Developing Students' Descriptive Text Writing Abilities Using the Think Talk Write Learning Model (T/N) to Students of Grade V of State Elementary School

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Abstract

The Think Talk Write (TTW) learning model is considered effective for teaching descriptive text writing, as it helps students express their ideas and opinions more clearly. This study aims to determine the effect of the TTW model on the ability to write descriptive texts among fifth-grade students at SD Negeri 155 Sayur Matinggi. The research employs a quantitative approach with a pre-experimental design, specifically a one-group pretest-posttest design. The population consisted of all 29 fifth-grade students at the school. Data were collected using written tests focused on descriptive paragraph writing, administered before and after the implementation of the TTW model. The pretest results showed an average score of 42.75, categorized as very poor, indicating that students initially struggled with writing descriptive texts. After the intervention using the TTW model, the posttest results showed a significant improvement, with an average score of 78.27, categorized as sufficient. Hypothesis testing was conducted using SPSS version 23, which yielded a t-count of 11.892, higher than the t-table value of 1.701 at a significance level of 0.05. Since the t-count exceeded the t-table value (11.892 > 1.701), the hypothesis was accepted, confirming a significant effect of the TTW model on students' descriptive writing ability. These findings suggest that the Think Talk Write learning model effectively enhances descriptive text writing skills and can be a beneficial instructional strategy for elementary school students.

Keywords: learning techniques, imagination, competence, writing, poetry

I. INTRODUCTION

Indonesian language learning in the 2013 curriculum is a text-based curriculum or emphasizes more on text in each learning material. Text is a unit of language used as an expression of a social activity either orally or in writing with a complete thinking structure. There are several types of texts in the 2013 curriculum including observation texts, descriptive texts, narrative texts, procedural texts, and observation report texts. These types of texts are found in the 2013 curriculum for grade V elementary/Islamic elementary schools. Writing skills in the 2013 curriculum can be interpreted as the use of knowledge to produce creative and innovative ideas. Creative ideas are poured into a work as a result of a thought.

According to Henry Guntur Tarigan (2018: 3), writing is a language skill that is related to the process of thinking and expressing sentences into written form. Writing skills are one of the language skills that students master in learning. Not only writing skills, there are several skills that students must master including listening, reading, and speaking skills.

One of the processes for achieving text-based Indonesian language learning according to the 2013 curriculum emphasizes students to understand various types of texts and requires students to be proficient in writing. Learning that

text-based will be able to present material that builds students' thinking structures, writing is a language skill that requires students to think and express creative ideas. Writing learning that students learn includes writing descriptive texts.

Writing learning taught for elementary school/Islamic elementary school according to the 2013 curriculum for grade V is writing descriptive text. Core Competence 4. Trying, processing, and presenting in the concrete realm (using, analyzing, arranging, modifying, and composing) according to what is learned in school and other sources

that are the same in terms of perspective/theory. Basic Competence 4.2 Presenting data, ideas, impressions in the form of descriptive text about objects (schools, tourist attractions, historical places, regional art performances) in writing and orally by paying attention to structure, language both orally and in writing. Based on the results of an interview conducted with one of the Indonesian language teachers for grade VPublic Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, information was obtained that the problems in learning to write descriptive texts. First, the lack of student interest in writing activities because they do not know how to start writing. Second, students have difficulty in writing because their writing is not logically sequential. This is evidenced when students write descriptive texts they have difficulty putting words together. Third, students are not yet skilled at writing descriptive texts because they still need writing guidance so that students are able to write good descriptive texts according to the definition of descriptive texts.

In addition, interviews were also conducted with several fifth grade students of State Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, North Sumatra. This is because the five students who were selected already represented other students in the interview. The selection of students was chosen in terms of students who have high abilities, medium abilities, and low abilities. From the interviews that have been conducted, it can be concluded that first, the lack of motivation in students to learn, so that students are lazy to write descriptive texts. Second, students have difficulty in writing because students have difficulty writing their own language. Third, students do not understand the text itself, because they do not master the concept. Fourth, the lack of supporting media for students in understanding learning materials.

In this study, the author chose the Think Talk Write (TTW) learning model. The Think Talk Write (TTW) learning model is a learning model that can develop students' understanding and communication skills in a complete and fair manner in the classroom (Yamin and Ansari, 2008:84). Choosing Think Talk Write (TTW) for descriptive text writing skills because this model has never been applied in class VPublic Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency. In addition, with the Think Talk Write (TTW) model, students will be more aware of the shortcomings of the writing they have created. For this reason, the author is testing this model in learning descriptive texts using the Think Talk Write (TTW) model.

Based on the problems above, an appropriate learning model is needed in writing descriptive text, namely using the Think Talk Write (TTW) model. This is because by applying this model, students can be helped in expressing their ideas or opinions. Students will tend to reason according to the insights they have. While students who are less able to reason will be motivated by the lure of written ideas. Based on the description above, it is important to conduct research with the title "Development of Students' Descriptive Text Writing Skills Using the Think Talk Write (TTW) Learning Model in Grade V Students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 Academic Year".

II. METHODS

In this study, the researcher used a quantitative approach with a pre-experimental design research type that is included in experimental research. The research design used is one group pretest-posttest design. Arikunto (2018:124) said, "that the One Group Pretest Posttest Design learning model is an experiment carried out on one group only without a comparison group. Experiments are carried out to see the effects of a treatment."

The One Group Pretest Posttest Design research design was initially carried out with an initial task (pretest) without being given treatment to determine students' initial abilities, then students were given treatment using the TTW (Think Talk Write) learning model. Furthermore, a final task was given to determine students' abilities after the treatment (posttest stage). The research design overview can be described as follows:

$$O1 - X - O2$$

(Sugiyono, 2018: 111)

The research procedure includes the implementation of Classroom Action Research (CAR) in the form of planning, implementing actions, observation, and reflection in each cycle to identify problems that occur in the classroom. Continued with the implementation of research for two cycles consisting of several stages

Population & Sample
Sugiyono (2018:117) said that population is a generalization area consisting of objects/subjects that have certain qualities and characteristics that researchers determine to be studied and then conclusions drawn. The population

in this study were all fifth grade students of State Elementary School Number 155 Sayur Matinggi totaling 29 students.

A sample is a part of a population, for example, taken using certain methods (Margono, 2015:121). According to Sugiyono (2018:118), a sample is part of the number and characteristics possessed by the population. The sampling technique used in this study is nonprobability sampling with a purposive sampling technique. Purposive sampling is a sampling determination technique with certain considerations (Sugiyono, 2018:124). Based on the technique used in sampling, the sample in this study was 29 students of grade V of State Elementary School Number 155 Sayur Matinggi in the 2024-2025 Academic Year.

Data Collection
The technique used to collect data in this study is the Test technique. The test used is a written test, namely about writing descriptive paragraphs. The test is given twice during the pre-test and post-test. In the pre-test activity, students are given the task of writing a descriptive paragraph according to the object being observed without using the TTW (Think Talk Write) learning model. While in the post-test activity, students are given the task of writing a descriptive paragraph using the TTW (Think Talk Write) learning model. This aims to determine students' ability to write descriptive paragraphs using the Think Talk Write (TTW) learning model.

Data Analysis
In this study, the collected data will be analyzed using descriptive statistical techniques and inferential statistical analysis. The data management procedures used are:
a.   Creating a Raw Score List
The raw score is determined based on the criteria for writing a descriptive paragraph. The aspects assessed are described in the following table:

Table 1. Assessment Criteria

No.	Rated aspect	Score
1.	Contents	4
2	Organization	4
3	Vocabulary	4
4	Language	4
5	Mechanics	4
	Amount	20

b.   Creating a Frequency Distribution from Raw Scores
Test data obtained from correction work, in general, is still in an uncertain state. To facilitate analysis, it is necessary to compile a frequency distribution that can facilitate further calculations.
c.   Descriptive Statistical Analysis
Descriptive statistical analysis is intended to describe the characteristics of student learning outcomes including: highest value, lowest value, average value, standard deviation and frequency distribution table. These criteria are used to determine the category of student learning outcomes in the experimental class in class V of SDN Number 155 Sayur Matinggi.
d.   Inferential Statistical Analysis
Inferential statistical analysis is used to test the research hypothesis using the t-test. However, before testing the hypothesis, normality and homogeneity tests are first carried out.
The normality tester used is Kolmogorov-Smirnov to determine whether the data that follows the population is normally distributed. The criteria used are learning outcome data is said to follow a normally distributed population if the p-value> a = 0.05. Meanwhile, for the homogeneity test, the test of homogeneity of variance is used which aims to determine whether the variation of the data research is homogeneous. The learning outcome data obtained is said to be homogeneous if the p-value> a = 0.05
Hypothesis testing to answer the research hypothesis that has been proposed, the purpose of the test is carried out using the t-test, but this test is used with the help of a computer, namely the SPSS version 23 program.

III. RESULTS AND DISCUSSION

A. *Research Result*

In this chapter, the results of the study will be discussed regarding the effect of the implementation of the Think Talk Write (TTW) learning model on the ability to write descriptive paragraphs of grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year. The data collected by the author in this study were in the form of data on the results of writing descriptive paragraphs of students before using the Think Talk Write (TTW) learning model, and writing descriptive paragraphs of students after using the Think Talk Write (TTW) learning model which would then be analyzed using descriptive statistical analysis techniques and inferential statistical analysis. The data analysis in question is described as follows.

This study produces raw score data found in the aspects of writing descriptive paragraphs (1) Content, (2) Organization, (3) Vocabulary, (4) Language, (5) Mechanics. In determining the raw score data, it can be seen that students will get a maximum score of 100 if the questions are answered correctly.

The Minimum Passing Criteria (KKM) for learning Indonesian at the school is 75. Based on the KKM value, the standard for the effectiveness of the Think Talk Write learning model is said to be successful if at least 75% of the total number of students get a score of 75 or above.

Before being given treatment, students will be given an initial test (pretest). The pretest is a group that follows learning to write descriptive paragraphs without using the Think Talk Write (TTW) learning model. The subjects in this group are 29 students.

The purpose of giving a pretest to class V is to determine the students' initial ability to write descriptive paragraphs.

Based on the pretest results, the highest score was 75 and the lowest score was 25, the average score (mean) was 42.75. The frequency distribution of the pretest scores for the ability to write descriptive paragraphs in this pretest group can be seen in the following table.

Table 1. Frequency Distribution of Pretest Scores (Initial Test) Writing Descriptive Paragraphs without Using the Think Talk Write (TTW) Learning Model for Grade V Students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency 2024-2025 academic year

Score	Category	Frequency	Percentage (%)
91-100	Very good	0	0
85-90	Good	0	0
75-84	Enough	3	10%
66-74	Not enough	0	0
0-65	Very less	26	90%
AMOUNT		29	100%

Table above shows that before the descriptive paragraph writing learning using the Think Talk Write learning model was carried out, as many as 3 students or 10% of grade V students of State Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year who took the descriptive paragraph writing test without using the Think Talk Write learning model were in the interval 75-84, namely in the sufficient category and 26 students or 90% were in the interval 0-65, namely in the very poor category.

Furthermore, if the students' scores for writing descriptive paragraphs without using the Think Talk Write learning model are categorized based on learning completion criteria, the categories obtained are as shown in Table below.

Table 2. Description of the Completeness of the Pretest Value for Writing Descriptive Paragraphs without Using the Think Talk Write (TTW) Learning Model for Grade V Students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 Academic Year

SCORE	CATEGORY	FREQUENCY	PERCENTAGE (%)
75-100	Completed	3	10%
0-74	Not Completed	26	90%
AMOUNT		29	100%

Based on the results of the calculations carried out, data was obtained on students who completed and did not complete the initial test (pretest). Students who did not complete the learning to write descriptive paragraphs were 26 people (90%), while students who completed the learning to write descriptive paragraphs were 3 people (10%).

The results of calculating the pretest scores of students who completed and did not complete writing descriptive paragraphs presented in table can be described in the following histogram graph.
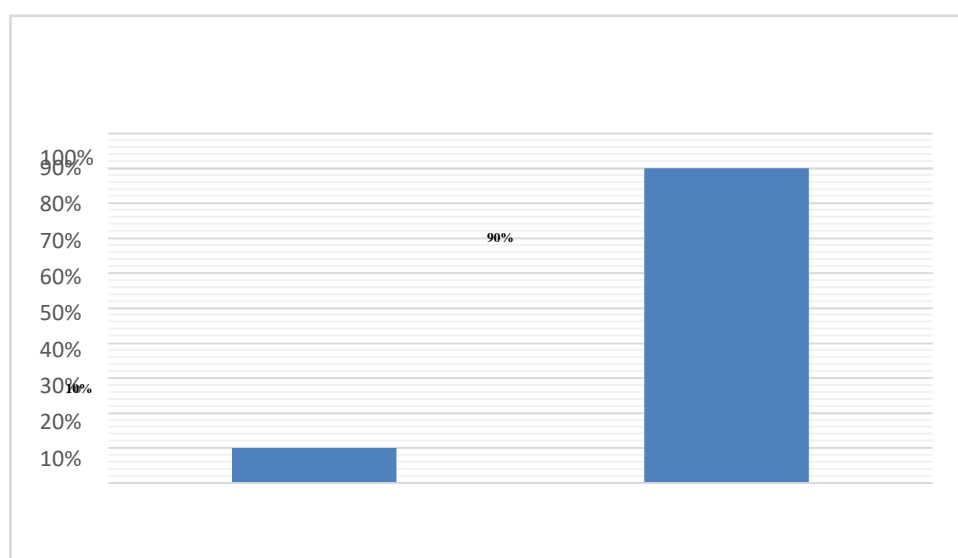
Graph 1. Histogram of the Calculation of the Number of Students in the Initial Test (pretest) Who Completed and Did Not Complete

After the initial test or pretest, a treatment or posttest is given which is the final test. In this activity, students get learning to write descriptive paragraphs using the Think Talk Write (TTW) learning model. The subjects in this group were 29 students in the same class, namely, class V of State Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 academic year.

From the posttest results, the highest score was 90 and the lowest score was 60. The average score was 78.27. The frequency distribution of posttest scores for writing descriptive paragraphs using the Think Talk Write (TTW) learning model can be seen in the following table.

Table 3. Frequency Distribution of Posttest Scores for Writing Descriptive Paragraphs Using the Think Talk Write (TTW) Learning Model for Grade V Students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 Academic Year

Score	Category	Frequency	Percentage (%)
91-100	Very good	0	0
85-90	Good	10	34%
75-84	Enough	14	48%
66-74	Not enough	1	3%
0-65	Very less	4	14%
AMOUNT		29	100%

Table above shows that of the 29 fifth grade students of State Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year who took the final test (posttest), 4 people or 14% of them got very poor, 1 person or 3% of them got poor scores, 14 people or 48% of them got sufficient scores, 10 people or 34% of them got good scores.

Furthermore, if the posttest scores of grade V students of State Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year after participating in learning

to write descriptive paragraphs using the Think Talk Write learning model are categorized based on learning completion criteria, the results will be as stated in table below.

Table 4. Description of Posttest Score Completion of Writing Descriptive Paragraphs Using the Think Talk Write (TTW) Learning Model for Grade V Students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 Academic Year

SCORE	CATEGORY	FREQUENCY	PERCENTAGE (%)
75-100	Completed	24	83%
0-74	Not Completed	5	17%
AMOUNT		29	100%

Table 4above shows that out of 29 people or 100% of the fifth grade students of SDN 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency who took the test after participating in learning to write descriptive paragraphs using the Think Talk Write learning model, there were 24 people or 83% who were in the complete category and 5 people or 17% who were in the incomplete category. This means that students in class VV of SDN 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency achieved the success standard because the success standard is achieved if at least 75% of students in the class have achieved the minimum completion score set by the school.

After the data management of the pretest and posttest results of V Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency for the 2024-2025 academic year, descriptive statistics were obtained consisting of maximum value, minimum value, average value, standard deviation and variance. Below are presented descriptive statistics of the pretest (initial test) and posttest (final test) data in grade V using SPSS 23 for Windows Software.

Table 5. Descriptive Statistical Data of Pretest and Posttest

	N	Range	Minimum	Maximum	Mean		Std. Deviation	Variants e
						Std. Error		
	Statistics	Statistics	Statistics	Statistics	Statistics		Statistics	Statistics
Pretest	29	50.00	25.00	75.00	42.7586	2.51334	13.53476	183,190
Posttest Valid N	29	30.00	60.00	90.00	78.2759	1.61344	8.68865	75,493
	29							

Inferential statistical analysis is used to test the research hypothesis using the t-test. However, before testing the hypothesis, normality and homogeneity tests are first carried out.

I. Normality Test

The normality test of class V of SDN Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency, 2024-2025 academic year was conducted to determine whether the data obtained was normally distributed or not. All calculations were carried out using a computer program, namely the Statistical Package for Social Science (SPSS) version 23 with the Kolmogorov-Smirnov test. The criteria for data to be normally distributed if the significance value is> 0.05, but if the significance value p <0.05 then the data is declared not normally distributed. After data processing, the output display can be seen in the following table.

Table 6. Normality Test

VAR00001	Kolmogorov-Smirnova			Shapiro Wilk		
	Statistics	Df	Sig.	Statistics	df	Sig.
Mark 1.00	.193	29	.007	.855	29	.001
2.00	.181	29	.016	.918	29	.027

Based on the results of data analysis in table 4.7 using the Kolmogorov Smirnov test, the p-value for the pretest is 0.193. This result is greater than the significance level α = 0.05, then the p-value for the posttest is 0.181. This result is greater than the significance level α = 0.05. Based on this, it can be concluded that both data are normally distributed data.

II. Homogeneity Test

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Based on the normality test of the distribution of Pretest and Posttest data, both data are normally distributed so that the analysis is continued by testing homogeneity. The homogeneity test used in this study is the inferential statistical test of homogeneity of variance using the SPSS program.

23 for Windows with the criteria if the significance value p > 0.05 then the data is stated that the population variance is the same (homogeneous), but if the significance value p < 0.05 then the data is stated that the population variance is not the same (not homogeneous). After data processing, the output display can be seen in the following table.

Table 7. Homogeneity Test

Levene Statistics	df1	df2	Sig.
2,858	1	56	.096

Table 7 shows that the results of the population variance homogeneity test obtained a value of p = 2.858 where p > α, α = 0.05. Based on the results of the population variance homogeneity test, it is stated that the population variance is the same (homogeneous).

III. Hypothesis Test

The hypothesis test used in this study is an inferential statistical test (t-test) independent samples test using the SPSS 23 for Windows program with the test criteria, hypothesis, alternative hypothesis (H1) is accepted if the calculated t value ≥ the t table value. Conversely, H1 is rejected if the calculated t <t table value. In other words, the hypothesis is accepted if the calculated t value is greater than or equal to the t table at a significance level of 0.05%. The results of the t-test of the descriptive paragraph writing test data using the Think Talk Write learning model for grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year can be seen in the following table.

Table 8. Independent Sample T-Test Analysis
Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nilai	Equal variance assumed	2,858	.096	11,892	56	.000	-35.51724	2.98665	-41.50022	-29.53426
	Equal variance not assumed			11,892	47.727	.000	-35.51724	2.98665	-41.52319	-29.51129

Table 8 shows that the calculated t value obtained is 11.892 while the t table with a significance level of 0.05 is = 1.701. Based on the results of the hypothesis test with inferential statistics (t-test) using the independent samples test, it is stated that the research hypothesis is accepted because the calculated t value> t table value (11.892> 1.701).

B. *Discussion*

Based on the results of the test data analysis on the activity of writing descriptive paragraphs before using the Think Talk Write (TTW) learning model, it is known that out of 29 students, the highest score of 75 was obtained by 3 students, the lowest score of 25 was obtained by 2 students. The average score when writing descriptive paragraphs before using the Think Talk Write (TTW) learning model was 42.75 with a very poor category. While in the activity of writing descriptive paragraphs after using the Think Talk Write (TTW) learning model, the highest score of 90 was obtained by 5 students, and the lowest score of 60 was obtained by 2 students. The average score for writing descriptive paragraphs after using the Think Talk Write (TTW) learning model was 78.27 with a

sufficient category. The results of this study indicate that learning to write descriptive paragraphs using the Think Talk Write (TTW) learning model is better than learning before using the Think Talk Write (TTW) learning model. In the activity of writing descriptive paragraphs before using the Think Talk Write learning model (pretest), students were not skilled at writing descriptive paragraphs because the teacher only seemed to provide an explanation and then gave an assignment. Learning was only centered on the teacher so that students were not active and did not interact much with their friends. When the descriptive paragraph writing test was held, the students' work results were not yet skilled at writing descriptive paragraphs.

In the activity of writing descriptive paragraphs after using the Think Talk Write learning model (posttest), namely learning to write descriptive paragraphs using the Think Talk Write (TTW) learning model. In this learning process, out of 29 students, 24 were quite skilled in writing descriptive paragraphs. This learning model is very helpful for students in writing descriptive paragraphs because students are active and interact with their friends. So, students can exchange opinions with their friends so that ideas in writing increase.

The Think Talk Write learning model is a method introduced by Huinker and Laughin (in Yamin et al., 2008:36). By using this Think Talk Write (TTW) learning model, students are encouraged to think and be directly involved in the teaching and learning process.

By using the Think Talk Write (TTW) learning model, students are quite enthusiastic and more excited because they can interact and exchange opinions with their friends so that they can add to their ideas and thoughts in writing. When the descriptive paragraph writing test was held, students already knew what they were going to write. The ability to write descriptive paragraphs of VV students of SDN Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year is quite skilled by using the Think Talk Write (TTW) learning model.

Based on the results of the inferential statistical test (t-test) independent samples test with the criteria for testing the hypothesis, namely, the alternative hypothesis (H1) is accepted if the calculated t value ≥ the t table value. Conversely, H1 is rejected if the calculated t <t table value at a significance level of 0.05%. The results of the t-test for writing descriptive paragraphs using the Think Talk Write learning model for fifth grade students of SDN Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year show that the calculated t value obtained is = 11.892 while the t table with a significance level of 0.05 is = 1.701. So the results of the hypothesis test with the inferential statistics (t-test) independent samples test, it is stated that the research hypothesis is accepted because the calculated t value> t table value (11.892> 1.701). So, it can be concluded that the implementation of the Think Talk Write learning model has a significant effect on the ability to write descriptive paragraphs of grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year.

When compared with previous research, it is relevant to the study. The first study, conducted by Satria (2017) entitled "The Effect of Using Think Talk Write (TTW) Technique on the Ability to Write Drama Scripts of Class VIII Students of SMP Negeri 1 Tarusan, Pesisir Selatan Regency". The results of the study indicate that there is an effect of using the Think Talk Write technique on the ability to write drama scripts of class VIII students of SMP Negeri 1 Tarusan, Pesisir Selatan Regency, seen from the level of students' ability to write drama scripts before using the Think Talk Write (TTW) technique obtained an average value of 65.22 with a classification of 56-65%, namely Enough, while after using the Think Talk Write (TTW) technique obtained an average value of 73.11 with a classification of 66-75%, namely More than Enough (LdC).

The second study, conducted by Syahputra (2017) entitled "The Effect of Think Talk Write Learning Model on the Writing Skills of Biographical Texts of Class VIII Students of SMP Negeri 2 Bintan in the 2016/2017 Academic Year". The results of the study showed that there was an effect of the Think Talk Write learning model on the writing skills of biographical texts of class VIII students of SMP Negeri 2 Bintan, seen from the score of the students' biographical text writing test before applying the Think Talk Write learning model was 51.81 while the results of writing biographical texts after applying the Think Talk Write learning model were 82.06.

The third study, conducted by Alfianika (2016) entitled "The Effect of Using Think Talk Write (TTW) Technique on Short Story Writing Ability of Grade X Students of SMA Negeri 1 Painan". The results of the study showed that there was an effect of using Think Talk Write on the short story writing ability of grade X students of SMA Negeri 1 Painan, seen from the short story writing ability of grade X students of SMA Negeri 1 Painan without using the Think Talk Write technique obtained an average score of 60.25 in the range of 56-65% qualified enough. While after using the Think Talk Write technique obtained an average score of 77.50 in the range of 76-85% qualified good. Based on the results of the research that has been conducted by the researcher shows that there are similarities and differences between the research that has been conducted by previous researchers and this research.

The similarity between previous research and this research is that the results of the research show that there is an influence of the independent variables tested, by looking at the results of the posttest or final test after the treatment in the experimental class, it shows that the average score of students has reached the standard of completion of each set by the researcher in their learning. The similarity between previous research and this research is also found in the type of research used, namely using the experimental research type, and both using Think Talk Write.

The difference between previous research and this research is in the dependent variables, namely writing drama scripts, writing biographical texts, and writing short stories, while this research is writing descriptive paragraphs. This shows that even though it is applied to different learning, the Think Talk learning model Write(TTW) are equally effective in use in this learning. It is possible that the Think Talk Write (TTW) learning model can also be used in other learning.

IV. CONCLUSIONS

Based on the results of the research and discussion, it can be concluded that the ability to write descriptive paragraphs of grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year before using the Think Talk Write (TTW) learning model obtained an average score of 42.75 with a very poor category. Meanwhile, the ability to write descriptive paragraphs of grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year after using the Think Talk Write (TTW) learning model obtained an average score of 78.27 with a sufficient category. The results of the hypothesis test using SPSS version 23 showed that the calculated t value was obtained = 11.892 while the t table value was = 1.701 with a significance level of 0.05, so it is stated that the research hypothesis is accepted because the calculated t value> t table value (11.892> 1.701). So, it can be concluded that the application of the Think Talk Write learning model has an effect on the ability to write descriptive paragraphs of grade V students of Elementary School Number 155 Sayur Matinggi, Penyambungan District, Mandailing Natal Regency in the 2024-2025 academic year.

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