Enhancing Students Descriptive Essay Writing Skills Using Think Talk Write Model With Image Media

Mifta Nur Syafika *
* Departement of Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Islam 45 Bekasi
miftasyafika@gmail.com

Rini Endah Sugiharti **
** Departement of Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Islam 45 Bekasi
rini.endah@unismabekasi.ac.id

Irnie Victorynie ****
*** Departement of Elementary School Teacher Education, Faculty of Teacher Training and Education, Universitas Islam 45 Bekasi
victorynie@gmail.com

ABSTRACT

This study is motivated by the low ability of students in writing descriptive essays in Indonesian language learning, which is caused by the use of monotonous lecture methods and the lack of use of interesting learning media. This causes students to have difficulty determining the right title, generating relevant ideas, composing cohesive and coherent paragraphs, and using punctuation correctly. This study aims to improve the writing skills of fifth grade students of public elementary school Pondok Kopi 08 Pagi through the application of the Think Talk Write (TTW) model with the help of picture media. The research was conducted using the Classroom Action Research (PTK) approach which was carried out in two cycles. Each cycle included planning, action implementation, observation, and reflection stages. The research subjects consisted of 26 fifth grade students of public elementary school Pondok Kopi 08 Pagi, consisting of 12 male students and 14 female students. Data were obtained through writing tests, observation sheets, and documentation, then analysed by comparing the average of the initial, cycle I, and cycle II scores. The results showed a significant improvement in students' writing ability. The average score increased from 65.7 in cycle I to 84.3 in cycle II. The level of learning completeness also increased from only 3 students (7.69%) in the initial condition to 22 students (84.61%) in cycle II. Thus, the TTW model assisted by picture media proved effective in improving description essay writing skills. The researcher recommends the consistent use of this model in Indonesian language learning to improve students' learning outcomes.
Keywords: Description essay, TTW model, Image Media.

ABSTRAK

Penelitian ini dilatarbelakangi oleh rendahnya kemampuan siswa dalam menulis karangan deskripsi pada pembelajaran bahasa Indonesia, yang disebabkan oleh penggunaan metode ceramah yang monoton serta minimnya penggunaan media pembelajaran yang menarik. Hal ini menyebabkan siswa kesulitan menentukan judul yang tepat, menghasilkan gagasan yang relevan, menyusun

paragraf yang kohesif dan koheren, serta menggunakan tanda baca dengan benar. Penelitian ini bertujuan untuk meningkatkan keterampilan menulis siswa kelas V SDN Pondok Kopi 08 Pagi melalui penerapan model Think Talk Write (TTW) dengan bantuan media gambar. Penelitian dilakukan menggunakan pendekatan Penelitian Tindakan Kelas (PTK) yang dilaksanakan dalam dua siklus. Setiap siklus mencakup tahap perencanaan, pelaksanaan tindakan, observasi, dan refleksi. Subjek penelitian terdiri dari 26 siswa kelas V SDN Pondok Kopi 08 Pagi, terdiri atas 12 siswa laki-laki dan 14 siswa perempuan. Data diperoleh melalui tes menulis, lembar observasi, dan dokumentasi, kemudian dianalisis dengan membandingkan rata-rata nilai awal, siklus I, dan siklus II. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam kemampuan menulis siswa. Rata-rata nilai meningkat dari 65,7 pada siklus I menjadi 84,3 pada siklus II. Tingkat ketuntasan belajar juga meningkat dari hanya 3 siswa (7,69%) pada kondisi awal menjadi 22 siswa (84,61%) pada siklus II. Dengan demikian, model TTW berbantuan media gambar terbukti efektif dalam meningkatkan keterampilan menulis karangan deskripsi. Peneliti merekomendasikan penggunaan model ini secara konsisten dalam pembelajaran bahasa Indonesia untuk meningkatkan hasil belajar siswa.

Kata Kunci: Karangan deskripsi, model TTW, media gambar.

INTRODUCTION

Education in elementary school is the beginning of seeking knowledge to continue to the next level (Nur' Ajmiy & Khoirul Umam, 2023; Putra & Rusnilawati, 2023). Through education, a child's personality will be formed (Siregar et al., 2021). Di the world of education students will gain a lot of knowledge and various skills (Zhao & Ko, 2024). Indonesian language is a compulsory subject in elementary school education. Indonesian language learning requires four skills, namely reading, writing, speaking, and listening (Chang et al., 2024). Writing is a productive and expressive activity (Fatmi Rohmah Nur Hidayati et al., 2024). In writing activities, writers must be skilled in utilising language structures and vocabulary (Tapiador-Morales et al., 2020). Writing skills will also not come automatically, but must go through regular practice and training (Hidayat et al., 2024).

With writing skills, a person can convey their thoughts through writing with polite, good and correct language, so that anyone who reads will understand the writer's thoughts just by looking at a writing (Putra & Rusnilawati, 2023). Description writing skills are complex skills that require the co-operation of both hemispheres of the student's brain (Denee et al., 2024). According to (Kusuma et al., 2020) Writing skills are a way of expressing one's thoughts and feelings through writing. Where writing itself provides an opportunity for someone to express ideas and opinions through a written work. Opinion Siregar et al., (2021) To master writing skills is very difficult, because writing cannot be mastered without repeated practice. Good writing skills will be obtained through repetitive practice which takes quite a lot of time Nurgiyantoro (Siregar et al., 2021).

In learning to write, there are various types, one of which is the skill of writing description essays. A description essay is a type of essay that describes an object, event or incident clearly, where the reader seems to participate in feeling whatever happens in the writing. (Jusniani et al., 2020) Presenting that a description essay is an essay in which an object, thing, or situation is described, so that the reader seems to be invited directly to hear, see, and feel directly. The description essay itself aims to explain an object directly based on the results of the author's observations through the five senses (Nur' Ajmiy & Khoirul Umam, 2023).

However, despite its importance, teaching descriptive essay writing in elementary schools faces several challenges. Observations at Pondok Kopi 08 Pagi Public Elementary School revealed difficulties such as determining titles aligned with themes, developing relevant content ideas, structuring cohesive and coherent paragraphs, and using proper punctuation . To address these issues, the research introduces a descriptive writing model designed to support the Merdeka Curriculum, which emphasizes fostering creativity, independence, and critical thinking among students.

The problem solving carried out by the researcher is by conducting classroom action research through the Think Talk Write (TTW) model assisted by image media. According to (Sari et al., 2020) The Think Talk Write model is a cooperative learning approach, where learning involves students to be active in learning to write description essays, so that they can determine the title and ideas through an observation and group discussion to create an essay outline that will be developed individually. Opinion (Kusuma et al., 2021) Think Talk Write model is a learning model that can train students' writing skills by collecting and developing ideas through discussion activities before the writing is later developed into a beautiful piece of writing (Murtono et al., 2020). This approach aligns with the Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 22 of 2016 concerning Standards for Primary and Secondary Education Processes. The regulation emphasizes the importance of learning models that promote student participation, creativity, and collaboration to achieve competency standards. Furthermore, the Government Regulation of the Republic of Indonesia Number 57 of 2021 regarding National Education Standards also underscores the need for innovative teaching methods that foster the development of critical thinking, problem-solving, and communication skills.

Therefore, the Think Talk Write model is very suitable to be applied in learning to write description essays. Purwita et al., (2020) Suggests that the Think Talk Write model has several steps that need to be done, including the following: 1) Think, students are asked to think and write down the material that has been presented, 2) Talk, students are given the freedom to express ideas with a group of friends, 3) Write, students are given a test to create a description essay based on the essay outline that has been made before and asked to develop the idea into an essay.

The advantages of the Think Talk Write model according to Martini & Nainggolan, (2019) namely: 1) Helping students to be able to construct their own knowledge, so that they will more easily understand the concept of the material being studied better. Through the Think Talk Write model, students can discuss the results of their thoughts with their groupmates so that they can exchange ideas and easily understand the material being studied, 2) Train students to be able to write the results of discussions with group friends into a cohesive and coherent paragraph, so that it is easily understood by the reader. Darmawan et al., (2024) suggest that the indicators of writing description essays are: 1) the title is in line with the theme; 2) the content of the idea according to the title and involves the five senses; 3) composing cohesive and coherent paragraphs; 4) choice of words (diction); 5) use of spelling and punctuation.

The use of image media provides good value in clarifying students' new understanding, and can cause attraction for students. Image media is a medium that is manifested directly into the form of 2-dimensional works such as films, paintings, portraits,

film slides, projectors and strips (Rahmawati, 2021; Suningsih et al., 2023). Image media itself can be used as a teaching aid to translate an abstract concept into a realistic and tangible work (Triandyah Dwi Sasi Wardani et al., 2023). With picture media, it is expected that students are able to write description essays based on observations of pictures, then describe the pictures logically and in accordance with the pictures. Majid et al., (2021) Explaining that image media has several advantages, including 1) the price is cheap, 2) easy to obtain, 3) easy to use, 4) can clarify a problem, 5) clarify a problem, 5) realistic, 6) overcome the limitations of observation, and 7) overcome the limitations of space and time.

The results of previous research using the Think Talk Write model conducted by Huang et al., (2023) found a significant effect on the writing skills of seventh grade students of Jambi City Junior High School who showed an average post-test score of 76.25 and a pre-test score of 57.18 then obtained a sig of 0.000 <0.05. In a study conducted by Arza Fernández et al., (2024) found that there was an effectiveness of the Think Talk Write model on the learning outcomes of seventh grade students of SMP Negeri 2 Namlea in learning to write descriptive essays because tcount>ttabel (5.59>1.67). The research conducted by Silva et al., (2024) that the application of the TTW model can significantly improve students' description essay writing ability compared to the conventional learning method. TTW allows students to more actively participate in the learning process, which supports the development of critical thinking and structured writing skills. This study also emphasises the importance of the teacher's role in designing learning that prioritises students' active participation.

From some of the problems and the importance of using the Think Talk Write model derived from the results of observations and needs analysis, this study aims to improve the ability of grade V students of Public Elementary School Pondok Kopi 08 Pagi in writing descriptive essays using picture media. The novelty of this research lies in the integration of the Think Talk Write model with picture media, which has not been widely explored in the context of elementary school descriptive essay writing. This combination provides a structured yet creative approach that leverages visualisation to support students in generating and organising ideas more effectively.

The benefits of this research include helping students develop critical thinking, speaking, and writing skills in a structured manner, as well as facilitating their understanding through the visualisation of ideas using picture media. Furthermore, the study offers valuable insights to teachers by introducing an innovative and effective learning strategy to enhance students' literacy skills, aligning with the needs of modern education and current curriculum standards. This approach also addresses specific challenges in descriptive writing, such as determining appropriate titles, generating cohesive ideas, and constructing coherent paragraphs, thereby filling gaps in existing teaching methods.

METHODS
Type and Design
The approach used in this research is Classroom Action Research (PTK). McTaggart's opinion cited by Chang et al., (2024) explains that Classroom Action Research or Action Research is a real action in finding solutions to improve the situation, environment, and improve learning practices in the classroom more professionally.

Based on expert opinion, it can be concluded that Classroom Action Research is a study conducted systematically on various actions taken by teachers and researchers, from planning to the assessment process to improve learning conditions. The application of Classroom Action Research in this study uses the Stephen Kemmis and Robyn McTaggart model which consists of four stages, including: planning, action, observation, and reflection.

Figure 1. Model Kemmis and Taggart

The steps in this research were carried out systematically through four main stages. In the Planning stage, the researcher developed a lesson plan that included making lesson plans, preparing teaching materials, and procuring relevant picture media. The lesson plans were designed in detail to ensure the learning objectives were achieved, while the teaching materials were prepared according to the students' needs. Image media was carefully selected to support the description essay learning process, so that it can help students understand the material visually.

The next stage is Action Implementation, where classroom learning is conducted in accordance with the plan that has been prepared. The teacher starts the learning by providing motivation through greetings, interesting opening, and connecting the material with students' daily experiences. Next, the teacher conveys the learning objectives explicitly so that students understand the expected results. Picture media is used to build students' imagination, provoke group discussion, and help them identify ideas before writing independently.

In the Observation stage, the teacher systematically observes the learning process. Observation includes observing students' activities, such as participation in discussion, response to picture media, and enthusiasm in writing. In addition, teachers collect data on learning outcomes to evaluate students' progress in writing description essays, as well as record important things that happen during learning, both positive and obstacles faced by students.

The last stage is Reflection, which aims to evaluate the success of the actions that have been taken. The teacher assesses the students' learning process and outcomes, including the effectiveness of picture media in helping students write. Identified problems, such as students' difficulty understanding the task or lack of participation in discussions, are analysed to design follow-up actions. Based on the reflection, the teacher develops an improvement plan for the next cycle, such as adjusting the learning strategy, changing the media, or providing additional guidance to students who need it.

These steps are designed to complement each other so that learning objectives can be achieved optimally, with continuous improvement in each cycle.

Data and Data Sources

The subjects in this study were the fifth grade teacher of public elementary school Pondok Kopi 08 Pagi and the fifth grade students of public elementary school Pondok Kopi 08

Pagi, totalling 12 male students and 14 female students, the total number of students who were the subjects of this research was 26 students. The subjects of this research are people who contribute to the research as people who provide information related to the situation and conditions of the research site, especially the analysis of description essay writing skills. The location of this research was conducted at public elementary school Pondok Kopi 08 Pagi. Researchers conducted observation activities by making direct observations on Indonesian language learning activities, especially the material of writing descriptive essays. The research was conducted using two cycles.

Data collection technique

The research employed observation and testing techniques to collect data. Denee et al., (2024) Presenting that a test is a tool used to measure a skill, with predetermined methods and rules. The form of test used in this research is a written test to obtain data from student learning outcomes. This form of test is carried out in a way: Presenting a picture along with a theme and asking students to make a description essay based on the picture and theme that has been determined. The next stage is observation which is used to collect data related to student activities and teacher activities in the learning process towards the implementation of the Think Talk Write learning model assisted by image media. Observation is used to maintain the accuracy of data obtained from the field regarding all events seen and heard by researchers.

Data analysis

The data analysis was carried out to collect data in this study using observation and evaluation techniques. Qualitative data analysis techniques in this study were carried out after collecting data. The stages of qualitative data analysis activities according to Hidayat et al., (2024) A student is said to have completed learning if the percentage of individual absorption is at least 67%, and Jaekel et al., (2024) It is argued that a class is said to have completed learning if the percentage of classical learning completeness is at least 80%. In analysing the data, the first step taken by the researcher was to read all the description essays made by the students and assess them one by one based on the description essay assessment indicators as follows:

Table 1. Indicators for scoring description essays

Assessment Aspect	Skor		
	3	2	1
Title is aligned with the theme	Title reveals special objects according to the picture and the specified theme	Title reveals special objects according to the picture, but not according to the specified theme.	Title does not match the specified objects and theme.
The content of the ideas expressed is in accordance with the picture and the preparation of cohesive and	The content of ideas in each paragraph corresponds to the topic of the essay in detail and the arrangement of sentences between	The content of ideas is in line with the topic of the essay but the arrangement of sentences between paragraphs is not cohesive and coherent.	Includes only one indicator.

coherent paragraphs.	paragraphs is cohesive and coherent.		
Word choice (diction)	The choice of words is appropriate, diverse and appropriate to the topic of the essay.	Only covers two indicators.	Only covers one indicator.
Use of appropriate spelling, punctuation and a diverse vocabulary	There are no errors in the use of spelling, punctuation, and a variety of vocabulary.	There are some errors in the use of spelling, punctuation, and vocabulary is not diverse.	Use of spelling, punctuation and vocabulary is not appropriate.

RESULTS AND DISCUSSION

Based on research that has been conducted by researchers related to the analysis of description essay writing skills aided by picture media at public elementary school Pondok Kopi 08 Pagi, with 26 class V students analysed during Indonesian language learning, especially in the material of writing description essays. This description essay writing skill is applied with the aim that students are able to determine a title that is in line with the theme and are able to express their ideas well. The results of this study show that the application of the Think Talk Write (TTW) model aided by picture media succeeded in improving the description essay writing skills of grade V students of public elementary school Pondok Kopi 08 Pagi, with a significant increase from cycle I to cycle II. In cycle I, only 2 students achieved a score of 83.3, with only 7.69% learning completeness. However, in cycle II, 7 students achieved a score of 91.7 and 19 students achieved a score of 83.3, so that the total student learning completeness reached 84.61%. This shows that the application of the TTW model aided by picture media succeeded in improving students' writing skills significantly. The research results that explain each cycle are as follows.

Cycle I

The results of the first cycle action test conducted on the results of the student description essay writing test. This can be seen from the overall average score of students at 65.7. The average value is still below the minimum completeness criteria of 75. The number of students who achieved learning completeness in the first action of cycle I also only reached 3 students, namely 7.69%. This learning completeness is still not in accordance with the success criteria of 75%. The test results in the first action of cycle I showed results that were not optimal. The number of students who achieved success at this stage only reached 2 students, with the number of students who did not complete reaching 24 students.
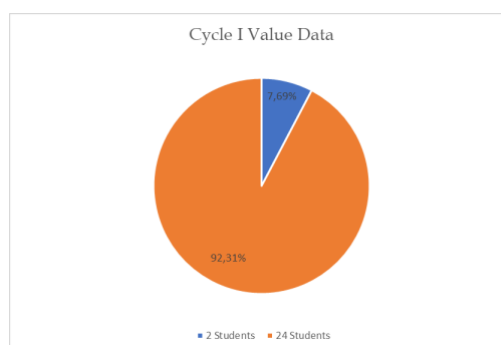
Figure 2. Cycle I Value Data

Based on the observation results, the problems experienced by students during the description essay writing process are as follows: students have difficulty determining a title that is in line with the theme, the content of ideas that are not appropriate and the preparation of paragraphs is not cohesive and coherent, and the use of punctuation is not appropriate. These various problems must be addressed immediately so that the improvement of students' description essay writing skills using the Think Talk Write model assisted by image media can be successful according to plan.

Cycle II

The results of the cycle II action test conducted on the results of the student description essay writing test. This result can be seen from the overall average score of students has reached 84.3. The average value has increased from cycle I of 65.7. The average value is already above the minimum completeness criteria of 75. The number of students who achieved learning completeness at the second cycle stage had reached 22 students, namely 84.61%. The number of students who achieved success in the assessment was 22 students, with the number of students who did not complete reaching 4 students.
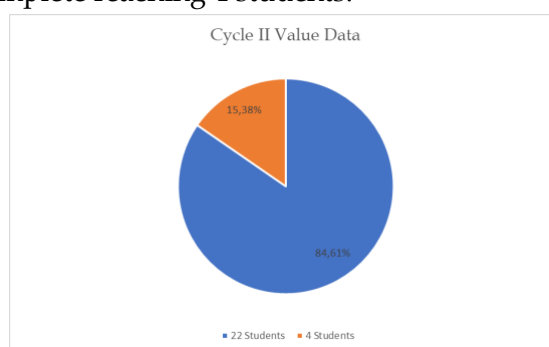

Figure 3. Cycle II Value Data

Based on the results of observations that have been made, the problems experienced by students during the process of writing description essays have been guided by the teacher with the best possible training. Students' activities in learning to write descriptive essays using the Think Talk Write model have improved in terms of determining the title, the content of the ideas put forward, the use of punctuation, has been better than the previous cycle.

Based on the results of research using the Think Talk Write model assisted by image media, it shows that the writing skills of class V public elementary school Pondok Kopi 08

experienced an increase. The increase can be seen from the comparison of the scores of cycle I and cycle II, in the following diagram:
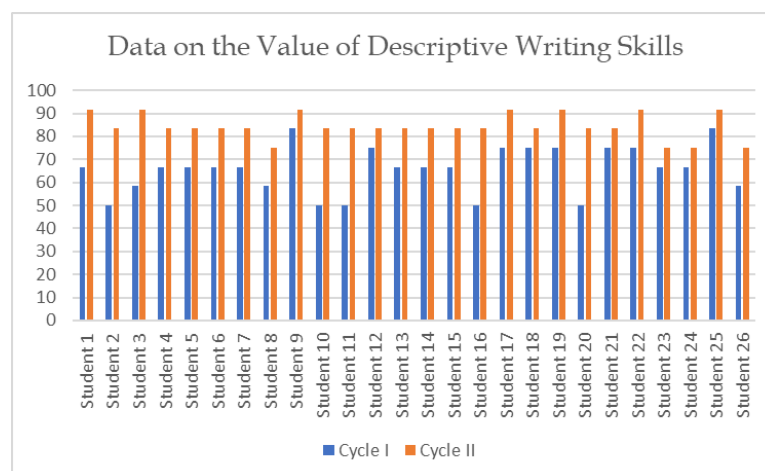

Figure 4. Data on the Value of Descriptive Writing Skills

Figure 4 shows the results of this study that the application of the Think Talk Write (TTW) model aided by image media succeeded in improving the description essay writing skills of grade V students of public elementary school Pondok Kopi 08 Pagi, with a significant increase from cycle I to cycle II. In cycle I, only 2 students achieved a score of 83.3, with only 7.69% learning completeness. However, in cycle II, 7 students achieved a score of 91.7 and 19 students achieved a score of 83.3, so that the total student learning completeness reached 84.61%. This shows that the application of the TTW model aided by picture media succeeded in improving students' writing skills significantly.

This research is in line with several previous studies that also found the success of applying the TTW model in improving writing skills. For example, research conducted by Jaekel et al., (2024) revealed that the application of the TTW model could improve the description essay writing skills of seventh grade junior high school students in Jambi City, with higher post-test results compared to the pre-test. Other research by Ariffin et al., (2024) The results also show that the TTW model is effective in improving the learning outcomes of writing descriptive essays among seventh grade students of SMP Negeri 2 Namlea, which is reflected in the significant difference between t-count and t-table. Thus, the results of this study are consistent with previous findings that confirm the effectiveness of the TTW model in improving students' writing skills. The comparison of cycle I and cycle II will be displayed in Figure 5 as follows.
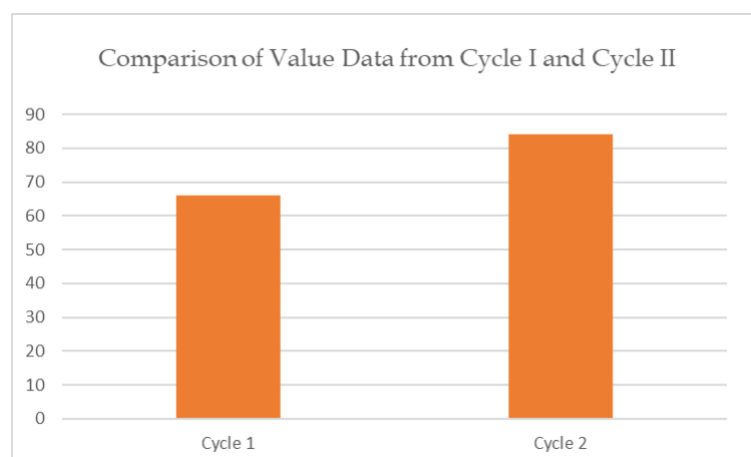
Figure 5. Comparison of Value Data from Cycle I and Cycle II

The results of this study showed a significant improvement in the description essay writing skills of fifth-grade students of Public Elementary School Pondok Kopi 08 Pagi after the application of the Think Talk Write learning model with picture media. In cycle I, the average student score was 65.7, with only 7.69% of students achieving learning completeness. However, in cycle II, the average score increased to 84.3, and 84.61% of students achieved mastery. This improvement aligns with the theory proposed by (Poblaciones et al., 2021), which emphasizes the importance of social interaction and scaffolding in learning. The Think Talk Write model, through its collaborative elements, allows students to engage in peer discussions and receive support from both teachers and peers, thereby enhancing their cognitive abilities.

Moreover, the use of picture media in this study supports (In Skočir & Štefanc, 2024), which posits that information is better understood and retained when presented both visually and verbally. The integration of picture media helped students visualise their ideas, making it easier for them to structure their thoughts into cohesive essays. This finding is also supported by observations, which revealed that students became more skilled in determining themes, developing ideas, and using punctuation appropriately. Thus, the combination of the Think Talk Write model and picture media not only facilitated an engaging learning environment but also reinforced theoretical principles of effective writing instruction.

Previous studies that are in line with these findings include research by Riswanto, (2017) who found an improvement in descriptive text writing ability by using the TTW model, where learning focuses on dialogue and sharing ideas before writing. Another study by Bachtiar & Pertiwi, (2024) also showed the effectiveness of the TTW model in improving expository writing skills in elementary schools, which is in line with the findings of improving students' writing skills. Likewise, in a study by Aryananda et al., (2019), TTW proved effective in improving students' ability to write descriptive text, with significant results from cycle I to cycle II.

The implication of this study is that the TTW model with picture media can be used as an effective method in learning to write. With this approach, students are more active in thinking and discussing before writing, which helps them organise ideas and improve the quality of their writing. Therefore, teachers are advised to apply this model consistently, not only in writing description essays, but also in learning to write other types of texts. This model can also be applied to various levels of education and other subjects, given its ability to improve

students' engagement and their learning outcomes. Future research could expand the application of the TTW model with the exploration of more interactive digital media to support a richer and more engaging learning experience for students. Future research could expand the application of the TTW model to various levels of education and other subjects, as well as explore the use of more varied learning media to improve students' writing skills.

CONCLUSION

Based on the results of the study, the application of the Think Talk Write (TTW) learning model aided by picture media showed a significant improvement in the writing skills of grade V students of public elementary school Pondok Kopi 08 Pagi. The main finding of this study is that the students' average score increased from 65.7 in cycle I to 84.3 in cycle II, and students' learning completeness also increased significantly, from 7.69% (3 students) in the initial condition to 84.61% (22 students) in cycle II. This indicates that the TTW model is effective in improving student learning outcomes, especially in writing description essays. The use of picture media in this model helped students more easily determine the right title, develop ideas, and compose paragraphs with a more cohesive and coherent structure. In addition, discussion activities in the TTW model increased student engagement, which was supported by teacher guidance in improving the use of punctuation and other technical aspects. For future research, it is suggested that the TTW model should be further developed by using digital technology or interactive tools to enrich students' learning experience. Future research could also apply this model across different levels of education and other subjects to explore its impact more broadly. In addition, longitudinal research can be conducted to evaluate the long-term impact of this model on students' writing skills.

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