

Development of Indonesian Language Learning Module Based on the Think Talk Write Model Assisted by Digital Media on Procedural Text Materials

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ABSTRACT

This study aims to analyze the transformation of the writing process in producing complex procedural texts through the implementation of the Think Talk Write (TTW) model assisted by digital media among eleventh-grade students. The research employed a qualitative approach with a case study design to explore in depth the cognitive, social, and pedagogical dynamics occurring during the learning process. The participants consisted of one Indonesian language teacher and 50 eleventh grade students at UPTD SMPN 17 Marusu. Data were collected through participatory observation conducted over four instructional meetings, semi-structured interviews with the teacher and ten selected students, and document analysis of students' writing before and after the implementation of the TTW model. Data were analyzed interactively through data reduction, data display, and conclusion drawing, while credibility was ensured through technique triangulation, source triangulation, and member checking. The findings indicate that the implementation of TTW assisted by digital media transformed writing instruction from a product-oriented approach into a process oriented one. The think stage functioned as an initial cognitive structuring phase to organize ideas, the talk stage facilitated social construction of meaning through collaborative discussion, and the write stage served as a consolidation process resulting in more coherent and systematically structured texts. Digital media acted as pedagogical scaffolding that supported text visualization, clarified procedural components, and strengthened textual coherence. These findings highlight that integrating TTW with digital media effectively enhances productive literacy through a process based pedagogical design.

Keywords: *Think Talk Write, digital media, complex procedural text, writing as a process, productive literacy.*

INTRODUCTION

Language has an important role in human life as a means of communication, the delivery of ideas, and the shaping of a nation's identity. In the context of education, language is the main tool in the learning process and the development of students' thinking skills. Indonesian as the national language has a strategic position in the national education system because it functions as the language of instruction in the learning process in schools (Huslan & Dahlan, 2025).

Indonesian Language Learning aims to develop students' language skills which include listening, speaking, reading, and writing skills. These four skills are interrelated and need to be developed in an integrated manner so that students are able to communicate effectively in various situations (Mubin & Aryanto, 2024). One of the skills that has an important role in learning Indonesian is writing skills.

Writing skills are a person's ability to pour ideas, ideas, and thoughts into the form of writing in a systematic and structured manner. Through writing activities, students can develop

critical thinking skills, creativity, and the ability to organize ideas logically (Gani et al., 2024). However, writing skills are often one of the most difficult language skills for students to master because they require the ability to organize ideas, choose the right vocabulary, and structure sentences effectively.

In learning Indonesian at the junior high school level, one of the materials that is closely related to writing skills is procedural texts (Intan, 2021; Kurniyaty, 2015). Procedural text is a text that contains steps or stages that must be carried out to achieve a certain goal (Noviani & Suriani, 2024). Through learning procedural texts, students are expected to be able to understand and compile the steps of the activity in a systematic and systematic manner (Amin et al., 2021).

However, in practice, learning to write procedural texts still faces various obstacles. Students often have difficulty in developing ideas, systematically arranging activity steps, and using effective language in writing procedural texts. This shows that the writing learning process still requires more innovative strategies and approaches to be able to improve students' writing skills.

One of the efforts that can be made to improve students' writing skills is to implement the right learning model. The Think Talk Write (TTW) learning model is one of the learning models that can be used to improve students' writing skills. This model emphasizes the process of thinking, discussing, and writing gradually so that students can develop ideas more thoroughly before they are poured into writing form (Alawiyah, 2021).

The Think Talk Write model provides opportunities for students to understand the material through thinking activities, discussing ideas with friends (talk), and writing down the results of their thoughts (write). This process allows students to develop ideas collaboratively so that the resulting writing becomes more structured and systematic (Retnowati & Ekayanti, 2020). Some previous studies have also shown that the Think Talk Write model can significantly improve students' writing skills (Fauziyah, 2023; Fitri, 2020).

In addition to the use of the right learning model, the use of learning media also has an important role in improving the quality of learning. The development of digital technology today opens up opportunities for teachers to utilize digital media in the learning process. Digital media can help present learning materials in a more interesting, interactive, and easily accessible way for students (Rohima, 2023).

One form of teaching material that can utilize digital media is digital-based learning modules. Learning modules are teaching materials that are systematically arranged so that they allow students to learn independently. Modules can serve as a learning guide that helps learners understand the material in a gradual and structured manner (Haristah et al., 2019). By utilizing digital media, learning modules can be developed to be more interactive and interesting so that they can increase students' motivation to learn.

Previous research has shown that the use of digital modules can improve students' writing skills and learning independence (Hatta et al., 2023). In addition, the development of interactive e-modules has also been proven to improve the quality of learning because it provides a more interesting and flexible learning experience (Sidiq & Najuah, 2020).

Based on the results of observations conducted at SMPN 17 Marusu Maros Regency, several problems were found in learning procedural texts. Teachers still use limited teaching materials so that learning tends to be teacher-centered. In addition, students also still have

difficulties in compiling procedural texts systematically. This condition shows that more innovative and interesting teaching materials are needed to help students understand procedural text material.

Based on these problems, the researcher conducted research on the development of an Indonesian language learning module based on the Think Talk Write model assisted by digital media on procedural text materials. The development of this module is expected to increase students' involvement in learning and help them develop better procedural text writing skills.

The objectives of this study are to:

1. Producing a prototype of an Indonesian language learning module based on the Think Talk Write model assisted by digital media on procedural text materials.
2. Knowing the validity level of the developed module.
3. Knowing the level of practicality of the module in learning.
4. Knowing the level of effectiveness of modules in improving student learning outcomes.

METHOD

This research uses the Research and Development (R&D) method which aims to produce a learning product and test the feasibility of the product in the learning process. The product developed in this study is an Indonesian language learning module based on the Think Talk Write model assisted by digital media on procedural text materials.

The development model used in this study is the 4-D model proposed by Thiagarajan which includes four main stages, namely define, design, develop, and disseminate.

The first stage is define. At this stage, a need analysis is carried out to find out the learning conditions that take place in schools. The analysis carried out includes curriculum analysis, student characteristics analysis, learning material analysis, and analysis of teaching material needs. This stage aims to obtain an initial overview of the learning problems that occur so that it can be the basis for module development.

The second stage is design. At this stage, the researcher designs the learning module to be developed. The activities carried out include the preparation of module structures, the preparation of learning materials, the preparation of learning activities based on the Think Talk Write model, and the design of digital media used in the modules.

The third stage is develop. At this stage, the development of modules is carried out based on the design that has been made. The modules that have been developed are then validated by experts to determine the feasibility of the module. After going through the validation process, the module is revised according to the suggestions and input from the validator. Furthermore, the module is tested on students to find out the level of practicality and effectiveness in learning.

The last stage is disseminate. At this stage, the products that have been developed can be disseminated to be used more widely. However, in this study, the disseminate stage was carried out in a limited manner.

RESULTS AND DISCUSSION

Learning Module Development

The development of Indonesian language learning modules based on the Think Talk Write model assisted by digital media was carried out through several stages in accordance

with the 4-D development model. The results of the analysis show that procedural text learning still uses limited teaching materials so that students experience difficulties in understanding the material optimally.

Based on the results of the analysis, the researcher then designed a learning module that contained procedural text materials and learning activities based on the Think Talk Write model. This module is designed to be used flexibly both in print and digital form so that it can be accessed by students through electronic devices.

The structure of the module developed consists of several parts, namely introduction, instructions for using the module, concept map, learning materials, learning activities based on Think Talk Write, practice questions, and learning evaluation. The presentation of the material in the module is systematically arranged and equipped with interesting examples and illustrations to make it easier for students to understand the material.

The application of the Think Talk Write model in this module is carried out through three main stages, namely think, talk, and write. At the think stage, students are asked to read and understand the material provided. In the talk stage, students discuss with friends to discuss the material that has been learned. Furthermore, at the write stage, students write their thoughts in the form of procedural texts.

This learning model provides opportunities for students to develop ideas through the process of thinking and discussion before pouring them into writing. This is in line with the opinion of Lovita et al. (2023) who stated that the Think Talk Write model can help students develop writing skills through collaborative thinking and communication processes.

Module Validity

The validity of the module was assessed by two validators who have competence in the field of learning Indonesian. The assessment was carried out on several aspects, namely the feasibility of content, language feasibility, feasibility of presentation, and media feasibility. The table of the results of the validation analysis conducted by the two validators is as follows.

VALIDATOR	SCORE	PERCENTAGE
Validator 1	99	82,5%
Validator 2	116	96,7%
AVERAGE		89,6%

Based on the results of validation conducted by experts, data was obtained that the first validator gave a score of 99 with a percentage of 82.5%, while the second validator gave a score of 116 with a percentage of 96.7%. Based on the assessment of the two validators, an average percentage of 89.6% was obtained. This percentage shows that the Indonesian language learning module based on the Think Talk Write model assisted by digital media developed is in the very valid category.

This level of validity shows that the learning modules developed have met various aspects of feasibility, both in terms of material content, presentation, language, and suitability with learning objectives. From the content aspect, the material presented in the module is considered to be in accordance with the competencies that must be achieved by students in the procedural text material. The material is also compiled systematically so that it makes it easier for students to understand the concepts and steps in compiling the procedural text.

From the aspect of presentation, the learning modules are considered to have a clear and well-organized structure. The presentation of the material is complemented by learning

activities that follow the steps of the Think Talk Write model, namely the think, talk, and write stages. The learning structure that is integrated with the model helps students in understanding the material gradually and provides opportunities for students to develop ideas before writing them down in text.

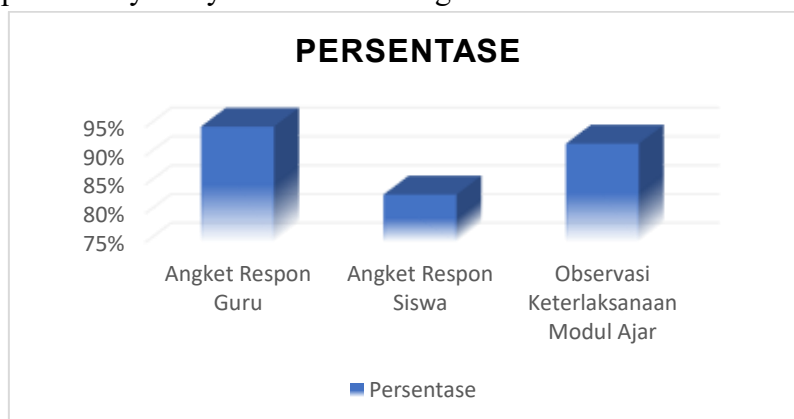
Furthermore, from the linguistic aspect, the use of language in the module is considered to be in accordance with the level of development of students and uses sentences that are communicative and easy to understand. Clear and simple language helps students in understanding the instructions of activities and materials presented in the learning module.

In addition, the modules developed also utilize digital media as learning support. The use of digital media provides a more interesting and interactive display of material so that it can increase students' interest in learning. Digital media also helps to present examples and steps in compiling procedural texts in a more visual and systematic manner.

Based on the results of the assessment from the validators and the improvements made in accordance with the suggestions given, the learning modules developed were declared suitable for use in the learning process. The results of the validation show that the modules developed have met the feasibility standards of teaching materials so that they can be used at the trial stage to determine the level of practicality and effectiveness in learning.

Module Practicality

The practicality of the module is assessed based on the results of the teacher response questionnaire, the student response questionnaire, and the learning implementation observation sheet. The results of the study showed that the modules developed obtained an average percentage of practicality of 92.03% with the category of very practical. The following is a diagram of the practicality analysis of the learning module.



Based on the diagram, it can be seen that the level of practicality of the Indonesian language learning module based on the Think Talk Write model assisted by digital media is in the very practical category. This can be seen from the results of the teacher response questionnaire which obtained a percentage of 96%, which shows that the learning modules are easy to use, systematic, and support the learning process in the classroom.

Furthermore, the results of the student response questionnaire obtained a percentage of 84% which was in the practical category. This percentage shows that students respond positively to the use of learning modules. Students feel that the material presented in the module is easy to understand, interesting, and helps them in following the learning steps.

In addition, the results of observation of the implementation of the use of teaching modules in the learning process obtained a percentage of 92% which is in the very practical

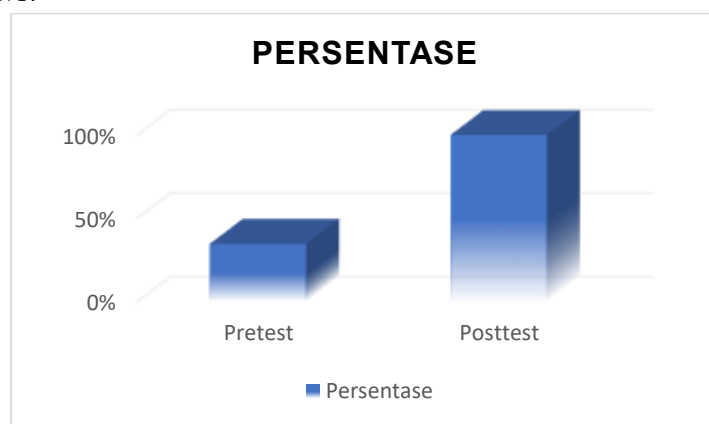
category. This shows that the modules can be applied well in classroom learning activities as well as in accordance with the steps of the Think Talk Write learning model.

Based on these three indicators, namely teacher response, student response, and observation of learning implementation, it can be concluded that the Indonesian language learning module based on the Think Talk Write model assisted by digital media developed has a very good level of practicality so that it is suitable for use in the learning process.

The use of digital media in the module allows students to access learning materials more flexibly and interestingly. This is in line with research by Iskandar et al. (2023) who stated that interactive learning media can increase students' interest in learning.

Effectiveness of the Module

The effectiveness of the module is assessed based on the learning outcomes of students through pretest and posttest tests. The analysis diagram of the effectiveness of the learning module is as follows.



Based on the effectiveness analysis diagram displayed, it can be seen that the level of effectiveness of the learning module is analyzed through the percentage of completeness of student learning outcomes. The posttest results showed that all students obtained a score of ≥ 75 so that all students were declared complete. Thus, the percentage of student learning completeness reaches 100%. Based on the effectiveness criteria used in this study, this percentage is included in the category of very effective. Therefore, the Indonesian language learning module based on the Think Talk Write model assisted by digital media was declared effective in learning to write procedural texts.

The improvement in learning outcomes can also be seen from the comparison of students' pretest and posttest average scores. The average pretest score of 67 increased to 83.8 in the posttest. The increase shows that the use of learning modules has a positive influence on students' ability to write procedural texts. This indicates that the modules developed are able to help students understand the concepts and steps of preparing procedural texts in a more systematic manner.

This success is also influenced by the application of the Think Talk Write learning model in the modules developed. This model provides students with the opportunity to learn material through structured learning stages. At the think stage, students first understand the material independently so that they can build an initial understanding of the concept of the procedural text. Furthermore, in the talk stage, students have discussions with peers to exchange ideas and clarify their understanding of the material studied. The discussion activity helps students in organizing ideas before pouring them into writing. In the write stage, students then write down

the ideas that have been obtained into the form of procedural texts in a more orderly and systematic manner.

In addition to the application of the learning model, the use of digital media in modules also contributes to improving student learning outcomes. Digital media allows for a more attractive and visual presentation of the material, helping students understand the examples and stages of preparing procedural texts more easily.

Thus, the integration of the Think Talk Write model and digital media in the learning module has been proven to be able to improve students' ability to write procedural texts in a more structured and systematic manner.

CONCLUSION

Based on the results of the research that has been conducted, it can be concluded that the Indonesian language learning module based on the Think Talk Write model assisted by digital media on procedural text materials has been successfully developed through a 4-D development model which includes the define, design, develop, and disseminate stages.

The modules developed were declared valid based on the results of experts' assessments with an average percentage of 89.6%. The module was also declared very practical based on the results of teacher response questionnaires, student responses, and observation of learning implementation with an average percentage of 92.03%.

In addition, the modules developed have also proven to be effective in improving student learning outcomes. This is shown by an increase in the percentage of student learning completeness from 34.62% in the pretest to 100% in the posttest.

Thus, the Indonesian language learning module based on the Think Talk Write model assisted by digital media on procedural text materials is suitable for use in learning because it meets the criteria of valid, practical, and effective.

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