

# THE EFFECT OF THE THINK TALK WRITE TYPE COLLABORATIVE LEARNING MODEL ON THE OUTCOMES OF LEARNING TO WRITE POETRY IN GRADE VII STUDENTS OF SMP SASTA GKPS 3 PEMATANGSIANTAR

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## Abstract

This study aims to determine whether there is a significant influence in learning to write poetry on seventh grade students of GKPS 3 Pematangsiantar Private Middle School. This study was conducted in 2025 at GKPS 3 Pematangsiantar Private Middle School. This study is a quantitative study with an experimental approach and uses a one group pretest-posttest model. Furthermore, this study will be compared with related test samples at a significant level or a level of 0.05 (95%). The result is the average pretest value = 43.5 and the average posttest value = 76.5. From the data analysis, the research hypothesis was tested using the "t" test. From the results of the study, t count = 31.41 was obtained with a significant level of 0.05 (95% confidence level) with df 20 obtained t table 3.16. thus if t count > t table namely (31.14>3.16) then Ho is rejected, with the rejection of Ho then Ha is accepted. It can be concluded that the results of the poetry writing ability of class VII students of GKPS 3 Pematangsiantar Private Middle School are better after using the Cooperative Learning Think Talk Write learning model.

**Keywords:** *text, pre-test, post-test, coverative, Learning, think, talk, write*

## INTRODUCTION

Education is a fundamental activity for children to prepare for life today and the future. Education determines how they will live in society. The educational process is a mobilization activity of all educational components by educators, leading to the achievement of educational goals. Indonesian in junior high school is one of the subjects that can be used to develop student activities. Language is a means of communication. Learning a language means learning to communicate. Learning Indonesian itself has goals similar to other learning goals: to acquire knowledge, skills, creativity, and attitudes. Language skills in the school curriculum cover four aspects: listening skills, speaking skills, reading skills, and writing skills. In learning, the most important task of educators is to condition the learning environment to support better behavioral changes in students. To achieve this, educators can use various learning resources to support the process of behavioral change in students. In addition, educators must also use learning strategies and methods to attract students and easily understand the material being taught.

According to Muhammad Ali in Mery et al (2024:263) wrote that learning Indonesian is essentially teaching students about good and correct Indonesian language skills according to its goals and functions. According to Atmazaki, the Indonesian language subject aims for students to have the ability to communicate effectively and efficiently in accordance with applicable ethics, both orally and in writing, respect and be proud to use Indonesian as the language of unity and the national language, understand Indonesian and use it appropriately and creatively for various purposes, use Indonesian to improve intellectual abilities, as well as emotional and social maturity, enjoy and utilize literary works to broaden horizons, character, and improve knowledge and language skills, and respect and be proud of Indonesian literature as a cultural and intellectual treasure of the Indonesian people.

In Indonesian language learning, many materials require students to read various types of literary works, which are the result of a person's imagination based on their current feelings. In creating literature, a person is free to create and imagine, resulting in the best possible work. A literary work is a creative process by which an author approaches the realities of their social life. (Tri Muriyana, 2022; 218). Literature teaching plays an important role in influencing character, skills, broadening life views, and improving students' language skills both orally and in writing. Literature

teaching takes the form of learning literary appreciation and learning literary expression. There are two types of learning literary expression, namely, oral expression and written expression. The goal of learning about written literary expression is for students to be able to express their experiences in written literature (Rahma et al., 2023:34). One type of literary work that is also an important part of other types of literary works is poetry. In addition, one of the materials in Indonesian language lessons in junior high school is writing poetry. Mery & Adi (2023:266) state that writing is a communication activity in the form of triggering messages (information) in writing to other parties by using written language as a tool or medium. Writing is the activity of conveying messages/ideas and expressing various thoughts. Writing poetry is a form of indirect communication poured into writing that emphasizes self-expression, feelings, ideas, and ideas (Untari, 2018). Poets freely express their thoughts and feelings using language that already contains the physical structure of poetry (Awangdani, Elmustian, Syafril, 2021). According to Dalman (2015, p. 6), writing cannot be done like turning over both hands. Rather, writing must go through a process.

Etymologically, the term poetry comes from the Greek word *poesis*, which means to build, form, make, create. According to the dictionary, literature is a variety of literature whose language is related to rhythm, meter, rhyme, and the arrangement of stanzas. According to Neni, (2023: 84) poetry is an expression of the author's feelings translated into words in the form of stanzas and rhythm and has a deep meaning in the form and language that is impressed. In terms of writing, according to Herman J. Waluyo, poetry is a form of literary work that expresses the poet's thoughts and feelings imaginatively and is composed by concentrating all the power of language by concentrating on its physical structure and inner structure. The structure or intrinsic elements of poetry are an inseparable part of poetry in the formation of a poem. According to Hasanudin in Eka Septiani and Nur (2021: 102) explains that intrinsic elements are elements of development contained in a literary work itself. Intrinsic elements are structures that become the initial foundation for the formation of a literary work. Intrinsic elements generally consist of theme, characters and characterization, setting, language, and moral. Meanwhile, the physical extrinsic elements of poetry are the means used by the poet to express the essence of the poem. In general, there are six physical elements of poetry: diction, imagery, concrete words, style, rhyme, and typography.

Based on the researcher's observations at GKPS 3 Pematang Siantar Private Middle School, the following problems were found: (1) students' enthusiasm and creativity in learning to write poetry were very low; (2) Students had difficulty generating and developing ideas, had difficulty expressing ideas, thoughts, feelings, and imagination that they would pour into poetry; (3) Students had difficulty adjusting the theme to the content of the poem; (4) Difficulty determining diction such as inappropriate word management; (5) Typographical difficulties in spelling regularity or letters that were difficult to read so that they were less attractive; (6) Difficulty determining figurative language in expressive power.

Based on these problems, the researcher offers an appropriate learning model to address these problems, namely by using the Think Talk Write (TTW) learning model. The Think Talk Write model is a learning model that encourages students to think, speak, and then write a particular topic. According to Rahma ddk, (2023:35) the Think Talk Write Model is a learning model that allows students to practice thinking and speaking skills. This learning model develops writing and trains language before writing it, and helps students gather ideas and thoughts through communication. Learning with this model helps students to be more active and participate in the learning process. The Think Talk Write model uses a group learning concept consisting of 4-5 students per group. The Think Talk Write learning model focuses more on the literacy process and reviewing teaching materials provided by the teacher (Bahri, 2018). The flow of this learning model begins with students individually involved in thinking and making small notes (Think), then dialogue, holding discussions and sharing ideas with friends from these small notes (Talk), and writing down the results of the discussions that have been carried out with friends individually using their respective languages (Write). Learning using the Think Talk Write model can also increase teachers' creativity in implementing more innovative learning.

Based on the opinion above, it can be concluded that Think Talk Write (TTW) is a learning model in which students learn in small groups and work together, are interdependent, and are responsible for their respective tasks.

## **METHOD**

This type of research is a Quasi Experimental research type, namely the researcher intended to find out whether there is an effect of something imposed on the subject, namely students who aim to find out the effect of the Think Talk Write (TTW) cooperative learning model on students' learning outcomes in writing poetry. The research design used in this research is Pre-experimental design with a one-group pretest-posttest design. In this research (Sri

**THE EFFECT OF THE THINK TALK WRITE TYPE COLLABORATIVE LEARNING MODEL ON THE OUTCOMES OF LEARNING TO WRITE POETRY IN GRADE VII STUDENTS OF SMP SASTA GKPS 3 PEMATANGSIANTAR**

Erri Kisando Sinaga et al

Rizqi Walhyulningrum et al. 2021: 14-28) pre-experimental design was used to assess the effectiveness of assertive training in improving students' communication skills.

Through this method, researchers will obtain the most convincing evidence about the use of learning methods for poetry writing learning, which is applied to 20 students of grade VII of GKPS 3 Pematangsiantar Private Middle School. In this research, the design used is one group pretest-posttest design. The test given before the treatment (O1) is called the pretest and the test given after the treatment (O2) is called the posttest. In this study, in order for the class to be homogeneous, the research process is carried out through stages: the class is first given an initial test (pretest), the class is given material (treatment), then the class is given a final test (posttest). This research was conducted in the even semester of learning in 2025/2026. Furthermore, this study uses a one-group design. Pretest-Post test, namely an experiment carried out on one group only without a comparison group, will be compared with a related sample t-test at a significant level or confidence level of 0.05 (95%).

The research design is made in the form of a table as follows:

**Table 1 One group pretest-posttest research design**

Class	Pretest	Treatment	Posttest
Experiment	O1	X	O2

Information :

O1: Administration of the initial test (Pretest)

O2: Posttest administration

X: Treatment with the Cooperative Learning Think Talk Write model

The instrument used by researchers to determine the ability to analyze poetry writing is by using the Think Talk Write model, namely a poetry writing test.

**Table 2 Assessment Criteria**

No	Aspect		Score
1	Theme	● Very Good in determine theme Which contained in the text of the poem	4
		● Good at determining the themes contained in the text of the poem	3
		● Sufficient in determining the theme contained in the text of the poem	2
		● Not enough Good in determine theme Which contained in the text of the poem	1
2	Diction	● Very good at determining the theme contained in the text of the poem	4
		● Good at determining the themes contained in the text of the poem	3
		● Sufficient in determining the theme contained in the text of the poem	2
		● Not good at determining the theme contained in the text of the poem	1
3	Tone and Mood	● Excellent at matching tone and atmosphere	4
		● Good at adjusting tone and atmosphere	3
		● Just adjust the tone and atmosphere	2
		● Not good at adjusting tone and atmosphere	1
4	Flavor	● Very good at expressing feelings contained in the text of the poem	4
		● Good at expressing the feelings contained	3

**THE EFFECT OF THE THINK TALK WRITE TYPE COLLABORATIVE LEARNING MODEL ON THE OUTCOMES OF LEARNING TO WRITE POETRY IN GRADE VII STUDENTS OF SMP SASTA GKPS 3 PEMATANGSIANTAR**

Erri Kisando Sinaga et al

		in the text of the poem	
		● Enough to express the feelings contained in the text of the poem	2
		● Not good at expressing feelings contained in the text of the poem	1
5	Mandate	● Very good at conveying the message in the text of the poem	4
		● Good at conveying the message contained within poetry text	3
		● Enough to convey the message contained within poetry text	2
		● Not good at conveying the existing message in the text of the poem	1

**Table 3 Categories of Levels of Analyzing Intrinsic Elements of Poetry**

No	Category	Score Range
1	Very good	85-100
2	Good	70-84
3	Enough	55-69
4	Not enough	40-54

(Mery et al., 2024:265)

The data analysis technique used in this study is the difference test formula. To test the hypothesis, a sample mean difference test is used, using the following formula:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

(Mery and Adi, 2023:269)

**THE EFFECT OF THE THINK TALK WRITE TYPE COLLABORATIVE LEARNING MODEL ON THE OUTCOMES OF LEARNING TO WRITE POETRY IN GRADE VII STUDENTS OF SMP SASTA GKPS 3 PEMATANGSIANTAR**

Erri Kisando Sinaga et al

**RESULTS AND DISCUSSION**

**Validity of the Results of the Pretest and Posttest Instrument Trial Items Poetry Writing Learning Outcomes Test Questions**

NO	Student Name	Minimum Competency (KKM)	Pre-test		Post-test	
			Score	Mark	Score	Mark
1	A	70	6	30	17	85
2	A1	70	8	40	17	85
3	B	70	11	55	18	90
4	B1	70	13	65	15	75
5	D	70	3	15	6	30
6	F	70	8	40	20	100
7	F1	70	10	50	18	90
8	I	70	13	65	19	95
9	J	70	12	60	15	75
10	L	70	12	60	17	85
11	M	70	10	50	18	90
12	M1	70	13	65	15	75
13	N	70	13	65	18	90
14	P	70	3	15	12	60
15	P1	70	6	30	15	75
16	P2	70	3	15	10	50
17	R	70	8	40	18	90
18	S	70	3	15	6	30
19	S1	70	6	30	11	60
20	Z	70	13	65	20	100
<b>Amount</b>				870		1530
<b>Average</b>				43,5		76.3

From the table above, it can be seen that the students' pretest results with a total score of 870 with an average score of 43.5 experienced an increase from the posttest results of 1,530 with an average score of 76.5.

**Descriptive Analysis of Pre-test and Post-test Data**

The data presented is raw data processed using Microsoft Excel. The following is a descriptive table of students' pre-test and post-test scores:

**Table 5 Descriptive Analysis of Pre-test**

Data	Fi	Xi	Fi . Xi	(Xi - $\bar{X}$ )	(Xi -)2 $\bar{X}$
15-25	4	19	76	24.5	600.25
26-35	3	30	90	13.5	182.25
36-45	3	40	120	76.5	12.25
46-55	1	50	50	6.5	42.25
56-75	3	65	195	21.5	462.25
76-85	6	80	480	-36.5	1,332
86-100	0	93	0	793.5	0
Amount	20		1,012		1,300
$\bar{X}$	43.5				
Median	21.75				
Mode	32.77				
S	36.05				

**Table 6 Descriptive Analysis of Post-test**

Data	Fi	Xi	Fi . Xi	(Xi - $\bar{X}$ )	(Xi -)2 $\bar{X}$
15-25	0	19	76	-57.5	600.25
26-35	2	30	90	-46.5	182.25
36-45	0	40	120	-36.5	12.25
46-55	0	50	50	-26.5	42.25
56-75	6	65	195	11.5	462.25
76-85	3	80	480	0	1,332
86-100	9	93	0	0	1,300.5
Amount	20		1,011		
$\bar{X}$	76.5				
Median	762.5				
Mode	31.05				
S	0.068				

**Normality Test Results**

The results of the normality calculation test for the Pre-test and Post-test using the Chi-Square formula will be presented in the following table:

**Table 7 Data Results of Pre-test and Post-test Normality Tests**

Source of Variance	Pre-test	Post-test
X2count	12.1	1,493
Dk	4	4
X2table	31.41	31.41
Criteria	Normally Distributed	Normally Distributed

The calculation results in the table above, on the Pre-test data obtained a calculated Chi-Square value of 10.011. This value is compared with the Chi-Square table value with  $dk = k-1 = 5-1 = 4$ . With  $dk$  of 4, the Chi-Square table value is obtained at a significance level of 5%, namely  $X2_{table} = 31.41$ . At a significance level of 5%, namely:  $10.011 < 31.41$ . This can be concluded that the distribution of data in the Pre-test is normally distributed. The Post-test result data obtained a calculated Chi-Square value of 10.011. This value was compared with the Chi-Square table value with  $dk = k-1 = 5-1 = 4$ . With  $dk$  of 4, the Chi-Square table value was obtained at a significance level of 5%, namely  $X2_{table} = 31.41$ . At a significance level of 5%, namely:  $10.011 < 31.41$ . This can be concluded that the data distribution in the Post-test is normally distributed.

**Homogeneity Test Results**

Data is considered homogeneous if it has a sig value  $> 0.05$ . Based on the results of the data homogeneity test, it is known that the significance value of the pre-test and post-test data is  $230.25 > 4.38$ , which means that the pre-test and post-test values are homogeneous.

# THE EFFECT OF THE THINK TALK WRITE TYPE COLLABORATIVE LEARNING MODEL ON THE OUTCOMES OF LEARNING TO WRITE POETRY IN GRADE VII STUDENTS OF SMP SASTA GKPS 3 PEMATANGSIANTAR

Erri Kisando Sinaga et al

## Hypothesis Test Results

Hypothesis testing was conducted after all required tests, including normality and homogeneity tests, were met. The normality and homogeneity tests revealed that the data were normally and homogeneously distributed. The final hypothesis testing in this study utilized Microsoft Excel, employing a One Sample T-Test. The One Sample T-Test was used to examine the differences in the influence of the Think Talk Write cooperative learning model.

H<sub>0</sub> : Nothere is a significant influence on the Cooperative learning model *Think Talk Write Type* on the learning outcomes of writing poetry for grade VII students of GKPS 3 Private Middle School, Pematangsiantar

H<sub>a</sub> :There is a significant influence of the Cooperative Learning Model of the Think Talk Write Type on the Learning Outcomes of Writing Poetry for Class VII Students of GKPS 3 Private Middle School, Pematangsiantar.

## Conclusion

- If H<sub>a</sub> is accepted then H<sub>0</sub> is rejected.
- If H<sub>0</sub> is rejected then H<sub>a</sub> is accepted.

The calculated t value is greater than the t table, namely  $3.16 < 31.41$ . So the conclusion is that there is a significant influence of the Cooperative Learning Model of the Think Talk Write Type on the Learning Outcomes of Writing Poetry for Class VII Students of GKPS 3 Private Middle School, Pematangsiantar.

## Student Learning Outcomes

This study aims to improve the learning outcomes of learning to write poetry in Grade VII students of GKPS 3 Pematangsiantar Private Middle School by applying the Cooperative Learning Think Talk Write learning model. The researcher held 2 meetings, and the results of the hypothesis test showed that H<sub>a</sub> was accepted, H<sub>0</sub> was rejected, and H<sub>0</sub> was rejected, H<sub>a</sub> was accepted. First, the teacher conducted a pre-test. The teacher gave questions to determine how far the students' understanding of the material used as the object of research, namely material on poetry, especially writing poetry. The pre-test showed that students' learning outcomes were still at a low level, even though the lesson had been delivered by the teacher. The second meeting was for the delivery of material on writing poetry and the implementation of the Cooperative Learning Think Talk Write learning model, as well as conducting a post-test, to determine the extent to which the learning model was successful in improving the students' poetry writing skills. The learning process using the Think Talk Write model further improves student learning outcomes, because students are more motivated to participate in learning and better understand the material to be studied, which can be seen from the results of the question scores which have increased compared to before.

The improvement in learning outcomes from the Pre-Test to the Post-Test can be seen in the following table:

**Table 8 Data on Improvement in Student Learning Outcomes**

Criteria	Pre-Test	Post-Test
Total Score	870	15.25
Average	43.5	76.5
Number of Students Who Completed	5	15
Number of Students Who Did Not Complete	20	5

The table shows an improvement in student learning outcomes. This is evident from the average pre-test score, which rose from 43.5 to 76.5 in the post-test after implementing the Think Talk Write model. Apart from looking at the average, the influence of the Think Talk Write learning model can be seen from hypothesis testing using a one sample t test carried out on the result values. student learning. Based on the results of the t-test, it is known that the calculated t value is 3.16 and the significance value is 0.05. The calculated t value  $< t$  table ( $3.16 < 31.41$ ) So it can be concluded based on the test criteria of  $t$  count  $< t$  table then H<sub>0</sub> is rejected and H<sub>a</sub> is accepted which means that the learning outcomes of writing poetry in class VII students of GKPS 3 Pematangsiantar Private Middle School have increased.

So it can be concluded that by using the Think Talk Write model, students are active in following the lesson, and are brave in expressing their opinions. Then students can share the knowledge with each other because the knowledge that students get is not only from the teacher but also from fellow students. From this conclusion, it is clear that students who use the Think Talk Write model have better learning outcomes and can have an impact on improving the learning outcomes of writing poetry. Because with this model, students are asked to think then talk about what they have thought and then write what their friends think and what is said, and from other researchers if

students are more creative in the Think Talk Write model, it will be even better in the lesson, students are asked to think then talk about what they have thought.

## CONCLUSION

Learning to write poetry in grade VII students of GKPS 3 Pematangsiantar Private Middle School through the Think Talk Write Cooperative learning model is better than before using the Think Talk Write Cooperative learning model. This is evidenced by the finding that the average Post-Test score is higher than the average Pre-Test score, namely  $31.41 > 1.493$ . Student success in learning to write poetry is inseparable from the teacher's ability to plan and prepare facilities and materials. The t-count value is greater than the t-table, namely  $31.41 > 1.493$ . So the conclusion is There is a significant influence on the Think Talk Write Cooperative learning model on the learning outcomes of writing poetry in grade VII students of GKPS 3 Pematangsiantar Private Middle School.

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