The Implementation of Think Talk Write Learning Model Through Role Play to Improve English Learning Outcomes Sub Theme Expression for Introducing Others

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ABTRACT

The aim of this research is to improve English learning outcomes for class X KPBS 2 at SMK 7 Semarang through the implementation of the Think Talk Write learning model through role play. This research is classroom action research (PTK), which was carried out in two cycles, namely cycle I and cycle II. This research involved 36 students in class X, KPBS 2 at SMK 7 Semarang. Each cycle includes four phases, namely: (1) planning, (2) implementation, (3) observation, and (4) reflection. The data were analyzed qualitatively and quantitatively. The research results showed that the average initial score in the pre-cycle was 63, with no students completing the minimum completion criteria. This shows that students' English learning outcomes need to be further improved so that the number of students who complete the course can increase. Then, when implementing the Think Talk Write learning model through role-play activities, student learning outcomes in cycle I increased by 78, but the level of learning completion only reached 50%. The results of cycle II showed an increase in student learning outcomes of 87% with a completion rate of 100%, with all students reaching the minimum completion standard. From the results presented, it can be seen that the application of the Think Talk Write learning model through role play has succeeded in improving students' English learning outcomes. Apart from that, in the Think Talk Write learning model through role play, students are able to learn interactively and creatively, so they actively participate during the learning process.

Keywords: Think Talk Write, Learning Outcomes, Role Play

INTRODUCTION

Education has an important role in life. Quality education will also create quality human resources. Law of the Republic of Indonesia Number 20 of 2003 concerning the National Education System Regarding the national education system, ayat 1 pasal 1 states that education is a conscious and planned effort to create an atmosphere and learning process that allows students to develop their abilities. This learning potential is equipped with spiritual and religious strength, self-control, character, intelligence, and skills needed for the self, society, nation, and state.

In this era of development, skills are needed to compete with globalization. One effort that can be made is mastering a foreign language for global communication, including learning English. According to (Kasihani & Sukarnyana, 2006), English is the first foreign language that is considered important for accessing information, obtaining and developing science, technology, arts, and culture, as well as establishing relations with other countries. English is spoken in more countries around the world than any other language. English learning involves developing contextual skills in English according to context, conditions, and situations. In language learning, teaching language components is part of the language curriculum. In general, language components consist of three components: grammar, vocabulary, and pronunciation. These three language components constitute new knowledge that students can acquire and learn.

New knowledge is obtained by students in the learning process. Students can study anywhere and anytime, both at home and at school. The learning process at school occurs when there is interaction between teachers and students (Dimyati & Mudjiono, 2009). Teachers have an important role, including the role of learning resources (teacher-centered). The teacher's role as a learning resource in delivering material is considered less innovative; therefore, new innovations are needed in the learning process. Teachers can apply appropriate learning models.

The learning model is a systematic learning reference carried out based on a certain learning model (Prastowo, 2013:68). It is important to apply the right learning model to help students understand the material presented. Students will be more enthusiastic and happy to learn if the learning model is interesting, making it easier to understand the material. With an interesting learning model, it is hoped that students will be more active, interact and work together, and better understand the learning material. One of learning model that can be used is the Think, Talk, Write learning model.

According to (Hamdayama, 2014), Think, Talk, Write is a learning process that begins with contemplation of reading material (listening, criticizing, and considering alternatives). The results of the reading are then communicated through presentations and discussions. During the learning process, students read a passage, reflect, and make short notes, then explain it to their group so that each group member gives their opinion, then record the results of the discussion. Meanwhile, according to (Iru & Arihi, 2012), the Think, Talk, and Write learning model is a learning model with a complete action plan for learning activities, including reflection, exchanging ideas, and writing down discussion results to achieve learning. Apart from that, when implementing the Think, Talk, Write learning model, the teacher divides students into small groups and asks them to discuss, share knowledge, communicate with each other, and help each other understand the topic. In this learning model, students have to carry out three activities: thinking, speaking, and writing. By implementing the Think, Talk, Write learning model, students interact more often with their friends during the learning process. Apart from that, the think, talk, and write learning model can create an interesting learning atmosphere. Not only that, teachers can also apply innovative learning methods so that the learning process is interesting and not boring. A learning method that can be used by teachers is role-playing.

Blatner (2009) explains that role-playing is a derivative of the sociodrama method, which aims to explore the issues involved in complex social situations. Sociodrama basically dramatizes behavior related to social problems (Surakhmad, 1980), while students who act can play a role in dramatizing social or psychological problems (Roestiyah, 2001). This method requires students to speak through conversation activities. This method aims for students to actively participate in showing their abilities in speaking and expression. Therefore, the role-playing method can improve students' speaking skills. Not only that, the role-playing learning method can also help students improve their learning outcomes.

The activity at the end of learning is an assessment activity to determine students' abilities through the learning outcomes achieved (Kasanah et al., 2019). Learning outcomes can be the level of student achievement after a learning activity. Dakhi (2020) believes that student learning outcomes are the achievements that students achieve in learning through exams and assignments by actively asking and answering questions that support the achievement of these learning outcomes. According to (Nurmawati, 2021) states that learning outcomes are a set of behaviors that students implement as a result of their learning process (Fitriani et al., 2018).

The problem found in the field related to the use of learning models is the use of learning models that are less attractive, which has an impact on reducing students' motivation to learn. If this is left unchecked, it will have an impact on decreasing student learning outcomes. It is very urgent to develop a learning model with a learning method, namely role-playing. The application of role-playing learning methods carried out by teachers with students is able to increase student activity during the learning process. Based on references from Gusti Ayu (2022), it is known that the aim of the classroom action research in the article is to improve students' English learning outcomes through appropriate learning methods. The learning method used is also appropriate, as proven by the role-playing used, which is included in the appropriate criteria.

METHOD

The method used in this research is classroom action research. Classroom action research aims to improve learning gradually and continuously as long as research activities are carried out. Classroom action research was carried out at SMK 7 Semarang tahun ajaran 2023–2024. The subjects in this research were all 36 class X KPBS 2 students, consisting of 19 male students and 17 female students. This classroom action research was carried out in August 2023 on the material expressions for introducing others and was carried out in three cycles. The data collection technique in this research is observation sheets and tests. Observations are carried out by teacher observers during the teaching and learning process. Meanwhile, tests are carried out at the end of each cycle.

RESULTS AND DISCUSSIONS

Pre-Cycle

In Pre-Cycle, the observation in class X KPBS 2. The initial conditions during the learning process were that students looked enthusiastic about learning. Students are seen listening to the teacher's directions and explanation of the material carefully. There are no students who are not focused on learning. Based on a diagnostic assessment carried out by the teacher, the characteristics of class X KPBS 2 students are active, critical, like physical activities such as sports lessons, and cheerful.

**Table 1. Pretest Result**

Chart Title
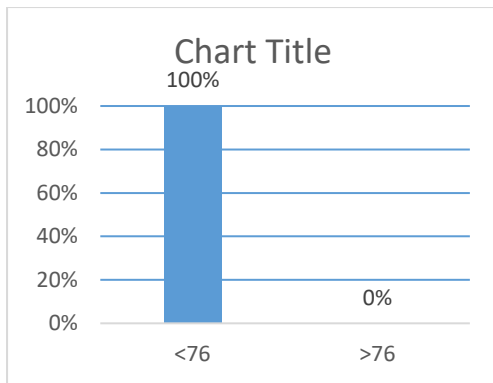
From the observations in class X KPBS 2, it can be seen from the pre-test results that no less than 36 students scored below the minimum completeness criteria (KKM = 76). With a percentage rate of 100%. This problem is believed to be the cause of low student learning outcomes. This problem can be overcome by using creative models, one of which is the Think, Talk, Write learning model through role play.

Cycle 1

In cycle 1, the researcher applied the Think, Talk, Write learning method but did not carry out role-play activities. According to the results of observations in cycle 1, student learning outcomes were good but still below the KKM standard.

**Table 2. Post Test Result in Cycle1**
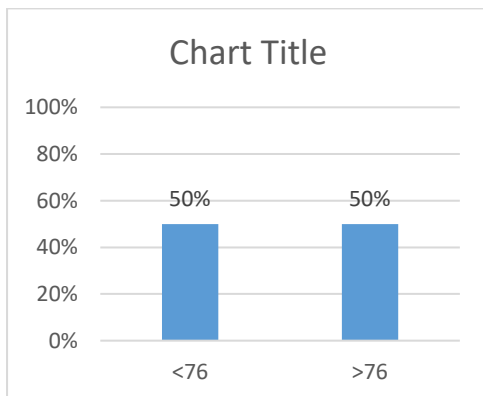
Chart Title

Student learning outcomes in cycle I increased by 78, but the level of learning completion only reached 50%. It can be seen that student activity is still lacking. Because students are still embarrassed and feel insecure about speaking English in front of the class. Not only that, there are vocabulary and pronunciation errors when students speak English. So treatment is needed in the form of role-play activities to improve student learning outcomes in cycle 2.

Cycle 2

In cycle 2, researchers applied the Think, Talk, Write learning model and role-play activities. The researcher gave task instructions in the form of students forming pairs, creating dialogue texts, and playing roles in front of the class.

Table 3. Post Test in Cycle 2
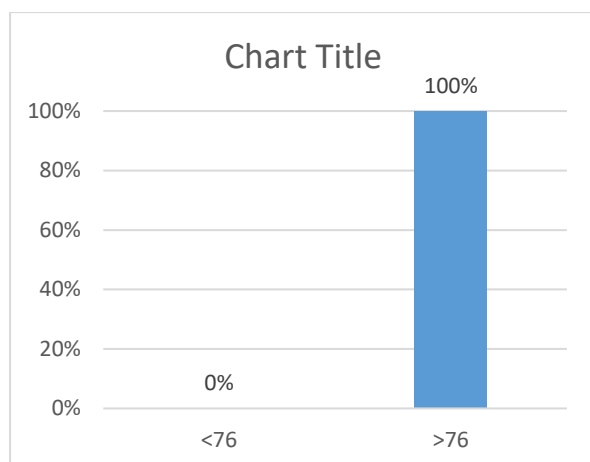
According to the results of observations in cycle 2, student learning outcomes increased above the KKM standard. The results of cycle II showed an increase in student learning outcomes of 87% with a completeness level of 100%; all students reached the minimum standard of completeness. It can be seen that students are very enthusiastic about role-playing activities in front of the class. Students are free to express themselves when having a dialogue in front of the class. Not only that, students can be seen using expressions that they often use when communicating with peers.

CONCLUSION

Based on the results of action research class that have been carried out in class X KPBS 2 SMK 7 Semarang, it can be concluded that application of the Think Talk, and write learning model through role play can improve students' English learning outcomes in expressions for introducing others. This result can be seen from the research results showing that the average initial score in the pre-cycle is 63, with no students having completed the minimum completion criteria. This shows that students' English learning outcomes need to be further improved so that the number of students who complete can increase. Then, when implementing the Think, Talk, Write learning model through role-play activities, student learning outcomes in cycle I increased by 78, but the level of learning completion only reached 50%. The results of cycle II showed an increase in student learning outcomes by 87% with a completion rate of 100%, with all students reaching the minimum completion standard. From the results presented, it can be seen that the application of the Think, Talk, Write learning model through role play has succeeded in improving students' English learning outcomes. Apart from that, in the Think, Talk, Write learning model, through role play, students are able to learn interactively and creatively, so they actively participate during the learning process.

ACKNOLEDGEMENT

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