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The use of Think, Talk, and Write (TTW) model to foreign students learning Indonesian language at Overnewton College

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abstract

This research was conducted with the aim of knowing how students at Overnewton College learned Indonesian using the Think, Talk, and Write (TTW) learning model. This research was conducted online using Zoom as media. This research uses qualitative research with the descriptive-analytical method. The study used 11th grade students as the sample in this study. This study also examines how students' perspectives on learning are carried out and analyzes students' writing skills. Research finds that using the Think, Talk, and Write (TTW) model in learning the Indonesian language for foreign students can help students practice their speaking and writing skills in Indonesian. In conducting learning using the think, talk, write model, there are three primary stages students must go through to understand, that is, (1) think, (2) speaking, and (3) writing or expressing thoughts through written media. In general, students' perceptions on the learning are good. Besides, students also feel happy with the learning because it uses audio-visual media that can help students' listening skills.

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Introductions

Indonesian has an excellent opportunity to become an international language. This opportunity can be achieved with the support of various parties, both internal and external parties. Internal parties include the support from the Education and Culture Attachée, the Indonesian Embassy, and the Consulate General of the Republic of Indonesia. Support can be provided by providing support for the implementation of the activities to be carried out. In addition, to support from internal parties, external support is also needed. Support from external parties can be in organizing Indonesian language subjects at overseas campuses or other learning institutions.

This opportunity will be more valuable if it can take advantage of the existing potential. These potentials include (1) Indonesia's good image abroad, (2) high student enthusiasm, (3) the strategic location of the institution, (4) cultural and linguistic similarities with the learner's mother tongue, and (5) Indonesian as the language of the students international in 2045 (Panji Handoko et al., 2019). With so much potential, Indonesia has a massive opportunity to become an international language.

In addition to this potential, Indonesian has been studied in 488 institutions worldwide as of 2021. The BIPA institutions are divided into three regional zones, Astara (Southeast Asia), Aspasaf (Asia, Pacific, Africa), and Amerop (America, Europe). BIPA institutions are also classified into 248 authenticated institutions, 226 facilitated institutions, and 14 validated institutions (Language Development and Cultivation Agency, 2021). Thus, Indonesian is considered to have an opportunity to be an international language.

One of the schools in Victoria, Australia, namely Overnewton College, a VILTA (Victorian Indonesian Language Teacher Association), has offered the Indonesian language to students. Overnewton College started offering Indonesian language lessons in 2015. Students can choose Indonesian starting from grade 7. Grade 7 students study Indonesian for an average of 80 hours per year, Grade 8 with an average of 100 hours per year, Grade 10 and 11 with an average of 130 hours per year, and grade 12 learn Indonesian for 150 hours per year. Thus, the Indonesian language skills possessed by Overnewton College students are pretty diverse.

Currently, the Indonesian language is not so much attractive to Overnewton College students. Although it is less desirable, many students have looked at Indonesian lately, indicated by the increasing number of students who choose Indonesian from year to year.

This increase of number of students is related to the background and motivation of each student to learn languages, especially foreign languages. Each individual has a particular background or motivation to learn a foreign language. The motivation they have certainly affected the student's ability to learn Indonesian. There are various motivations for foreign students to learn Indonesian, including the desire to study in Indonesia, being interested in Indonesian culture, visiting Indonesia, and working in Indonesia.

Based on the observation made by the researchers, it was found that the level of student motivation in writing was still relatively low. For this reason, a learning model is needed in order to increase students' motivation and ability to write. The researcher assumes that the Think Talk Write model can improve students' ability to write Indonesian.

Think, talk, write (TTW) learning model is a form of learning introduced by Huinker and Laughlin. The model he introduced focuses on how students think and reconstruct existing ideas before they are written down and communicate ideas with other students (Sari, Purwita, Wilujeng, & Suyono, 2020). This learning model requires students to be active in the classroom.

The use of this Think Talk Write learning model, in general, can improve students' writing skills (Suminar & Putri, 2015). This is supported because they practice writing in their learning. The exercises are in the form of writing exercises for ideas obtained.

The researcher used this model because the researcher assumed that talking and writing activities at the learning stage would help students become proficient in Indonesian. Talk activities will help students practice their Indonesian speaking skill while writing activities will help students practice writing skill. The two activities are carried out in the same lesson and aimed to improve students' ability to speak Indonesian.

Based on the conditions in the field, three formulations of the problem were formulated in this study. The three problems are as follows. First, how do students carry out the Indonesian language learning process? Second, how do students perceive learning Indonesian? Third, how are student learning outcomes after learning?

This research has three main objectives. The three objectives are as follows. First, knowing aims to find out how students carry out the learning process. Second, knowing how students perceive learning Indonesian. Third, knowing how students' learning outcomes after learning.

By writing this article, the researcher hopes that it can become source of information for readers in carrying out BIPA learning in the future. By using interactive and exciting learning methods, it is hoped that it can increase students' skills and enthusiasm for learning Indonesian. One of the method is using the think, talk, write (TTW) method.

There were quite a lot of previous studies that discussed the Think Talk Write (TTW) learning model. Research that discusses the Think Talk Write (TTW) learning model but adds different variables. The research discusses various focuses such as its effects on students' skills. What the researchers found is as follows.

The TTW model can improve students' creative thinking skills (Listiana & Bahri, 2019). The TTW model (Think-Talk-Write) is a learning method that emphasizes students' thinking, communicating, and writing abilities. By using the TTW model, students are expected to be able to develop their creative thinking skills. the TTW model encourages students to understand the material better and develop ideas related to the material provided. The TTW model can improve students' communication skills (Martini & Nainggolan, 2019). In the process of communicating, students are expected to be able to express their ideas and opinions effectively, listen to other people's opinions, and respect existing differences of opinion. In addition, the TTW model can also help students improve their writing skills because students are expected to develop the ability to organize their ideas and opinions in a structured and organized manner and communicate these ideas well to others.

In conducting learning, of course, it is necessary to have learning tools that are used to support the learning that is carried out. Learning tools using the TTW model are expected to improve problem-solving skills in students (Yadnya, Ardana, & Suharta, 2020). In the process of thinking, students are expected to be able to understand and analyze the material provided, as well as develop new ideas related to the material. In addition, the TTW model can also help students improve their communication and writing skills, which are essential in solving problems.

Using the suitable learning model, of course, will affect the learning outcomes obtained by students. Learning that is carried out using the TTW model shows better results than direct learning (Rahmawati, Zaenuri, & Wardono, 2021). In that study, the results showed that the use of the TTW model in learning showed better results than learning without a particular model. However, the learning outcomes depend on various factors, such as the quality of learning materials, learning methods used, and the characteristics of students who study.

Increasing student learning outcomes is, of course, also influenced by the level of student efficacy. Students with a high level of efficacy can more easily and better understand the material being taught (Supandi, Waluya, Rochmad, Suyitno, & Dewi, 2018). Self-efficacy is one form of a person's belief in his ability to complete a task or achieve the desired goal. Students with a high level of efficacy

are usually more confident and find it easier to understand the material being taught because they have confidence that they can complete the task. In addition, students with high levels of efficacy are also usually more motivated to learn and more capable to overcome obstacles encountered in the learning.

As previously discussed, there has been researched using the Think Talk Write (TTW) model both in learning and developing learning tools. However, this research is different because learning using the Think Talk Write (TTW) model has never been done before in learning Indonesian as a foreign language. In learning foreign languages, there are various challenges in learning.

This study contains novelty in the field of learning Indonesian for foreign speakers. This research can be an update and inspiration for future Indonesian language learning for foreign speakers.

Method

In conducting this research, the researcher used qualitative research to collect data. The method used in this research is descriptive-analytical. Using qualitative methods, this research can be seen in the following description.

Each study can't be separated from the population and research samples. The population is a general area in which some careful objects and subjects will be studied and then drawn conclusions (Sugiyono, 2017). The population in this study amounted to 62 people spread out in the following table.

Table 1. Overnewton College student population distribution

NO	Grade	Total Student
1	Grade 7	17 People
2	Grade 8	19 People
3	Grade 10	13 People
4	Grade 11	10 People
5	Grade 12	6 People

The sample is a small community form of the population that can represent or represent the existing population (Badri, 2018). The sample used in this study was 11th grade students, totaling 10 people.

This research was conducted in parallel using zoom media. Researchers were assisted by Indonesian language teachers at Overnewton College in planning, implementing, and collecting student learning outcomes. This research was conducted for one week within the existing 11th grade schedule.

The data collection technique used was an observation, assessment of students' writing assignments, and questionnaires the researchers distributed. Observations were made during learning activities using the Think Talk Write model. In addition to making observations, this study also assessed student assignments. The assignments assessed were students' writings in the form of news on observations based on videos that were displayed, and ideas that had been put forward. The questionnaires that the researchers distributed were using a Likert scale. The Likert scale can measure the level of perception, attitude, and opinion of a person or group regarding existing events or phenomena (Pranatawijaya, Widiatry, Priskila, & Putra, 2019).

In conducting this research, researchers used video media from YouTube about the Australian prime minister's visit to Indonesia, which can be accessed at the following link <https://www.youtube.com/watch?v=f92pJ8d7KWI> and <https://www.youtube.com/watch?v=uvB-HgTEsL8>.

Result and Discussions

In learning with the think, talk, write (TTW) model, three stages of the learning process must be passed. The three stages include thinking, speaking, and writing (Lukman, 2017). In the first stage, students are asked to think. At this stage, students are given a stimulus by watching a video that has been prepared. The video watched is a video of the Australian prime minister's visit to Indonesia on his first state visit.

In the second stage, students are required to speak. In this series of stages, students express their responses about the videos they watch using Indonesian. At this stage, it can also be a form of practice for students to speak Indonesian.

In the third stage, students are asked to write. Students are asked to write a short story about the Australian prime minister's visit to Indonesia. The requested news only uses a simple structure such as title, lead, body, and closing. They can find facts and data on previously given videos.

These three stages must be passed by students so that the purpose of implementing the think, talk, write (TTW) model can be achieved. Students are also required to participate actively in the learning carried out so that learning can be helpful. Using this think, talk, write (TTW) model is appropriate to see students' writing skills (Bahri, 2018).

After the lesson, students were asked to write a short story based on the data on the video using Indonesian. The work was analyzed based on the use of structure, use of diction, and spelling errors. From all student work, the average score was 81.88. The distribution of all students' scores as a whole can be seen in table 2 below.

Table 2. Score of students' writing skills

NO	Score	Total Student
1	94	2 People
2	88	1 People
3	81	4 People
4	75	2 People
5	69	1 People

The student's work is generally good, which can be seen in the average class score of 81.88. However, there are still writing errors in the students' work that the researchers encountered, as in the work of one of the samples, picture 1 below.

Pada hari ini, **PM** Australia namanya Antoni Albanese dan **angotta-angotta** kabinet mengunjungi istana di Indonesia dan bertemu presiden Indonesia namanya Jokowi. Mereka membicarakan tentang hubungan antara Australia dan Indonesia. Itu membantu memperkuat hubungan antara negara-negara. Antoni Albanese **memngunjungi** Indonesia pertama supaya dia mengikuti jejak yang sudah dibuat oleh pemerintah sebelumnya. Hari ini penting sekali untuk Australia dan Indonesia khususnya karena ada kecemasan tentang Tiongkok ingin menguasai "Laut Cina Selatan".

Picture 1. Snippets of students' writing results

In this work, three errors in the writing were made. First, use the abbreviation "PM" which should not be abbreviated but written with "perdana mentri". Second, the error in writing the word "angott-

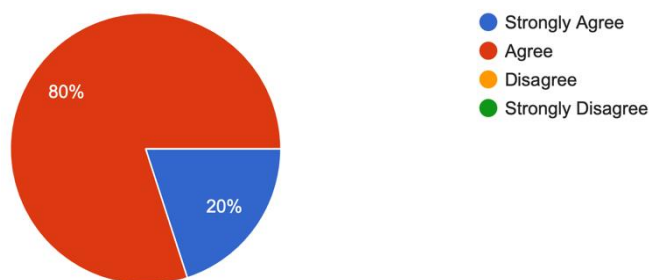
angotta". The researcher also found a similar error in other samples that used the word "angotta" instead of using the word "anggota". Third, an error in writing the word "memngunjungi" but the sample wrote the word with the word "mengunjungi".

In general, errors in using affixed words often occur in oral communication with students or written form. This is considered quite confusing for foreign speakers in distinguishing the correct use of affixes in one word and sentence.

After the learning process is carried out using the think, talk, write (TTW) model, the next researcher evaluates how students perceive the learning that has been done. This perception measurement can also be used as a reference and development material for how future learning will be carried out. Student perceptions will be discussed as follows.

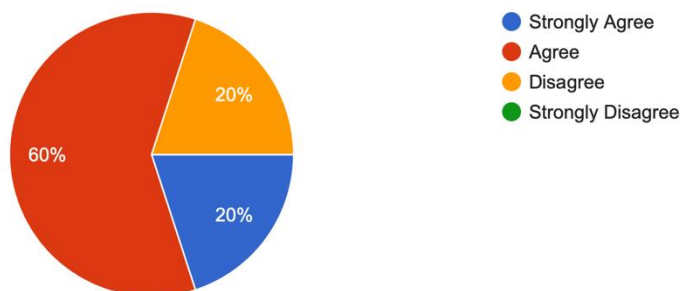
Perception is a stage passed through the five senses and is interpreted and then understood (Fuad Saifuddin, nd). To obtain student perceptions, the researcher used a questionnaire. Perceptions of students seen include the material being taught, the learning steps taken, examples given, discussion, and evaluation of the material given.

First, students' perceptions of the learning material. Based on the results of the questionnaires that the researchers have distributed in Figure 1, 20% of the samples strongly agree, and 80% agree with the material given. Generally, the sample strongly agrees with the material given at the learning time.



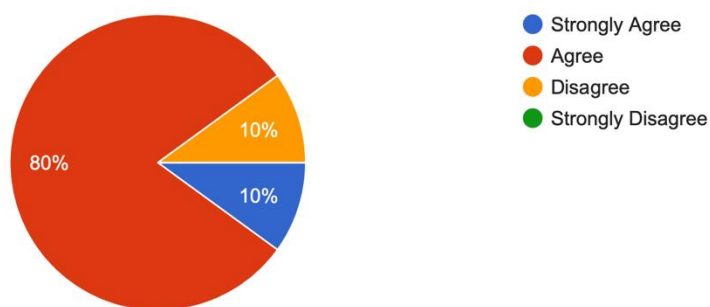
Picture 2. Students' perceptions of learning materials

Second, students' perceptions of the learning steps taken. Based on the results of the questionnaire that researchers have distributed in Figure 2, 20% of the sample strongly agree, 60% agree, and 20% disagree with the learning steps taken. The sample generally agrees with the learning steps taken at the learning time.



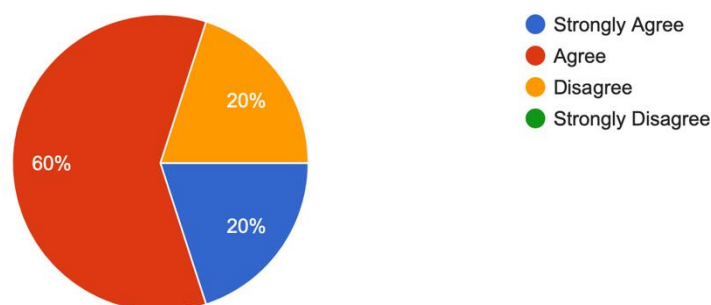
Picture 3. Students' perceptions of the learning steps taken

Third, students' perceptions of the examples given. Based on the results of the questionnaire that researchers have distributed in Figure 3, 10% of the sample strongly agree, 80% of the sample agree, and 10% disagree with the examples given during learning. In general, the sample agrees with the example given during the lesson.



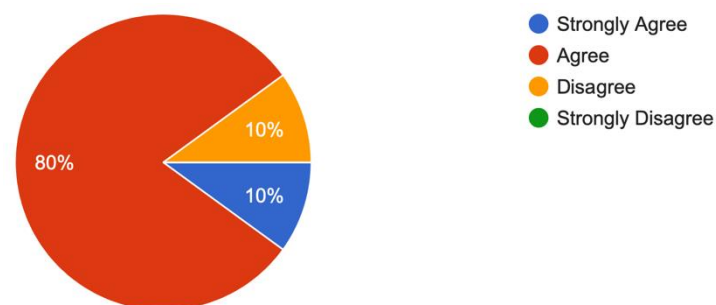
Picture 4. Students' perceptions of the examples given

Fourth, students' perceptions of the discussion during learning. Based on the results of the questionnaire that researchers have distributed in Figure 4, 20% of the sample strongly agree, 60% agree, and 20% disagree with the discussion during learning. In general, the sample agrees with the discussion during the learning that was carried out.



Picture 5. Students' perceptions of discussions during learning

Fifth, students' perception of learning evaluation. Based on the results of the questionnaire that researchers have distributed in Figure 5, 10% of the sample strongly agree, 80% of the sample agree, and 10% disagree with the learning evaluation. In general, the sample agrees with the learning evaluation carried out.



Picture 6. Students' perceptions of learning evaluation

Learning using this model is expected to improve students' writing skills. This is supported by the results of previous studies, which said that the use of this model has a significant effect on students' writing skills (Setiawan, Made Sujana, & Apgrianto, 2018). In addition, in other studies that also discuss the same thing, the results show that this model affects students' writing skills and the development of the learning process (Kurniaman, 2018).

The think, talk, write (TTW) model can improve student learning outcomes (Kusuma, Rahmawati, Putra, & Widyawati, 2020). Thus, it is hoped that the learning carried out by students will

be more useful in learning outcomes. The increase in learning outcomes can also be supported by using interactive media (Jusniani, Setiawan, & Inayah, 2020).

This think, talk, write (TTW) model has three advantages. First, train students' critical thinking skills. Second, practice speaking skills. Third, improve the ability to develop ideas (Mulyani & Syahrul, nd). These advantages are in line with similar research, which states that the think, talk, write (TTW) model positively affects students' critical thinking skills (Imran, Firman, & Raudhatunnisa, 2019).

Seeing the advantages of using the think, talk, write (TTW) model, this model also has challenges in its implementation. Students with low reading levels will tend to have low achievement in writing skills (Ambarsari & Sharif, 2017). Thus, improving students' reading skills is challenging, so the learning carried out shows more satisfactory results.

The researcher hopes that in the future other researchers can conduct similar research but directly meet with students so that they can better monitor and know the students' progress in learning and communicating using Indonesian. Researchers also hope that the results of this study can be a source of reading and knowledge for the community in the future.

Conclusions

In learning using think, talk, and write models, there are three primary stages students must go through in learning. First, Students think about the topic that will be studied. At this stage, it also helps to train students' critical thinking skills. Second, Students talk about the topic. Students will express their views and ideas about the topics discussed at this stage. This stage will also help foreign students who are learning Indonesian to practice communicating using their Indonesian language. Third, Students write or express thoughts through written media.

Thus, the use of the think, talk, write (TTW) model in learning Indonesian for foreign students can help students practice their speaking and writing skills in Indonesian. In addition, students also feel happy with the learning that is carried out because they do not only do monotonous learning but use audio-visual media that can help students' listening skills.

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