

IMPROVING SKILLS TEXT ADVERTISING MTS STUDENTS THROUGH THINK TALK WRITE APPROACHES

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Abstract

The loading of advertisements in print or electronic media is growing rapidly at this time. With the development of technology, advertising can be found not only in these two media. Even with the emergence of social media in Indonesia, especially nowadays, we find a lot of advertisements also on these social media. No less with advertisements on the internet, since long time ago advertisements in print or electronic media were competing to market various products or services issued by various companies. Of course in this case they are trying to get profits from consumers who are interested in the various advertisements they offer. Advertising generally offers a product or service. Therefore skills in writing advertisements are needed so that the audience becomes interested and persuaded of the products or services offered. The language in advertising must be persuasive, easy to understand, easy to remember, and able to arouse the curiosity of the wider community. The Think-Talk-Write (TTW) approach provides opportunities for students to be active and the teacher as a motivator and facilitator so that students' communication and problem solving skills develop. Teachers are expected to be able to choose methods, models, approaches and learning strategies that can stimulate the enthusiasm of students to be actively involved in the learning process, so that later it will lead to improved learning outcomes.

Kata Kunci: Ad Text, Writing, Think Talk Write Approach

PRELIMINARY

Advertising is generally used to offer goods or services. With the current advertising facilities sales of goods or services can increase exponentially. Moreover, we know that there are many businesses selling goods or services online. Each seller is competing to attract consumers with the goods or services they offer. According to Kosasih (2014: 148) Advertising is a notification that aims to encourage or persuade the audience to offer products or services. Whereas Wahono, et al (2016: 32) say besides offering goods or services, there are also advertisements that contain appeals, namely public service advertisements. As for Astuti and Samhati (2016: 1) revealed that in principle advertising is a form of presenting messages carried out by communicators in a non-personal way through the media to be shown to communicants by way of payment. From some of these explanations it can be said that advertising is a notification delivered with the aim that the audience is persuaded to buy and use the goods or services it offers.

Paying close attention to this, the government entered writing ad text into learning at the level of junior high schools (SMP) to senior high schools (SMU). The goal is that in practice in the

field students are more skilled, focused, and have clear rules in writing advertisements. Therefore skills in writing advertisements are needed so that the audience becomes interested and persuaded of the products or services offered. The relation with writing language skills is the highest competency in language skills, so it takes skills and continuous practice to achieve it. In line with Yunus' opinion (2015: 1) that writing as a competency emphasizes mental attitude and way of thinking that is reflected in habits and actions. The ability to write must be supported by the mastery of the material in the field we write so that the reader can easily understand the ideas we put forward. According to Siburian (2013: 33), writing is a brain activity to convey, process and formulate ideas to the reader on a piece of paper. Likewise, what was conveyed by Zulkarnain (2011: 145) writing activity became a language skill that needed real attention. Based on some of these notions that writing is the process of pouring ideas in the form of words or sentences in a medium.

In real conditions in the classroom, creativity and value of student learning outcomes in learning to write ad text are less satisfying. Toras et al (2015: 28) explain that the reality on the ground is not as expected. Ad writing is still not following the elements of a complete ad, correct grammar and persuasive choice of words. Similar to what was stated by Zulkarnain (2011: 145), students often experience difficulties in writing activities. The reason is not the spelling, the accuracy of the choice of words and sentences, but the development of ideas in a unified sentence so that the results are orderly and easily understood by the reader. The same thing also delivered by Fasikhah (2010: 14) in reality in class is not in accordance with the expected indicators, for example first, students still have difficulty in determining the object to be advertised. Second, students have not been able to abbreviate words in accordance with the habits of classified ads. Third, abbreviated language is less dense and clear. Fourth, students experience difficulties when editing.

In writing advertisements between the products offered and sentences must be in accordance with the rules of language text advertisements. As explained by Zainurrahman (2013, p. 7) an article must have an element of cohesion and coherence, which will be presented in another section, which determines the readability of the writing. The ideas in an article are an expression of a writer that is tentative or can still change. According to Pujiyono (2013: 6) by paying attention to aspects of the rules of writing when writing, the writer will express ideas and ideas while paying attention to the language.

Of the various reasons that have been stated above, the writer tries to find a solution in learning by using the think talk write approach. According to Huda (2014: 218) think talk write is a strategy that facilitates language practice verbally and can write the language fluently. This approach was first introduced by Huinker and Laughin based on the understanding that learning is social behavior. According to him, it encourages students to get used to students communicating with friends, teachers and even themselves, so they can write it correctly through critical and creative thinking.

In a previous study conducted by Zulkarnain (2011: 152) in a study he conducted concluded that the application of the Think Talk Write (TTW) model in learning to write essays of description and critical thinking of students' learning achievement increased compared to using the usual learning approach. This is due to the active and creative involvement of students so as to improve student learning outcomes optimally. Correspondingly, according to Mulyadi and Santi (2014: 166), this learning emphasizes students to actively think individually, discuss groups and work independently, so that this approach is considered to be able to increase student understanding in solving problems. Likewise, according to Irmayanti, et al (2014: 11) using the Think Talk Write (TTW) approach to social studies lessons can increase cognitive influence on student learning outcomes.

The steps of learning in the think talk write approach, first, the teacher gives questions to students then divides students into several study groups. Second, students are asked to study the questions given by the teacher. Third, students discuss (talk) about the results of their study with classmates. Fourth, after discussing it they write down the answers in their respective answer sheets.

The approach that we apply in every learning is expected to help students absorb the learning material delivered. The teacher as a facilitator gives direction to students according to the steps in each approach. One of the strengths of this approach is that students can actively discuss and interact with other group members. The weaknesses for certain students cause lack of confidence because they are dominated by capable students. Whatever the strengths and weaknesses, the teacher must be careful in choosing an approach that is appropriate to the character of the learning material presented so that the material presented can be well received by students.

METHOD

The research method used is a quantitative method that is in the collection of data, students are previously given a pre-test problem. After that learning is done by using the usual approach in the control class and think talk write approach in the next experimental class in each class given a post-test problem. The population in this study were all students of one of the Madrasah Tsanawiyah (MTs) in Cihampelas District, West Bandung Regency. With the subject of the sample are two classes in the MTs. The instruments in this study were in the form of skills in writing ad text and a questionnaire / attitude scale to measure student creativity. All data in this study were processed using SPSS.

Result

The acquisition value of the experimental class pretest scores 92, while the control class is 93.5. Furthermore, the acquisition value of the experimental class post test results has a total value of 225, while the total value of the control class is 168. From the results of the acquisition of student scores it can be concluded that the Think Talk Write approach can increase student creativity in writing ad text.

Tabel

Table 1.
Nilai Siswa sebelum Menggunakan Pendekatan *Think Talk Write*

Kriteria Kemampuan	Eksperimen	Kontrol
Tinggi	49	52
Sedang	32	34,5
Rendah	11	7
Jumlah	92	93,5

Tabel 2.
Nilai Siswa setelah Menggunakan Pendekatan *Think Talk Write*

Kriteria Kemampuan	Eksperimen	Kontrol
Tinggi	86	73
Sedang	75	54
Rendah	64	41
Jumlah	225	168

Discussion

Based on tables 1 and 2 above there are several conclusions related to the acquisition of student learning outcomes, namely, the results of the pretest number of experimental class scores the highest value is 49, moderate value is 32, and the lowest value is 11, so that the total value of 93.5 is obtained. Meanwhile the highest value of the control class is 52, the medium value is 34.5 and the lowest value is 7, the total acquisition value of the control class is 93.5.

The results of the posttest number of experimental class scores the highest value of 86, medium value of 75, and the lowest value of 70, the total number of experimental class scores 225. Meanwhile, the control class gets the highest value 73, medium value 54, and the lowest value 41, so the total value of the control class the whole is 168.

CONCLUSION

From the discussion above it can be concluded that the results of the pretest number of student scores in the experimental and control classes did not have a significant difference, only having a difference in value of 13.5. Furthermore, after being treated learning using the Think Talk Write approach in the experimental class, there are differences in the number of scores obtained in the experimental class by 225 and the control class by 168. From the results of the acquisition of student grades it can be concluded that the Think Talk Write approach can improve student learning outcomes in write ad text.

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