.10, median of 75.00, mode of 75.00, standard deviation of 4.867, minimum score of 60, maximum score of 80, and variance of 23.690. From these results, it can be seen that the experimental group has higher values than the control group. Based on the above calculations, a histogram is presented regarding the calculation of mean, median, modus, standard deviation, and variance presented in Figure 1 and Figure 2.

Based on Figure 1, it can be seen that the short story writing skills of the experimental group are dominant in the 80 - 84 category. Meanwhile, Figure 2 shows that the short story writing skills of students in the control group are dominant in the 72 - 75 category. Based on this, it can be concluded that the experimental group is more dominant at higher values than the control group. This assumption is tested before testing the hypothesis. Before proceeding with hypothesis testing, prerequisite tests are carried out first. The prerequisite tests that must be carried out are the normality test of data distribution and the homogeneity of variance test shown in Table 2 and Table 3.

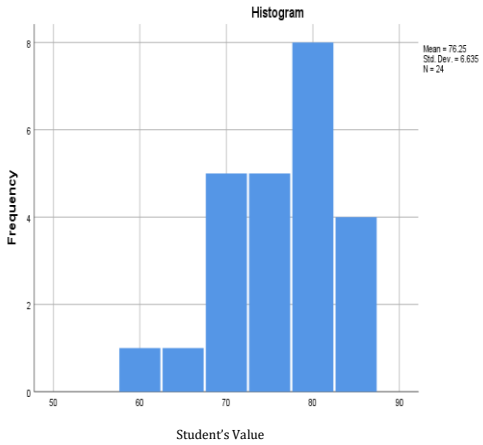

Figure 1. Histogram of The Experimental Group

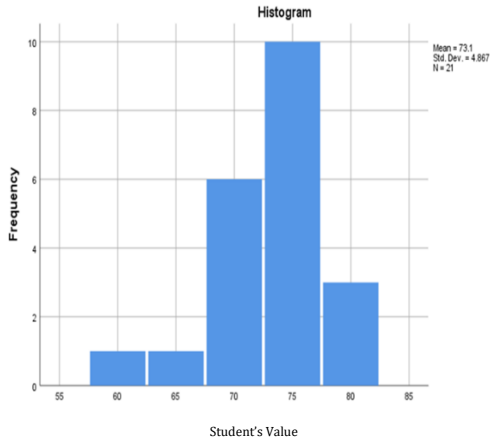

Figure 2. Histogram of The Control Group

Table 2. Normality Test Results for Experimental Group and Control Group

Parameters		Experiment	Control
N		24	21
Normal Parameters	Mean	76.25	73.10
	Std. Deviation	6.635	4.867
Most Extreme Differences	Absolute	0.169	0.192
	Positive	0.164	0.141
	Negative	-0.169	-0.192
Test Statistic		0.169	0.192
Asymp. Sig. (2-tailed)		0.074	0.041

Based on Table 2, the acquisition, sig value. (2-tailed) for the experimental class is 0.074, and the control class is 0.041. Therefore, if the significance value of Kolmogorov-Smirnov > 0.05, then H_0 is accepted. This means that the research data is normally distributed.

Table 3. Results of the Homogeneity of Variance Test for the Experimental Group and Control Group

Parameters		Levene Statistic	df1	df2	Sig.
Student scores	Based on Mean	2.660	1	43	0.110
	Based on Median	3.155	1	43	0.083
	Based on the median and with adjusted df	3.155	1	42.971	0.083
	Based on trimmed mean	2.817	1	43	0.100

Based on Table 3, the test obtained a value of 0.110, so it was concluded that the significance value of Levene's statistical test was > 0.05, so H_0 was accepted. This means that the variance between groups of data is homogeneous. After the data has met the prerequisite tests, the next step is conducting a t-test hypothesis test. The t-test results are in Table 4.

Table 4. Hypothesis Test Results

Parameters		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Student scores	Equal variances assumed	0.623	0.434	2.341	43	0.004	4.286	1.831	0.594	7.978

Parameters	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances are not assumed.			2.365	42.990	0.004	4.286	1.812	0.631	7.940

If the Sig value. (2-tailed) > 0.05, then H_0 is accepted and H_1 is rejected. Based on the results in Table 4, the Sig. (2-tailed) is 0.004, so the results obtained are 0.004 < 0.05, then H_0 is rejected, and H_1 is accepted. It can be stated that the Makepung tradition-oriented Think Talk Write learning model influences the short story writing skills of fifth-grade elementary school students.

Discussion

Learning using the Makepung tradition-oriented Think Talk Write model applied in the experimental class greatly impacts short story writing skills. The sig value proves this. (2-tailed) obtained 0.004 < 0.05. The Makepung tradition-oriented Think Talk Write learning model influences fifth-grade elementary school students' short story writing skills. The learning process that occurs in the classroom runs effectively with the application of the Think Talk Write model. Makepung can stimulate students to be focused, creative, and active through the tradition-oriented Think Talk Write learning model. This is because using this learning model can allow students to work with their groups, making it easier to provoke students to express and exchange opinions. According to previous research, using the Think Talk Write model in the classroom can help students learn to interact with friends and express their ideas in writing (Rizal, 2018). However, according to other research, the Think Talk Write learning model is a model that is not suitable for application in the learning process because it has weaknesses, one of which is that it causes class conditions to become noisy. Students can answer and express their opinions directly (Sinaga, 2018).

Furthermore, the Makepung tradition-oriented Think Talk Write learning model impacts students, especially students' ability to write down their ideas in short stories. In the learning process using the Makepung tradition-oriented Think Talk Write model, students are invited to analyze and search for information they get through pictures or text the teacher has prepared. These activities can stimulate students to study diligently and focused. When students have finished the analysis, it is written as a short story. This helps teachers maximize learning time and achieve optimal learning goals. The Think Talk Write model trains students to collaborate and interact with group friends through discussion activities so that learning activities do not seem monotonous (Aini et al., 2021; Nasrulloh & Umardiyah, 2020). In line with this opinion, previous research stated that using the Think Talk Write model stimulates students to be more active and enthusiastic in participating in the learning process. They can understand learning more quickly because they can express their opinions (Sinaga, 2018).

Class conditions with the implementation of the Makepung tradition-oriented Think Talk Write model create a pleasant class atmosphere. Students gain insight into vocabulary and knowledge by writing short stories so that they get used to developing their ideas by writing them in their own words. This causes students to be creative, and the goals and learning process can be achieved optimally. According to previous research, using the Think Talk Write model can improve thinking skills and interaction between students (Arista, 2019). In line with this opinion, research states that the Think Talk Write model can support and help students become proficient in writing activities (Ardipratiwi, 2019).

Applying the Think Talk Write model in this research involves the Makepung tradition in the learning process. This is one way to maximize learning and develop learning models, especially in elementary schools. By involving the Makepung tradition, the learning process can be more innovative, encouraging students to develop ideas through thinking, speaking, and writing activities. Apart from that, by linking cultural values to learning, students can learn more about the Makepung tradition in the Jembrana area. This is supported by the opinion that linking local culture to learning activities gives students a more meaningful learning experience and can develop cultural literacy (Riastini et al., 2020).

The implications of this research are developing ideas, increasing cultural values, active students in learning, and improving students' writing skills. This research still has some limitations that must be

improved. The limitations of this study are that the data collection methods and instruments only use performance observation sheets with a graded scale model, there are still students who copy the work of their friends' short stories, the research is only carried out in one cluster, and this research only raises the Makepung tradition. Based on the limitations of the study, recommendations that can be given are to use more varied data collection methods and instruments, to broaden the research population, and to raise other traditions to complement the shortcomings of this study.

4. CONCLUSION

Based on the research that has been carried out, it can be concluded that the Makepung tradition-oriented Think Talk Write learning model influences the short story writing skills of fifth-grade elementary school students. Based on the research process and results, there are suggestions for all parties. First, teachers can develop teaching competence by implementing learning models oriented to other cultural traditions, which can develop students' writing skills. Second, school principals can facilitate teachers taking writing training to maximize writing learning activities. Third, this research only highlights the Makepung tradition. Other researchers can raise other traditions to complement the shortcomings of this research.

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