

Improving Motivation, Interest and IPS Learning Results through the Think-Talk-Write Learning Method

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This study aims to determine the increase in motivation, interest and learning outcomes through the method of learning IPS Think-Talk-Write. This type of research is Classroom Action Research. The subjects of the study were the students of class VIII A at Secondary School 1 Pleret of Lesson Year 2016/2017 consisting of 32 students. Data collection of motivation and interest in learning with questionnaires and IPS learning outcomes with the test. The analytical technique used is descriptive qualitative. The results showed that the learning method of Think Talk Write can improve: 1) student learning motivation, on precycle there are 8 students (25%) with high criteria, cycle I there are 17 students (53.12%) and cycle II there are 26 students (81.25%); 2) interest in learning, on precycle there are 10 students (31.25%) high criterion, cycle I there are 14 students (43.75%) and cycle II there are 29 students (90.625%) criteria high and very high; 3) The results of study, on precycle there are 18 students (56.25%) who complete learning (reaching KKM = 75), cycle I there are 22 students (68.75%) and cycle II there are 31 students (96.875%) students who complete learn.

Key words: *Learning motivation, interest in learning, learning outcomes, Think Talk Write method.*

Preliminary

Education is very important to develop a bright, tough, noble-minded young generation. According to Law No. 20 of 2003 on National Education System which reads:

Education is a conscious and well-planned effort to realise the learning atmosphere and the learning process so that learners actively develop their potential to have spiritual power, self-control, personality, intelligence, noble character, as well as the skills

needed by them, society, nation and state. National education serves to develop the ability and shape the character and civilisation of the nation with the aim to develop the potential of the students to become a quality human with the characteristics of faith and piety to God Almighty, noble, healthy, faithful, capable, creative, Independent, and become a democratic citizen, and responsible.

Various efforts have been made to improve the quality of education in general and especially in Social Science subjects. During this time in the learning process it is still often encountered a tendency to minimise the involvement of learners (Agus & Samuri, 2018). The dominance of teachers in the learning process leads to the tendency of learners to be more passive so that they wait more for the teacher's presentation or material than to seek and find out for themselves the knowledge and skills they need.

Learners when learning is related to their motivation.

Motivation is a basic impulse that drives a person to behave (Uno, 2015). Students who have high motivation will enthusiastically follow the lesson of students whose motivation to learn low they tend to be lazy in following the lesson. Learning motivation indicators can be classified as follows: (a) the desire and desire succeed; (b) the incentives and needs in learning; (c) the expectation and aspirations of the future; (d) the existence of awards in learning; (e) the existence of interesting activities in learning; (f) the existence of a conducive learning environment, enabling a learner to learn well (Uno, 2015). Student learning motivation in class VIIIA is still low. This can be observed from the interest to follow the lessons that have not shown any seriousness in learning, as evidenced by the learning outcomes in the subjects of social studies are still low.

Interest is a sedentary tendency to pay attention to and remember some activities. A person who is interested in an activity will pay attention to that activity consistently with pleasure. (Djamarah, 2011). The higher a person's interest the higher the spirit to reach and have it. Learners to be studied still have low learning interest. This is evident at the time of learning where they are still engrossed in chatting with friends and less attention to teachers.

Learning outcomes can be measured in the form of change in knowledge, attitudes, and skills. Changes that are better than ever, for example from being unable or from improperly polite (Yamin, 2007). Expected changes resulting from individuals who have already experienced the learning process. If students experience changes in knowledge, attitudes, and skills that increase it can be said that they have good learning outcomes. The results of a student study of grade VIIIA is still low. It can be observed from a daily value test document which shows learners who complete learning by as much as 56.25% means classical completeness (80%) from all students. This has prompted researchers to conduct Classroom Action Research in

class VIIIA at Secondary School 1 Pleret. IPS study material is a combination or integration of various branches of social sciences and humanities, so it will be more meaningful and contextual if IPS material is designed in an integrated manner Supardi (2011). Problems that occur in learning IPS trying to be completed by providing learning methods in accordance with the material being studied or competence that must be mastered.

According to Huda (2014), think-talk-write (TTW) is a strategy that facilitates verbal language training and writing the language fluently. This technique consists of the stages of thinking, speaking and writing. The TTW flow begins by engaging the learner to think after the reading process. This process is followed by talking and sharing ideas with friends before writing.

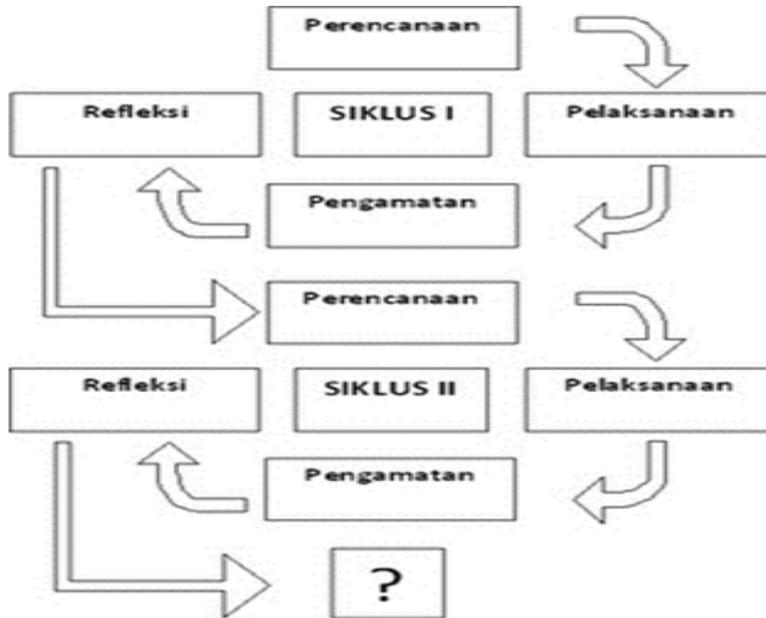
Based on the background of the problem, it can be formulated problems to be revealed in this research how to increase motivation, interest in learning, and learning IPS learning through the Think-Talk-Write method of learning. In addition, the purpose of this study is to determine the increase in motivation, interest in learning, and learning IPS learning through the Think-Talk-Write method of learning.

Research Methods

Based on the research objectives to be achieved, the research approach that is considered appropriate to reveal the required data is the type of classroom action research. This research procedure follows a classroom action research model from Kemmis & Taggart (1988) which includes a series of activities consisting of planning, action and reflection steps. This whole activity is called a cycle. The action research model proposed by Kemmis and McTaggart is self-reflective and can be used in participatory action research, although for others it can be used not by a rigid structure. The subject of this research is the students of class VIIIA Secondary School 1 Pleret totalling 32 people in the academic year 2016/2017. In this research, the instrument used was in the form of an observation instrument to know the implementation of Classroom Action Research (PTK) by the teacher, the questionnaire to know the data of learning motivation and the data of student learning interested and tested to know the results of learners. Data analysis in this research is done by researchers with collaborators reflecting on the observation of the learning process implemented by teachers and learners in the classroom. Qualitative data in the field notes are obtained into meaningful sentences and analysed qualitatively or using qualitative descriptive analysis.

The implementation of classroom action research is conducted with two cycles and four commonly passed stages, namely (1) planning, (2) implementation, (3) observation, and (4) reflection. The action research cycle stage model is presented in Figure 1.

Figure 1. Action Research Cycle (Arikunto, 2009)



Results and Discussion

Research results

Precycle

The condition of class VIIIA students shows less focus on learning. There are still many sedentary, joking, mocking students, talking with friends (chatting) behaviours during the lesson. How to teach teachers who are still in a lot of lectures and lack teachers involving students in learning activities led to low motivation to learn and this can be observed from the interest to follow the lessons that have not shown any seriousness in learning. The state of precycle students can be observed in the following table.

Table 1: Recapitulation of precycle Student Condition

No	Information	Motivation Learning	Interest Learning	Learning Results IPS
1	Amount	2080	1580	2275
2	Average	65.00	49.38	71.09
3	Top Scores	95	60	90
4	Lowest Value	39	40	30
5	Number of students criteria high and complete learning outcomes	8	10	18
6	Percentage of high and complete learning criteria	25%	31.25%	56%

Based on the above table it can be seen that the motivation to learn is still low. This is seen in the number of students who achieve high criteria only 8 people or only reach 25% of 32 students. Student interest is still low, as it is seen in the number of students who only have a high criteria of 10 people or only reach 31.25% of 32 students. Similarly, the student's learning outcomes are still low. This is seen in the number of students who achieve mastery of only 18 people or only reached 56% of 32 students.

Cycle I

A. *Motivation to Learn*

Teachers tried to apply new methods so that the motivation to learn students who are still low can be improved. Teachers invite students to participate in learning activities by providing interesting activities in learning for increased motivation (Mokshein et al, 2015). Here is a table of students' learning motivation in cycle I:

Table 2: Recapitulation of Student Motivation Cycle I

No	Description	Value
1	Amount	2408
2	Average	75.25
3	Maximum score of	95
4	Score of at least	40
5	Number of students criteria height	17
6	Percentage high criterion	53.12

The average result of learning motivation in cycle I is still low that is 75.25 or 57.01% success rate with medium criterion. Students in improving learning motivation is not as expected as a few still achieve a high criteria. In this cycle I, students who achieve a high criteria were as many as 17 people or 53.13% of all students.

B. Interest to Learn

Table 3: Recapitulation of Student Learning Interest Cycle I

No	Description	Value
1	Amount	1750
2	Average	54,69
3	Maximum score of	67
4	Score of at least	48
5	Number of students high criterion	14
6	Percentage high criterion	43,75

The average result of learning interest in cycle I is still low at 54.69 or level of success of 68.36% with medium criterion. Students in improving interest in learning is not as expected as few still achieve high criteria. In this cycle I students who achieve high criteria as many as 14 people or 43.75% of all students.

C. Learning Outcomes

The material taught in cycle I is the subdema of Control of Social Deviation. Student learning outcomes will increase, among others, influenced by motivation and interest in learning is also increased after the action. The results of the study of grade VIIIA students has shown an improvement after the action. The following is the learning results table from cycle 1:

Table 4: Recapitulation of Student Learning Result Cycle I

No	Description	Value
1	Amount	2384
2	Average	74.50
3	Maximum score of	92.00
4	Score of at least	40.00
5	Number of students completed	22
6	Percentage of mastery	68.75%

From the above table average learning outcomes in the first cycle reached 74.50 means not reaching Minimal Completeness Criteria (KKM = 75). In this cycle I students are complete as many as 22 people or 68.75% of all students. Learning outcomes that have not met expectations still need to be improved in the second cycle.

Cycle II

A. Motivation to Learn

Cycle II consists of 2 meetings. At the first meeting students have started to memorise the steps of teaching methods of the Think Talk Write (TTW) (Atan & Chakrabarty, 2011). Teachers tried to apply this method so that the motivation of student learning which is still low can be improved. Teachers invite students to participate in learning activities by providing interesting activities in learning for increased motivation. The students have been seen to be more independent in learning and have been active in learning activities. Here is a table of student motivation in cycle II.

Table 5: Recapitulation of Student Motivation Cycle II

No	Description	Value
1	Amount	2888
2	Average	90.25
3	Maximum score of	113
4	Score minimum	73
5	Number of students high and very high criteria	26
6	Percentage of high criteria and very high	81.25

In general, IPS learning with Think Talk Write (TTW) method has been running well. Motivation Learning of students in the class in following the learning has increased. The average result of learning motivation in cycle II has shown an increase of 90.25 or success rate of 68.37% with medium criteria. Students in the effort to increase motivation to learn is as expected because most have reached the high criteria. In this second cycle, students who achieve high criteria as many as 26 people or 81.25% of all students. This means that grade VIIIA students have been moved to achieve the learning objectives to be achieved in following the process of Social Science learning. Especially now there is a National-Based School Exams for subjects IPS.

B. Interest to Learn

In this second cycle students have shown a sense of excitement and spirit in following the IPS lesson. Assessment of the success of cycle II is done by giving a questionnaire to the students. Here is a table of student interest in learning obtained in cycle II:

Table 6: Recapitulation of Student Learning Interest Cycle II

No	Description	Value
1	Amount	1934
2	Average	60.44
3	Maximum score of	73
4	Score of at least minimum	52
5	Number of students criteria high and very high	29
6	Percentage criteria high and very high	90.625%

The average result of learning interest in cycle II has increased by 60.44 or 75.55% success rate with high criteria. Students in improving interest in learning is as expected as most have reached the high criteria. In this second cycle, students who achieve high criteria as many as 29 people or 90.625% of all students.

C. Student Learning Outcomes

The material taught in cycle II is the subtheme of Indonesian Economic System. Student learning outcomes have shown an increase, among others, influenced by the motivation and interest in learning is also increased after the action is done on the cycle I and cycle II. Here is a table of learning outcomes in cycle II:

Table 7: Recapitulation of Student Learning Result Cycle II

No	Description	Value
1	Amount	2852
2	Average	89.13
3	Score maximum	100.00
4	Score of at least	64.00
5	Number of students completed	31
6	Percentage mastery	96.875%

From the above table average learning outcomes in cycle II reached 89.13 means have reached Minimal Completeness Criteria (KKM = 75). Students in improving learning outcomes are as expected as it is more 80% of students thoroughly in class. Learning outcomes are as expected in the success indicators of this study.

Discussion

Method Think Talk Write is applied in this research to overcome the problems that often arise in learning IPS. For example, IPS classroom learning always has difficulties due to the crowded condition of the classroom, lack of concentration, and confidence from the students which makes them out of focus during the group discussion. Hence, this method is suitable and convenient for IPS classroom learning. The TTW strategy encourages students to think, talk, and then write down a particular topic. The TTW strategy allows students to influence and manipulate ideas before putting them into writing. It also assists students in collecting and developing ideas through structured conversations Huda (2014).

Learning Motivation

The researcher takes action in two cycles and each cycle has two meetings. The following table recapitulation of student learning motivation on precycle, cycle I, and cycle II

Table 8: Recapitulation of Student Motivation in precycle, Cycle I and Cycle II

No	Description	Precycle	Cycle I	Cycle II
1	Amount	2080	2408	2888
2	Average	65.00	75.25	90.25
3	Score maximum	95	95	113
4	Score of at least	39	40	73
5	Number of students high and very high criteria	8	17	26
6	Percentage criteria high and very high	25%	53.12%	81.25%

Initial condition of learning motivation of VIIIA students of Secondary School 1 Pleret obtained by researchers through questionnaire showed that the average of student motivation of VIIIA class showed a score of 65.00 or 49.24% including low learning motivation category. Based on the initial condition of students' learning motivation, the researcher uses the Think Talk Write method to improve student's learning motivation. After the first cycle action, the learning motivation has been shown to increase the number of students reaching the high criteria from 8 students in precycle to 17 students in cycle I. Average learning motivation also increased from 65.00 in precycle to 75.25 in cycle I. In this cycle there are still some students who have not implemented the Think stage with the maximum and in following the presentation the other groups have not participated actively. After the end of cycle I action and reflection with collaborators finally made improvements in learning to improve student motivation. In the second cycle, the average student motivation increased to 90.25 with medium category and there was an increasing number of high criterion students reached 1 person category very high and 25 people reached high category with percentage of 81.25%.

The second cycle has met the target of success indicator that is 80% of students reach high criterion and average of motivation increase in every cycle.

Interest Learning

Questionnaires interest in student learning is used, among others, to find out how much the students want to pay attention to the teacher when explaining the IPS materials and are willing to learn without prompting. Here is a recapitulation of student interest in precycle, cycle I and cycle II.

Table 9: Recapitulation of precycle Student Learning Interest, Cycle I and Cycle II

No	Description	Precycle	Cycle I	Cycle II
1	Amount	1580	1750	1934
2	Average	49.38	54.69	60.44
3	Score maximum	60	67	73
4	Score of at least	40	48	52
5	Number of students criteria high and very high	10	14	29
6	Percentage criteria high and very high	31.25%	43.75%	90.625%

The initial condition of the interest of the students of class VIIIA Secondary School 1 Pleret obtained by the researcher through questionnaire showed that the average of students' interest in class VIIIA showed 49.38 or 61.725% score included in the medium learning interest category. Based on the initial condition of student's learning interest, the researcher uses the Think Talk Write method to improve student's learning interest. After doing the action cycle I interest in learning seen has shown an increase in the number of students who complete learning from 10 students on precycle to 14 students in cycle I. Average interest in learning also increased from 49.38 in precycle to 54.69 in cycle I. In this second cycle, the students have done the Think stage optimally and in following the presentation from other groups have actively participated. In the second cycle, the average of students' interest increased to 60.44 with high category and there was an increasing number of students who completed one person or 3.125% very high category and 28 people or 87.5% reached high category and 3 people or 9.375% with the medium category. In cycle II it has fulfilled the target of success indicator that is 80% of student reach complete and average of student learning interest increase in every cycle.

Learning Outcomes

Assessment of these learning outcomes needs to be done to find out how much success of the IPS learning process. Recapitulation of precycle learning outcomes, cycle I and cycle II are presented in the following table

Table 10: Recapitulation of Student Learning Results on precycle, Cycle I and Cycle II

No	Description	Precycle	Cycle I	Cycle II
1	Amount	2275	2384	2852
2	Average	71.09	74.50	89.13
3	Score maximum	90	92.00	100
4	Score minimum	30	40.00	64
5	Number of students completed	18	22	31
6	Percentage mastery	56%	68.8%	96.9%

Based on table 10 it is seen that from precycle and the first cycle the learning outcomes have increased. In precycle there are 18 students or 56% complete learning cycle I and there are 22 students or 68.8% students who complete learning. Then from cycle I and cycle II IPS learning results also increased. In this second cycle there are 31 students or 96.9% of students complete learning. The average learning outcomes also increased. At the average precycle 71.09 while in cycle I average 74.50 and on the average cycle II increased to 89.13. From this increased learning result means students' understanding of IPS subject matter becomes stronger because the material is not taught by rote but is self-obtained by students through the application of Think Talk Write method.

Conclusions and Suggestions

Conclusion

The results of the research show that the application of the Think Talk Write method can improve students' learning motivation of VIIIA grade Secondary School 1 Pleret. In the precycle, the learning motivation shows 25% of students reach a high criterion. In the first cycle 53.125% of students and on the second cycle there are 3.125% students criteria are very high and 81.25% reach high criteria. The interest of IPS student learning grade VIIIA Secondary School 1 Pleret also increased. In the precycle, 31.25% of students have high criteria, cycle I reach 43.75% and cycle II is 3.125% very high criteria student and 87.5% high criterion and 9.375% have medium criteria. In addition, the Think Talk Write method can improve student learning outcomes IPS class VIIIA Secondary School 1 Pleret. In the precycle there were 56.25% who completed the study, in cycle I there were 68.75% students complete and in cycle II percentages increased to 96.875%.

Suggestion

1. The application of the Think Talk Write method can be used as one of innovation, creativity, and a fun learning method that can increase student's motivation, interest, and learning result.



2. In order to improve student learning outcomes teachers can use various learning models according to the material to be studied.



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