The Development of Think Talk Write (TTW) Learning Model To Improve Accounting Learning Students

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Abstract: Think Talk Write (TTW) is a learning model that facilitate verbal practice of writing in written form. In this research the Think Talk Write (TTW) learning model developed through existing syntax to provide knowledge to teachers of accounting subjects at school Al-Washliyah 3 Vocational School Medan. Lack of teacher creativity in developing learning approaches and learning still centered on teacher (teacher-centered) causes Low Student Learning Outcomes in accounting subjects. The use of the Think Talk Write (TTW) approach is expected to improve student learning outcomes in lessons of the company's accounting cycle services in class. This type of research is classroom action research conducted with 2 cycles and 4 stages namely planning, implementation, observation and reflection. The data collection method are learning outcomes tests and observation sheets. From the description of final research report obtained and has been stated, it is necessary to improve the quality of learning through classroom action research in cycle I. This proven by using Think Talk Write (TTW) learning strategies to improve student learning outcomes in the lesson of the company's accounting cycle services in class, which is done by going through 2 cycles of 4 stages namely planning, implementation, observation, reflection.

Key words: Think Talk Walk model · Student centered · Accounting

INTRODUCTION

Nowadays, teachers required to carry out active learning so that students can participate actively so that the abilities that exist within students can be utilized optimally. However, not all teachers able to apply active learning in class. Some teachers still use approach that dominated by the teacher (teacher-centered). The teacher place students as objects and not as students. Low learning outcomes can be seen in the results of student exams in the odd semester of students who have not yet reached the Minimum Completeness Criteria or KKM that has been determined, namely 76. Seeing these facts there needs to be improvement in classroom learning. Low activity and learning outcomes and various problems are influenced by many factors. The selection of the right learning model can help teachers overcome these problems, so the goal in implementing Think Talk Write (TTW) learning is to make children more creative in learning. Think Talk Write (TTW) is a learning model that facilitates verbal practice

of writing and writing in written form. The think talk write learning model is learning that begins with thinking with reading language, the reading results are communicated with presentations [1, 2].

Learning progress of TTW starts from the involvement of students in thinking or dialoguing with themselves after the reading process, then talking and sharing ideas with friends before writing. This activity is more effective in groups of 3-5 students. Group members are arranged heterogeneously and in groups students are asked to read, take small notes, explain, listen, respond and complete them with writing in an affective and pleasant way. The implementation of the TTW learning model is expected to help teachers overcome various problems in carrying out accounting learning in tenth grade of Al-Washliyah 3 Vocational High School Medan through the development of the TTW learning model is expected to improve student learning outcomes. Learning model is one component of learning activities, where from this learning model the teacher can understand how the form of learning will be implemented [3].

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The learning model is a plan or pattern that can be used to form a curriculum (long-term learning plan), design learning materials and guide learning in class or others. Based on the explanation of experts above, the researcher can conclude that cooperative learning is a form of learning by learning and working in small groups collaboratively whose members consist of 3-5 people with heterogeneous structures and can stimulate students more motivated in learning so that learning objectives are achieved [4].

TTW is a learning model that is based on the understanding that learning is social behavior. The learning model introduced by Huinker and Laughlin basically built through thinking, speaking and writing (Huda, 2013). The TTW learning model starts from the involvement of students in thinking or dialoguing with themselves after the reading process. Next, talk and share ideas with friends before writing. This model is one that can train students' thinking and speaking skills [5, 6].

Learning is a process in individual that interact with environment to get changes in their behavior. Learning is a mental/psychological activity that occur in active interactions with environment that produce changes in knowledge, skill and attitude. The change is obtained through effort (not due to maturity) in long term of the effect of experience. Learning outcomes are the cabilities that students have after receiving a learning experience. If students learning outcomes in accordance with what has been set, it means that teaching and learning process has been successful whereas if students learning outcomes have not achieved the specified results there may be any errors in learning process [7, 8].

The process of giving values to learning outcomes achieved by students with certain criteria. The object being assessed is student learning outcomes. Assessment of learning outcomes aim to see the effectiveness and efficiency in achieving teaching objectives or changes in student behavior. Therefore, the assessment of results and learning processes are related to one another because results are consequences of process [9].

From explanation above it can be concluded that learning outcomes are cabilities of students after receiving learning that has been given by teachers. The results of this research can be obtained from the value of assignment, summative value, MID value and final exam scores which averaged and presented in the form of student report cards. The tool used to assess student learning outcomes is a test. To improve student learning outcomes, teachers must be able to attract student interest in learning so that student learning outcomes increase as expected [10, 12].

MATERIALS AND METHODS

This research is a classroom action research (car). This research was conducted with four stages that are commonly passed, namely: (1) planning, (2) implementation, (3) observation, (4) reflection. The model and explanation for each stage are as follows: The model and explanation for each stage are as follows:
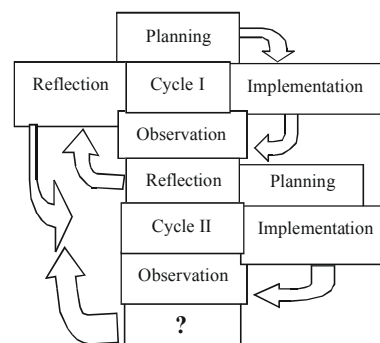
RESULTS AND DISCUSSION

The implementation of this research begins with cycle I. If the location of success and the location of the unsuccessful actions in the first cycle are known, the researcher determine the design for cycle II. In this case the researcher carry out two cycles with the following provisions:

- Research will be completed in cycle II, if the research objectives have been achieved.
- The research will be stopped after the second cycle, although the results have not been established yet the assumption that this model is not appropriate for the learning material.

This type of research is a classroom action research that conducted with 2 cycles and 4 stages namely the stages of planning, implementation, observation and reflection. The data collection are learning outcomes tests and observation sheets. From the description of final research report obtained and stated, it is necessary to improve the quality of learning through research the classroom. It is needed for teachers to introduce new learning models or strategies, in order to improve learning outcomes that can satisfying and in accordance with K-13 with student-centered strategy or learning model, student more active in teaching and learning activities.

The following are the results of learning in cycle I

Total	Cycle	Students grade under KKM	Students grade above KKM	Total Implementation according to RPP	Category
23	I	16	7	31 %	Render

Based on the table above, it can be seen that the results of observations in the first cycle show the learning process in low criteria. Where the percentage of curriculum or RPP implementation reaches 31%. So in first cycle still need to be improved, because the application of cooperative learning in the type of think talk write cannot be said to be successful because it has not reached the specified target so it is necessary to continue in the second cycle.

In cycle II that occurred in the table as follows:

Total	Cycle	Students grade under KKM	Students grade above KKM	Total Implementation according to RPP	Category
23	II	20	3	86,25%	Good

Based on the above table, it can be seen that the results of observations in the second cycle show the learning process carried out included in the criteria either. Where the percentage of RPP implementation reached 86.25%.

CONCLUSIONS

Classroom action research is one type of research that aims to improve the quality of learning so that national education goals can be achieved optimally. This is proven by using the Think Talk Write (TTW) learning strategy to improve student learning outcomes in which is done by going through 2 cycles of 4 stages namely planning, implementation, observation, reflection and evaluation. The results of this study increased learning outcomes from cycle I to cycle II by using the TTW learning model.

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