IMPROVING GERMAN NARRATIVE TEXT WRITING SKILLS WITH THE HELP OF SERIALIZED IMAGES WITH THE THINK TALK WRITE LEARNING MODEL

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Abstract
This study aims to describe the effect of the application of the Think, Talk, Write learning model assisted by serialized images on improving the German narrative writing skills of SMA Negeri 1 Bone students. The study population was all students of SMA Negeri 1 Bone who studied German. While the sample used is a total sample, which is taken from the entire population of 30 people, the research data were obtained by using initial observation and tests, namely the pretest and posttest. The collected data were analyzed using the T test by first finding the average value of the two tests. From the results of the data analysis obtained, the value of the t-count was 9.923 > than the t-table was 2.048 at a significance level of 0.05%. In addition, the average score obtained by students on the pretest was 68.24%, which was below the value of learning completeness. While the average value obtained by students in the post-test is 84.11, this shows an increase of 15.87%. These results indicate that the Think, Talk, Write learning model assisted by serialized images can significantly improve the German narrative writing skills of SMA Negeri 1 Bone students.
Key words: Think Talk Write a learning model, serialized pictures, or narrative essay

Abstrak
Penelitian ini bertujuan untuk mendeskripsikan pengaruh penerapan model pembelajaran Think, Talk, Write berbantuan gambar berseri terhadap peningkatan keterampilan menulis narasi bahasa Jerman siswa SMA Negeri 1 Bone. Populasi penelitian adalah seluruh siswa SMA Negeri 1 Bone yang belajar bahasa Jerman. Sedangkan sampel yang digunakan adalah sampel total yaitu diambil dari seluruh populasi yang berjumlah 30 orang, data penelitian diperoleh dengan menggunakan observasi awal dan tes yaitu pretest dan posttest. Data yang terkumpul dianalisis menggunakan uji T dengan terlebih dahulu mencari nilai rata-rata dari kedua tes tersebut. Dari hasil analisis data yang diperoleh nilai thitung sebesar 9,923 > dari ttabel sebesar 2,048 pada taraf signifikansi 0,05%. Selain itu, rata-rata nilai yang diperoleh siswa pada pretest sebesar 68,24% berada di bawah nilai ketuntasan belajar. Sedangkan nilai rata-rata yang diperoleh siswa pada post-test adalah 84,11, hal ini menunjukkan peningkatan sebesar 15,87%. Hasil tersebut menunjukkan bahwa model pembelajaran Think, Talk, Write berbantuan gambar berseri dapat meningkatkan keterampilan menulis narasi bahasa Jerman siswa SMA Negeri 1 Bone secara signifikan.
Kata kunci: *Think Talk Menulis model pembelajaran, gambar berseri, atau karangan naratif*

INTRODUCTION

Writing is considered to be one of the most challenging skills to learn. Accordingly, some issues appeared and may be faced by the students while writing (Nurlatifah, L., & Yusuf, F. N. (2022). Writing is one of the skills that plays an important role in human life and is done by everyone. Writing is the process of conveying ideas, attitudes, and opinions. Or it can also be said that writing is an activity carried out to express thoughts and feelings through writing. Writing is not just a talent; therefore, in order for the thoughts, opinions, or ideas poured into the resulting writing to achieve its purpose, namely that it can be understood by its readers, writing activities require additional skills that always have to be learned and trained.

Based on the results of initial observations of SMA Negeri 1 Bone students and discussions with German language teachers, information was obtained that many of them were still unable to express their ideas in writing. This is about being constrained by the ability to master vocabulary and grammar. Studies on the problems commonly faced by students in German writing class have been conducted by numerous researchers (Ningrum, M., & Rabiah, S., 2022; Gilli, Y., & Dalle, A., 2019; Dalle, A., & Anwar, M. 2019) The problems among students vary, including low performance, don't have any ideas, lack of academic motivation, self-integrated learning, selfefficacy, and etc.

There are some alternative ways to help students tackle the problems; one of which is to implement a learning model that is appropriate with the problems that students commonly encounter. With the approval and permission of the school, research was conducted on the application of Think Talk Write with the help of serialized picture media to see how the improvement of students' writing skills, especially in writing narrative texts, The selection of the Think, Talk, Write learning model is based on the consideration that the model has never been applied to German language learning at the school, especially in the aspect of writing (schreiben). In addition, the Think, Talk, Write learning model has proven its effectiveness in improving students' writing skills at various levels of education. Another consideration underlying the selection of the Think, Talk, Write learning model is that this model allows participants to actively participate in learning and can hone their own thinking skills in discussions so that they can pour the results of the discussion into narrative writing.

Various studies that are relevant to this research include one conducted by Arifin and friends (2019); Kusmayadi, I. (2021); Farsyafat, K. I. (2020) the results of his research concluded that the Think, Talk, Write learning model effectively improved students' writing skills. In addition, the results of Fahriati's research (2015) concluded that the Think, Talk, Write learning strategy can improve the short story writing skills of SMP Negeri 9 Pangkal Pinang students.

Another study has proven the success of the Think Talk Write model in improving writing skills, namely research conducted by Mannahali (2018) on German language study program students, where the results show that Think Talk Write effectively improves student writing skills. In addition to the three relevant research results mentioned above, there are still many other research results that have proven the effectiveness of the application of the Think, Talk, Write learning model in improving writing skills.

From the relevant research results stated above, it is said that Think Talk Write has proven its effect in improving the writing skills of both students and college students in various types of texts. In this study, the main

problem addressed is "Does the Think, Talk, Write learning model assisted by serialized images improve the writing skills of narrative text in German of SMA Negeri 1 Bone students?". The results of the study illustrate the answer to the problem formulation.

LITERATUR REVIEW

Etymologically, Think, Talk, Write means thinking, speaking, and writing. The Think, Talk, Write learning model is a learning model that seeks to build thinking, reflect, and organize ideas. It begins with thinking through reading material by listening and criticizing reading material, then pouring the results of reading through discussion presentations, and then making reports (Hamdayama, 2014). Meanwhile, according to Arihi and Iru (2012), the Thin Talk Write model is a learning model where careful planning of actions regarding learning activities involves thinking, exchanging opinions, and then discussing the results with the aim that learning objectives are achieved. Furthermore, Huda (2013–2018) Think, Talk, Write is a cooperative learning model that encourages students to think, talk, or discuss and then write a topic. Through this strategy, students can process the ideas that have been discussed before pouring them into one. Huinker and Laughin in Yamin and Anshari (2008) stated that the Think, Talk, Write strategy is one of cooperative learning that can stimulate learners to be more active in constructing understanding independently. This learning model is known as independent learning in groups.

Related to this, Slavin (2008) said that the Think, Talk, Write learning model is built on three things: thinking, discussing, or talking and writing, whose learning flow begins with student involvement and dialogue and discussion with himself after the reading process, and then talking or discussing and sharing opinions with his friends before writing.

Based on some of the definitions that have been stated, it can be concluded that in this learning model, students are required to carry out three important activities, namely thinking (think), speaking (talk), and writing (write), where the learning flow begins with student involvement in dialoguing and discussing with themselves after the reading process, and then speaking or discussing and sharing opinions. The results of the discussion are then poured into writing, which is also the final result of the learning. With these three important activities, students are helped in building their own knowledge so that their understanding of concepts will be better, and then students can communicate or discuss their thoughts with their friends so that they will help each other in achieving their goals.

The success of the Think, Talk, Write model in improving students' writing skills is inseparable from one of its advantages, namely that students are given the opportunity to interact, discuss, or share opinions with their groupmates, which causes students to be actively involved in the learning process. This is what causes this learning model to be effective in optimizing the teaching and learning process so that the desired goals can be achieved.

In general, the steps of learning with the Think, Talk, Write model according to Slavin (2009) are: a) Think (thinking); at this stage, the thinking process is carried out to understand the initial material individually, and then the results of the thinking process are used as the language of discussion in the group. b) Talk (talk or discussion), which is intended so that students can exchange ideas and reflect on the results of understanding in the thinking stage. Interaction between students is expected to produce solutions and an understanding of the material provided. c) Write (writing), where this stage is the ultimate goal of learning. In this stage, the communication skills of the learners will be seen in the discussion. c) Write (writing), where this stage is the ultimate goal of learning.

At this stage, learners write down the ideas they get from the thinking and discussion stages.

In line with the above opinion, Shoimin (2014: 212) suggests several steps in the implementation of learning with the Think, Talk, Write model, as follows: a) The teacher forms a group of 3-5 people, then gives a task; b) Students read the task individually, think about the task, and then make small notes about the results of their thoughts; c) Students discuss the results of their thoughts in groups; d) Students present the results of group discussions.

Based on the above stages, the steps applied to learning narrative writing skills in this study are: a) The class is divided into several groups, each consisting of 3–4 people (according to the condition of the class). b) Distribute tasks to groups of students formed by serial images individually, where each series of images includes the word stone, which is the keyword. c) Students are given the opportunity to find as much information as possible related to the series of images. d) In the groups formed, students discuss the points of the series of images and record new knowledge that can help them in the writing process. e). Reconstruct the results of the discussion and then put them into writing in the form of narrative text.

Storytelling in writing is called writing or composing, which is the written expression of ideas, thoughts, and feelings. Expression poured in written language will be understood by people if it is poured in organized, systematic, and simple language. So the ability to write or compose is the ability to use language patterns in written displays to express ideas or messages. Writing skills require several abilities, including the ability to understand the ideas expressed, the ability to use language elements, the ability to use language styles, and the ability to use spelling and punctuation. There are various forms of writing produced in writing, such as: writing in the form of descriptive, expository, or argumentative texts; and writing in the form of narratives.

In terms of breadth and detail, the ideas in an essay or piece of writing have a level or hierarchy, and in stages, the ideas can be expressed with sentences, paragraphs, and even more in a complete essay. A narrative essay is an essay that presents a series of events in chronological order. The presentation intends to give meaning to a series of events so that readers can learn lessons from the story.

Related to the narrative, Dalman (2015: 106) said that a narrative essay is a form of writing that is a story that seeks to create, tell, and relate human actions in an event or human experience from time to time in which there are also characters who face a conflict that is arranged systematically. Furthermore, Dalman (2015: 107) said that narrative essays have several purposes, namely: (a) so that the reader seems to have witnessed or experienced the event being told; (b) trying to describe clearly to the reader the events that have occurred; and (c) to move the emotional aspects and form an image of the reader's imagination. (d) Provide information and expand the reader's knowledge.

Picture media is one of the techniques in learning that can be used as a variation in writing skills. The existence of images is not only entertainment, but more than that, image media has a very large function, one of which is to convey ideas to others. According to Sadiman et al. (2014), image media or photos are the most commonly used media in the field of education, which can be used to provide an overview of something so that the explanation is more concrete than described in words. Furthermore, Arsyad (2013) suggests that the image media in question are photographs, paintings, or sketches whose main purpose of appearance is to visualize the concepts that students want to convey. From these two opinions, it can be concluded that image media is media used in learning in the form of visuals that provide an

overview of something that is clearer than the explanation in words.

There are various forms of image media, one of which is a series of images that, if combined into a series or sequence of images and poured into the form of writing, will produce a narrative text. Related to serialized images, Arsyad (2002:119) says that serialized images are a series of activities or stories presented in sequence. With these serial pictures, students are trained to express the activities contained in the picture. Serial pictures, also called flow charts or stacking pictures, consist of several pictures that are interconnected with each other so that, when combined, they will form a series of stories or narratives.

Serial images in language learning Both Indonesian and foreign languages, such as German, are very suitable for practicing composing skills and also skills in expression in speaking. Sadiman (2009: 29) suggests several advantages of serial image media, among others: a) is realistic and shows the subject matter. b) can overcome the limits of space and time because not all objects can be displayed in the classroom. c) can clarify a problem.

The role of serial images in learning to write is to help students obtain concepts about a particular topic by observing the serial images that are unfolded. Abbas (2006) said that serial images in the form of successive or chronological events will help students find a debate in telling stories, both in writing and in reading.

METHOD OF RESEARCH

This research is a quasi-experimental study with a one-group pretest-posttest design without any control group. This design is because there is a pretest before it is given treatment, the results of the treatment can be known more accurate because it can be compared with condition before treatment. According to Suryabrata (2013: 92), in the research design of the one-group pretest-posttest design, only one group of subjects is used, which is given two tests, namely the pretest given at the beginning or before treatment, then subjected to treatment for a certain period of time, then measured by giving a posttest. The study population was 30 students of SMAN 1 Bone. The sample used was a total sample because it was less than 100 people.

This research consists of two variables, namely the independent variable and the dependent variable. The independent variable in this research is the Think, Talk, Write learning model assisted by series of pictures. While the dependent variable is the ability to write German narrative, The Think, Talk, Write learning model referred to in this study is the application of the TTW learning model in presenting material in learning aspects of writing (Schreiben). Meanwhile, the writing skill intended in this study is the ability of students to create an essay in the form of a narrative with the help of serialized images. In this study, the serial pictures used are sourced from the book "Deutsch mit Vater und Sohn", by Franz Eppert in 2001. As the title of the book means "Father and Son,", in the book there are various situations of events or activities played by a father and his son. In each theme or title, there are six (6) pictures arranged in series, which, when combined, will form one narrative or story. Each title is equipped with words that can help students find the story situation. Taking this book as a teaching material, based on the consideration that the vocabulary and grammar that may appear in pouring stories in the picture series are still simple and in accordance with the level of mastery of German at the senior high school level .

Data collection was carried out using the following steps: (1) giving a pretest before the treatment is given. (2) conducting treatment, namely teaching using the Think, Talk, Write learning model with the help of serialized images within a certain period of time. (3)

Giving the performance test of narrative writing ability based on serial pictures after the treatment is given. The results of both tests (pretest and posttest) were analyzed using a T-test.

DISCUSSION / RESEARCH FINDING

The research project was initiated with a pretest designed to assess the baseline skills of students enrolled in a German writing class. This initial evaluation was crucial to understand each student's starting point and to tailor subsequent instruction to their individual needs. The pretest consisted of various exercises that mirrored the complexities of German syntax and vocabulary, ensuring that the assessment accurately reflected the students' proficiency levels.

Following the initial assessment, the students embarked on a structured learning journey that spanned five sessions. These sessions were built around the "Think Talk Write" methodology, an educational approach that emphasizes thoughtful discussion and deliberation before committing to writing. This method is particularly effective in language learning, as it encourages students to actively engage with the material, discuss it with peers, and articulate their thoughts in a coherent and reflective manner. Each session was meticulously planned to progressively build on the skills assessed during the pretest, with activities that challenged the students to expand their vocabulary, improve their grammatical accuracy, and enhance their overall fluency in written German.

At the conclusion of the five sessions, another test was administered to the students. This post-test, while matching the pretest in terms of difficulty, was crafted to measure the progress students had made over the course of the program. The expectation was that the scores would reveal a significant improvement, given the intensive training and the interactive nature of the "Think Talk Write" methodology. The results were intended to provide not only a quantitative measure of improvement in students' writing skills but also qualitative insights into the effectiveness of the teaching approach used. The outcome of this study was anticipated to contribute valuable data on the efficacy of interactive learning strategies in enhancing foreign language writing proficiency.

Data on the students' performance before and after the implementation of Think Talk Write method are provided in the following table.

Table 1. The Results average value

	Pre-Test	Percentage (%)	Post-Test	Percentage (%)
German Writing Class	68	24 %	83	84.11%

The educational intervention at SMA Negeri 1 Bone employing the Think, Talk, Write (TTW) model, augmented with series pictures, has demonstrated significant enhancements in the German narrative writing skills among the students. This assertion is underpinned by the data collected and analyzed before and after the implementation of this teaching strategy. Initially, a pre-test was administered to establish a baseline for the students' abilities in writing narrative essays in German. The results from this test showed an average score of 68, translating to 24% proficiency. This initial data provided a critical reference point

for evaluating the subsequent effectiveness of the TTW model.

After the application of the TTW model, supplemented by series pictures over a defined period, a post-test was conducted. The outcomes from this post-test revealed a remarkable improvement, with the average score escalating to 83, or 84.11% proficiency. This substantial increase of 15.87% in average scores is indicative of the effectiveness of the TTW model in enhancing narrative writing skills. To further validate these results, a statistical t-test was carried out with a significance level set at 0.05. The sample comprised 30 students, ensuring that the findings would be robust and reflective of the student body's capabilities. The computed t-value from this analysis was 9.923, which significantly exceeded the critical t-value (t-table) of 2.048 for a sample size of 30. This statistical comparison strongly supports the superiority of the obtained t-value over the benchmark, leading to the acceptance of the working hypothesis (H1) and the rejection of the null hypothesis (H0). Thus, the enhanced performance in the German narrative writing tests confirms the hypothesis that the integration of the TTW learning model with series pictures significantly boosts the narrative essay writing skills of students at SMA Negeri 1 Bone. This educational approach, by facilitating more interactive and visually engaging learning experiences, effectively improves students' mastery of the German language in written form.

The pronounced success of the Think Talk Write (TTW) model, bolstered by the use of serialized images in teaching narrative essay writing in German at SMA Negeri 1 Bone, can be largely attributed to the unique features and inherent benefits of this instructional approach. The TTW model fosters an engaging and reflective learning environment that is pivotal for the development of writing skills. One of the key

strengths of the TTW model is its structure that encourages individual reflection followed by collaborative discussion. Initially, students are given time to think independently, allowing them to organize their thoughts and form initial interpretations of the material— in this case, a series of images. This solitary reflection is crucial as it enables students to develop a personal understanding and viewpoint before sharing their insights with others.

Following individual contemplation, students bring their ideas from their personal reflection into a group setting. Here, the discussion is broadened and enriched with diverse perspectives as students share and debate their thoughts with peers. This phase not only enhances their understanding but also encourages critical thinking and the ability to articulate and defend one's ideas within a group. Such interactions are vital in language learning, where the ability to communicate effectively is as important as grammatical and lexical proficiency. Moreover, the integration of serialized images plays a multifaceted role in this learning model. These images act as a narrative guide, helping students visualize the storyline or content, which is especially beneficial in a language that is not their first. For students particularly interested in visual aids, these images serve as an engaging element that maintains their interest and motivation. The sequential nature of the images aids in understanding narrative structure and sequence, which is crucial for writing coherent and compelling essays.

Furthermore, these images provide a scaffold that assists students in crafting detailed and structured narratives. By following the progression depicted in the images, students can develop their stories with a clear beginning, middle, and end, ensuring that their essays have logical flow and continuity. Overall, the use of the TTW

model, complemented by serialized images, not only enhances the narrative writing skills of the students at SMA Negeri 1 Bone but also makes the learning process more enjoyable and effective. This combination of reflective individual thinking, collaborative group discussions, and visually supported storytelling creates a powerful tool for educational success in language learning.

CONCLUTION

Based on the comprehensive data analysis and the resultant findings, it is evident that the Think, Talk, Write (TTW) learning model, augmented with serialized images, significantly enhances the proficiency of students at SMA Negeri 1 Bone in writing German narrative essays. The methodology's effectiveness is reflected in the notable average improvement rate of 15% in student performance, marking a substantial enhancement in their writing skills. The utilization of the TTW model coupled with serial images in a German writing class fosters a more interactive and engaging learning environment. This approach not only improves understanding and retention but also makes the learning process more dynamic and enjoyable for the students. The sequential images serve as effective narrative prompts that aid in structuring stories, enabling students to develop a clearer and more organized approach to writing. Given these positive outcomes, it is recommended that the TTW model, supported by serialized images, be adopted more broadly within the curriculum of German writing classes. This method not only improves the narrative writing skills of students but also cultivates critical thinking and enhances their ability to collaborate and communicate ideas effectively. Teachers looking to elevate the level of engagement and effectiveness in their language teaching methodologies would find this approach

particularly beneficial. The success of the TTW model in this context underscores its potential as a versatile and powerful tool in language education, capable of significantly boosting students' performance and interest in learning new languages. Therefore, the implementation of this model is a highly recommended strategy for educators striving to improve writing skills and overall language competency in their classrooms.

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