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IMPROVING THE ABILITY TO WRITE SHORT FILM REVIEW TEXTS USING THE THINK TALK WRITE (TTW) METHOD IN CLASS XI SCIENCE STUDENTS 3 MAS 01 DARUSSALAM KEPAHANG

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ABSTRACT

The purpose of this study was to describe the quality of writing learning and the improvement of short film review writing skills with the Think Talk Write (TTW) strategy in class XI IPA 3 MAS 01 Darussalam Kepahiang students. Through the Think Talk Write (TTW) learning method, the improvement can be seen both process and product. This research is a classroom action research (CAR) that has been carried out at MAS 01 Darussalam Kepahiang. The subjects in this study were students of class XI IPA 3 which consisted of 22 students. The object in this study is the writing skills of short film review texts. This research was conducted in three cycles consisting of four stages each cycle, namely planning, action, observation, and reflection. Data collection techniques used in this study include, observation, tests, and documentation. This study uses qualitative and quantitative data analysis techniques. The results of this study indicate that the application of the Think Talk Write (TTW) method can improve the writing skills of short film review texts of class XI IPA 3 MAS 01 Darussalam Kepahiang students. The increase was shown from the quality of the learning process reflected in honesty, responsibility, tolerance, courtesy and students' self-confidence in the learning process with the results in the first cycle there were 12 students with category B, 10 students in the SB category. In the second cycle there were 5 students with category B and 17 students in the SB category. In the third cycle there were 2 students with category B and 20 students with the SB category. Product improvement can be seen from the average score of writing skills from cycle I to cycle III. In the first cycle the average value of students is 72.90. In cycle II it increased to 74.77. The increase occurred quite well in the third cycle, namely the average value reached 81.18.

Keywords: Ability to Write Review Text, Films, Think Talk Write Method

INTRODUCTION

Learning Indonesian in the 2013 curriculum develops students' reasoning abilities and skills by increasing knowledge about the types, rules and context of a text (Mahsun, 2018). Students' reasoning abilities and skills emphasized in the 2013 curriculum cannot be separated from students' language skills (Majid, 2014). Language skills include four components, namely listening skills, speaking skills, reading skills and writing skills (Nurjamal, et al. 2011; Saddhono & Slamet, 2014). The four components of language skills are related to each other and all four are needed in the Indonesian language learning process (Cahyani & Hodijah, 2007)

Writing skills compared to the other three language skills are more difficult to master, even by native speakers of the language concerned (Tarigan, 2013). This is because writing skills require mastery of various linguistic elements and elements outside the language itself which will become writing (Dalman. 2015). Both language elements and content elements must be intertwined in such a way as to produce coherent and coherent writing (Jauhari, 2013). A language user has more opportunities to prepare and organize the ideas and feelings that will

be expressed and how to express them in writing (Hatmo, 2021). Messages that need to be expressed can be chosen carefully and arranged systematically so that when expressed in writing, the writing is easy to understand correctly. The choice of words and composition of writing can be selected carefully, in accordance with language rules. It can be seen clearly that linguistic elements are an important aspect that needs to be paid attention to, apart from the content of the message expressed, which is the essence of the essence of writing with an active and productive form of language use.

Learning Indonesian in writing skills for class XI MA students in the curriculum includes writing short story texts, pantuns, biographical retellings, explanations, and film and drama reviews. One of the writing skills that must be learned is writing film and drama review texts. Film and drama review texts are texts that contain criticism of film or drama works delivered politely, with good word choice, and at the right time. This text teaches students to master the problems being criticized and also students provide solutions to the problems they face (Mahsun, 2014).

Basically, films and dramas are not much different, but there are several factors that make researchers focus their research on film review texts, especially short films. These factors include the duration of the short film being less than 60 minutes, making learning time more effective, and the short film not taking up much space because the short film is only shown and not staged. Apart from that, drama review text material has also been taught by the teacher..

A method is a careful plan of activities to achieve specific goals. The existence of methods in a curriculum will really help in the learning process and the implementation of the curriculum at an educational level and the formation of good learning communication. Communication is something that is functional, contains a purpose and is designed to produce some effect or consequence in the environment of the listeners and speakers. The process of learning activities is planned and designed by the teacher in such a way as to achieve the learning objectives that have been previously determined. Students can write, read and understand well. Smart reading is reading in the sense of absorbing as much information as possible at high speed (Harjanto, 2010: 5). Ideally, learning that is in accordance with the 2013 curriculum is student-centered learning, so that the learning experienced by students becomes more meaningful. One aspect of learning objectives is maintaining, maintaining and developing part of the objectives which are the basis for the integration of community planning and teacher planning (Harjanto, 2010: 10). Apart from that, the learning models applied in learning must be varied, so that students do not feel fed up and bored during the learning process. This shows that teachers' understanding of learning approaches, models, strategies, methods and techniques cannot be ignored.

One of the methods first introduced by Huinker and Laughlin (1996:82) is the Think Talk Write (TTW) method. This method is based on the understanding that learning is a social behavior. Huinker stated that the Think Talk Write method is a learning that begins with thinking through listening, criticizing reading material, then communicating with presentations, discussions, and the final stage of making a report on the results of the presentation. Apart from that, the TTW method has been proven to improve students' ability to write rhymes (Purwanti, 2017), improve their ability to write news texts (Zaidar, 2020), improve their skills in writing instructional texts (Farsyafat, 2020), and improve their skills in writing descriptive texts (Rosdiana, 2020).

We can use the Think Talk Write method in one of the texts in the 2013 curriculum, namely film review texts. The film review text reviews several films containing the results of someone's interpretation and evaluation (Kosasih & Kurniawan, 2019). A film review text is a text that contains criticism of a film's work which is delivered politely and with good word

choice (Dalman, 2015). This text teaches students to master the problems being criticized and provide solutions to the problems faced (Kosasih, 2012; Yamin & Ansari, 2008).

This research was motivated by the problem of learning to write short film review texts that occurred in class XI IPA 3 MAS 01 Darussalam Kepahiang students. The condition of students in learning to write film review texts in class is still very inadequate to get satisfactory results. If a film is presented, students will only be lulled by the storyline of the film they are watching. The students did not focus on working on the essence of the film and what things they had to note down during the film process. After the film is finished, students only understand how the story is presented without understanding what needs to be written, such as the structure of reviewing the film, the advantages and disadvantages of the film. Other problems include students' lack of interest in writing, students are still unable to write review texts independently and must be guided one by one by the teacher, students do not understand the structure and language characteristics of film review texts, and the need for innovative teacher strategies in learning to review films. Many students want to but are unable and those who are able but don't want to do so because of a lack of interest in writing and even low writing ability.

The main inhibiting factor in the process of reviewing film review texts is the lack of interest in writing from the students themselves. If this is still lacking, students will be hampered in continuing to the next understanding process. As educators, teachers have a very important role in solving student deficiencies. One thing that can be done is to use techniques or strategies in learning to review films so that students can better understand what to do in reviewing a film and get good grades. When learning to review films, you can use one strategy. Strategy is a careful plan regarding activities to achieve specific targets (Iskandarwassid & Sunendar, 2009). The existence of strategies in a curriculum will really help in the learning process and the implementation of the curriculum at an educational level and the formation of good learning communication. Learning to review films is done by writing from the results of observing a short film. Writing is also a routine thing that students do in any subject. So, as a teacher, you must be able to generate interest in writing by getting them used to doing any writing activity. The results achieved are the final target, namely the main goal is to get students used to writing.

Another obstacle to reviewing film review texts is that there are still many students who cannot review films independently. As a teacher, you must guide them individually. Activities like this take more time because class hours are limited and the results achieved are less than optimal if you have to guide individually. This happens because of the student's lack of understanding of the steps in producing the film review text itself. Concentration and conducive learning conditions can influence student learning outcomes. In the learning process, the teacher should explain in detail and give space to students to ask questions. If no student asks a question, ask them a question back. That way, a teacher can find out whether the student can understand the learning material presented. With so many reasons why students cannot review the film review text, one solution to the problem is using the Think Talk Write method which can help students work by sharing opinions so that they can open up their understanding and thinking so they can write maximum results according to the structure and content of the film review text. These learning problems result in the learning objectives of writing review texts not being achieved well and students' writing skills are still low.

This research uses the classroom action research method because this research is carried out several cycles and ends when the results obtained are maximum or in accordance with the measurements given. Classroom action research emphasizes the process. The classroom action research method was used to answer the problem: 1) How to improve the ability to write short

film review texts using the Think Talk Write method in class XI IPA3 MAS 01 Darussalam Kepahiang students? And how does student activity increase in the process of writing short film review texts using the Think Talk Write method for class XI IPA3 MAS 01 Darussalam Kepahiang students? From this research, it is hoped that apart from the TTW method, it can improve students' ability to write review texts, but TTW can be used as a method that can be applied by Indonesian language teachers in carrying out learning to write review texts or other similar materials.

METHOD

The research method used is the classroom action research method (PTK). Classroom action research is research carried out in a cycle. This research was carried out in two cycles. Each cycle consists of four stages. This Classroom Action Research model guide uses the Kemmis and Taggart model. According to Kemmis & Taggart (2000), this model includes planning, action, observation, and reflection. This research will be carried out in gradual cycles according to field conditions at the time of the research until the research objectives are achieved. Actions in the cycle are carried out using the Think Talk Write method.

The subjects of this research were 22 students of class XI IPA 3 MAS 01 Darussalam. The research location is at MAS 01 Darussalam Jalan Merdeka Kepahiang. The problem studied is the skill of writing short film review texts. The object of this research is improving the short film review text writing skills of class XI IPA 3 MAS 01 Darussalam Kepahiang students. This research uses three film titles. In each cycle one film is shown.

Data collection techniques in this research used: (1) observation, (2) tests, and (3) documentation. Analysis of data on the ability to write short film review texts using the average formula. According to Sudjana (2006:67), the formula for finding the average ability to review students' film subtitles is the number of scores obtained divided by the number of students.

The success indicators in this research are used to determine the success or failure of Classroom Action Research (PTK), the following are the success indicators:

a) A student's ability to write a review text is declared successful if they individually reach a score of 75, classically 80% of students get a score above 75, and the average ability of students to write a short film review text is 80. b) The success of the process can be seen based on student activities and the situation of student learning activities. This process is said to be successful if the students' actions are honest, responsible, disciplined, tolerant, polite and confident in the learning process.

RESULTS AND DISCUSSION

Results

1. Results of Improving the Ability to Write Short Film Review Texts using the Think Talk Write Method

Based on the research results, the average value of the ability to write film review texts in cycle I was 72.90 and increased in cycle II with an average result of 74.77 then reached the target in cycle III with the average value obtained namely 81.18. There was an increase in skills in writing short film review texts using the Think Talk Write method in learning to write review texts in class XI IPA3 MAS 01 Darussalam Kepahiang. This increase occurs in the form of increased yields.

The Think Talk Write method makes it easier for students to review review texts because with its three stages, namely thinking, speaking and writing, it makes students more active in communicating and makes it easier for students to express it in written form.

2. Student Activity Process in Writing Short Film Review Texts using the Think Talk Write Method

Based on the results of the student activity process in learning to write film review texts using the Think Talk Write method, it can be explained that in cycle I, class XI IPA3 students showed that only a few students did not provide a Very Good (SB) attitude in the learning process. Of the seven aspects assessed, there were 12 students who received the predicate of Good attitude (B) and 10 students received the predicate of Very Good (SB). In the second cycle, students are more disciplined and follow the learning process well and seriously. From the data obtained, 5 students still had a good attitude (B) and 17 students had very good behavior (SB). There was an increase from cycle I to cycle II. In cycle III, students are more disciplined and follow the learning process well and seriously. From the data obtained, 2 students still had a good attitude (B) and 20 students had very good behavior (SB).

Discussion

The research results show that there has been an increase in the skills of writing review texts from short films using the Think Talk Write (TTW) method in learning to write review texts in class XI IPA3 MAS 01 Darussalam Kepahiang. This improvement occurs in the form of process improvements and results improvements. The results of the ability to write short film review texts using the Think Talk Write method increased from cycle I to cycle II and from cycle II to cycle III. The increase in student grades can be seen from the average value of each action. In cycle 1 the average value was 72.90, increasing in cycle II to 74.77. Then from cycle II to cycle III it increased from 74.77 to 81.18.

The ability to write review texts from this short film has increased due to implementing TTW learning steps, namely starting from students' involvement in thinking or having a dialogue with themselves after the process of reading the review text, then talking and sharing ideas with their friends about the review text and writing the results of the discussion (Yamin & Ansari, 2008:85). After mastering the concept of writing review texts, students in groups complete the task of writing review texts from short films. Because the concept of reviewing texts has been mastered by students, each group is active in providing their opinions in reviewing review texts.

The students have also written review texts with the correct structure, starting by writing the work identity, orientation, synopsis, interpretation, evaluation and summary (Kurniawati, 2019). However, there are still several groups whose evaluation results still do not compare what good films are like. For this reason, Indonesian language teachers who will apply the TTW method must guide and accompany students, especially in interpreting and evaluating the texts being reviewed.

CONCLUSION

Based on the results of the classroom action research that has been carried out, it can be concluded that there has been an increase in the skills of writing short film review texts using the Think Talk Write method in learning to write review texts in class XI IPA3 MAS 01 Darussalam Kepahiang. This improvement occurs in the form of process improvements and results improvements. The results of the ability to write short film review texts using the Think Talk Write method increased from cycle I to cycle II and from cycle II to cycle III. The increase in student grades can be seen from the average value of each action. In cycle 1 the average value was 72.90, increasing in cycle II to 74.77. Then from cycle II to cycle III it increased from 74.77 to 81.18. Thus, it can be said that there has been an increase in the use of aspects in writing short film review texts using the Think Talk Write method.

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