The effectiveness of the learning strategy "think, talk, write" and snowball for improving learning achievement in lessons insya' at Islamic Boarding School Arisalah

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Abstract:

This study aims to determine the effectiveness of the learning strategy "think, talk, write" and snow ball for improving learning achievement. This study uses an experimental method with a quantitative approach. The population of this study was the fifth grade students of Pondok Modern Arrisalah Ponorogo, while the sampling technique was startified by random sampling. The data analysis used the Kruskal Wallis and Mann Whitney test. The results of this study are: (1) The use of learning strategies "think talk write" and snowball throwing which is based on a communicative approach and conventional learning is effective in increasing student scores, this is based on the results of the Kruskal Wallis Test. (2) The results of the Mann-Whitney Test show that there is no difference between student learning outcomes using the "think talk write" and snowball throwing learning strategies which are based on a communicative approach. (3) There is a difference between learning outcomes using the learning strategy "think talk write" which is based on a communicative approach and conventional learning (4) There is a difference between student learning outcomes using the snowball throwing learning strategy which is based on a communicative approach and conventional learning. Suggest to teachers should have creativity and educational innovation, because the educational strategy will develop with the development of time.

Introduction (مقدمة)

Modern Islamic Education has become one of the institutions concerned with teaching foreign languages, especially in the Arabic language. Arabic lessons are applied effectively, such as the language of instruction, materials, communication, discussion, writing, and so on. (Kaseb &

Farouk, 2023, p. 23) In teaching, it is necessary to use this language in all respects, either inside or outside the classroom and in their daily activities.

This is inferred by the existence of programs that help students in promoting the Arabic language. As for the out-of-class program, Al-Resala Institute for Boys performed the competition in the Arabic language, which is the theatrical representation competition in the Arabic language, the pulpit rhetoric competition, and the weekly wall magazine competition. As for the teaching process in the classroom, (Sun & Yang, 2023, p. 34) the institute has developed some lessons of the Arabic language that are taught in the morning. Such as grammar, morphology, Arabic language lessons, spelling, composition, and more. ,(Tu, 2021, p. 45) Based on the foregoing, the composition lesson is one of the important lessons for improving the Arabic language of students, (Suparya, 2019, p. 78) and it is similar to the lesson that helps students to improve their skills in Arabic writing .

As for the teaching of construction in this institute, the education takes place as the teacher wants. (Sauri et al., 2022, p. 56)So the teacher starts by giving the students a topic, then the teacher writes down some vocabulary that is considered important related to the topic. After that, the teacher was instructed to write the composition corresponding to the subject that was given to the teacher. (Rusyani et al., 2021, p. 56)This is an example of the traditional teaching method(Mogea, 2023, p. 75) , and in general, the teaching process is done by the method of recitation, question and answer, and exercise of questions.

After the researcher conducted an interview with some teachers in this subject, and an interview with some students in the fifth semester, the researcher found some points that need attention. The first point is that the process of teaching the material with this strategy makes students feel bored during the process of teaching and learning. Because education in this way did not invite students to participate in the education process.

On the other hand, the researcher believes that education in this way leaves students who agree to the mental level. (Pomerantz & Kearney, 2012, p. 89) Most of the students reached the age of fifteen to eighteen years. This age is distinguished by the strength of the mind in thinking, and it does not fall within the age of students before the fifteenth. The students also feel difficult when writing, because the students are not preceded by the information so that the students can write the composition.

And if we note the results in the composition lesson in the academic year 2020-2021 from the third semester, the fourth semester, the fifth semester, and the sixth semester, most of the students for the fifth semester did not obtain the minimum level for the lesson, which is (6). That the students who obtained the minimum for the lesson (6) in the first academic year is 37%, in short, the students who obtained a score of 6 are 18 students, those who obtained a score of 7 are two students, and those who obtained a score of 8 are 3 students. And the students who did not get the minimum level of the lesson (6) in the first academic year is 63%, in short, the students who got a grade of 5 are 25 students, and those who got a grade of 4 are 14 students.

In the second semester, that the students who obtained the minimum level for the lesson (6) is 45%, in short, the students who obtained a grade of 6 are 19 students, those who obtained a grade of 7 are 6 students, and those who obtained a grade of 8 are 3 students. And the students who did not get the minimum level of the lesson (6) in the second academic year is 55%, in short, the students who got a score of 5 are 31 students, and those who got a score of 4 are 3 students.

Based on the previous facts, the researcher concludes that teaching composition for the fifth semester in this way did not agree with the aim of teaching the Arabic language, as indicated by the principal. ,(Lestari et al., 2019, p. 56) On the other hand, education is that way He did not use the characteristics of the students' thinking at their age, which is characterized by the ability of good thinking, and did not reach the minimum level for the success of the lesson.

Then the researcher distributed the questionnaire based on the theory of multiple intelligences (Multiple Intelligence) at Howard Gardner(Al-Qatawneh et al., 2021, p. 45). Multiple intelligences are divided into eight, which are linguistic intelligence, logical intelligence, visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, interpersonal intelligence, and natural intelligence. And these multiple intelligences to know the correct and appropriate teaching method for the students of the fifth semester at the Al-Risala Institute for Modern Islamic Education. After the researcher divided the questionnaire paper, the researcher explained that natural intelligence got a score of 53%, personal intelligence got a score of 60%, interpersonal intelligence got a score of 77%, music intelligence got a score of 67%, kinesthetic intelligence got a score of 57%, visual intelligence got a score of 57%, logical intelligence got a score of 53%, linguistic and verbal intelligence got a score of 56%. From the previous statement, the researcher knew that students tend a lot to the intelligence of personal interaction and that the correct and appropriate method of education for students in the form of intelligence of personal interaction is the ability to interact, communicate and coexist with others.

In this sense, he needs a strategy that includes communication and interaction. and a strategic benefit to make the learning process easier, faster, more enjoyable, more self-directed, and more effective. The researcher tried to present the strategy that is considered appropriate to solve the previous problems, which is the strategy of " think , talk , write " . This strategy has the advantage of presenting the power of thinking in speech and writing is the result of both. Therefore, the researcher considers that this strategy corresponds to the level of students in the fifth semester. This strategy emphasized that it invites students to speak as well, as this case is suitable for the purpose of teaching the Arabic language for daily dialogue, as delivered by the Director of the Institute.

The application of the "think, talk, write" strategy in education emphasizes students' social effectiveness with their friends so as not to make education boring as it occurred in the previous education process. This strategy helps to upgrade the writing skill of thinking and speaking program before writing. This is based on thinking and speaking, two means of acquiring information so that students can possess it and apply it in the composition writing process.

The researcher presents another education strategy that is suitable for solving the previous problems, which is: and the strategy of throwing a snowball (Snowball Throwin g) It is a learning strategy taken from the snowball game, throwing the snowball from the small snowball until it becomes the big snowball. The application of this strategy will ensure that students are socially effective with their friends so as not to make education boring. Education is more effective.

The researcher believes that the strategy of "think, speak, write" and the strategy of throwing a snowball Fit to solve the previous problems so that education with this strategy became effective to improve writing skill. This research aims to (1) reveal the effectiveness of the "Think, Speak, Write" strategy and the strategy of throwing a snowball based on the communicative approach and traditional teaching to improve the result of the fifth semester students in Arabic composition. (2) Detecting the difference between the results of the fifth semester students in Arabic composition using the "Think, Speak, Write" strategy And the strategy of throwing a snowball based on the communicative approach (3) revealed the difference between the results of the fifth semester students in Arabic composition using the strategy of "Think, Speak, Write" based on the communicative approach and traditional education. (4) Detecting the difference between the results of the fifth semester students in Arabic composition using the strategy of throwing a snowball based on the communicative approach and traditional education.

Method (منهج)

The research method used is the experimental method (*Experiment Design*) on the type of True Experiment Design And the design of the post-test controlled group (*Posttest Only Control Group Design*). The research group in this research is students of the fifth semester in Ar-Risalah Institute for Modern Islamic Education, and the sample was taken by the stratified random sampling method . Random sampling . Data analysis uses four methods, namely descriptive statistics, normality test, and homogeneity test. Finally, conclusion of data using *Kruskal- Wallis test Wallis*) and the Mann-Whitney test (*Mann Whitney*) .

Result (نتائج)

Before discussing a strategy think, talk , write and throw Snowball _ _ throwing) It is necessary to first know the meaning of the word strategy . The strategy is a set of pre-planned teaching procedures for the implementation of teaching, in order to achieve certain goals, according to the available capabilities. Or it is the teacher's method in teaching the materials to achieve the desired educational goals in the light of the available capabilities.   The definition of a teaching strategy is that it is a step that describes the actions taken by the teacher and the learner in order to achieve the desired learning outcomes. Teaching strategies are based primarily on learning models and theories.   Based on the aforementioned statement, the strategy is an organized and integrated plan of actions undertaken by the teacher and students in the classroom to achieve the desired goals of education.

1.   The concept of strategy think , talk , write

This defines the think , talk , write strategy honker Loughlin (Huinker dan Laughlin) in Jomenta's book, the foundation for this strategy is built through the process of thinking, speaking, and writing. This strategy is to develop and practice students' writing skill. And given the language that Think means think and talk meaning spoke and write meaning write. Think , talk , write strategy It is the process of thought, speech and writing. think , talk , write strategy Idiomically, it is an educational process that begins with thinking from listening, reading, discussing, and talking about what happened, and writing the outcome from the process of thinking and speaking. think , talk , write strategy It is the educational process that begins with thinking about the reading materials (listening, criticism, and alternative solutions), and the results of reading are communicated by presenting, discussing, and writing about the results of the presentation .

Key to guidance says think , talk , write strategy It is a strategy for language training with tongue and writing with the learned language . Based on this saying, the strategy is identical to teaching the language, especially the Arabic language. This strategy is used to expand writing information and to train language before writing .

This strategy is compatible with teaching writing or composition. Because the goal of this strategy is to reach good writing, and all the education process in the classroom to collect information, so that learners can write the composition. The objectives of this strategy are the following: First, to promote creativity in thinking and speaking, and then in writing on a specific topic. Second, develop writing fluency and practice language before writing.

Hence, there are the advantages of the think-talk-write strategy which are as follows : Firstly, this is a think-talk-write strategy It will help students improve their visual thinking skills. Second, solve the problem of misunderstanding about the lesson. Third, develop students' skill in deep reflection and creativity. Fourth, interaction and discussion with others in learning will make students interactive in the classroom. Fifth, students get used to communicating and interacting with their colleagues, teachers and themselves.

But this strategy has its drawbacks : First, often a student is not confident when interacting and debating with classmates, because of the presence of skilled students in it. Secondly, the teacher must fully prepare all means in the strategy of thinking, speaking, writing, so that the students do not feel the problem. The researcher conducted this strategy on some education steps. The researcher will show the implementation of this strategy in the

following diagram:

Figure 1. Implementation the concept of strategy think , talk , write
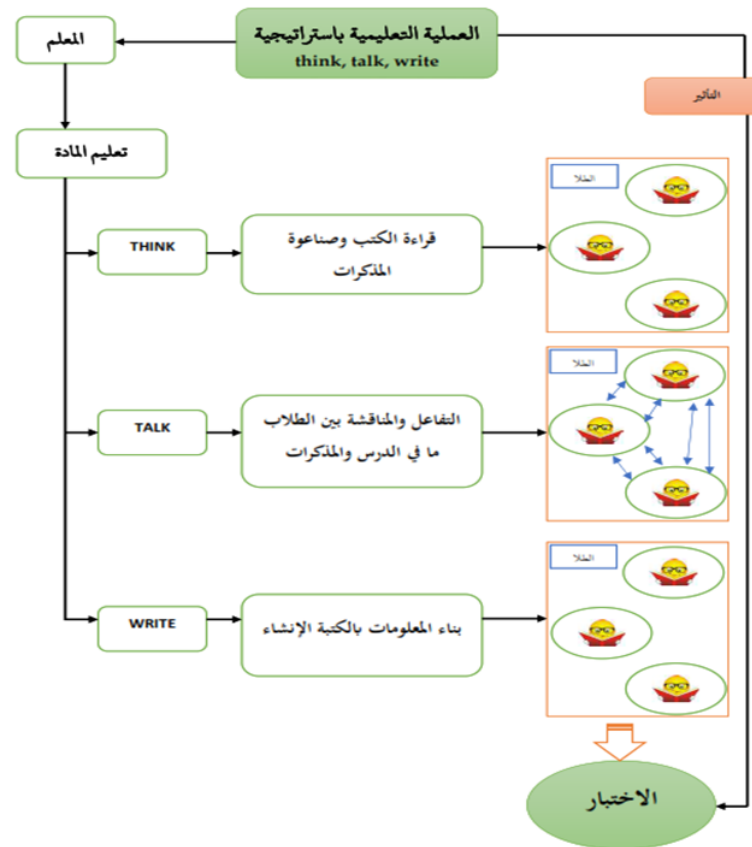
2. Strategy concept of Snowball Throwing

Strategy Snowball Throwing g is the strategy that builds from playing throwing a snowball meant to hit people. In the context of education, snowball throwing is applied by throwing a folded sheet of paper containing questions to identify the required students, and to answer the teacher's questions . He said that it begins with observation and reading is carried out individually. Then this individual activity continues with small group activities consisting of two people, which develops into four students, eight students, sixteen students, and so on until the end by dividing two large groups in one class .

This strategy is to present the educational materials from the teacher, and the students write questions related to the materials in the form of a ball and throw it to the students, and the students answer those questions . The other said it is a way to present the lesson material, and the students are formed into several heterogeneous groups, then each group is chosen by the group leader to get a task from the teacher, then each student asks a question in the form of a ball (question paper) and puts it to another student, then each student answers the questions in the ball he got .

From some of the above definitions, it can be concluded that the educational strategy Snowball Throwing g is a learning strategy taken from playing a snowball, from throwing a small snowball until it becomes a big snowball. And the implementation of the strategy in teaching by giving all students an answer to the teacher's explanation, and merging them with their friends, one student, two students, four students, eight students, and so on to become two large groups in the class, and finally by presenting the results from the group.

Advantages of the educational strategy Snowball Throwing g are the following: Firstly, exchange of information Secondly, the promotion of leadership spirit in the student. Third, the student's practice of learning independently. Fourth, guide the student to creativity in learning.

Fifth, the situation made the class lively and interesting. Sixth, encourage the student to present his opinion. Seventh, the student's memory exercise . The disadvantages of this educational strategy They are the following: First, the information was not extensive because the knowledge is only about the student. Secondly, it takes a long time . Thirdly, the practice of this process has the possibility of the same questions as other students . The implementation of this strategy will show the researcher in a diagram of the following:

Figure 2. Implementation the concept of strategy Snowball Throwing
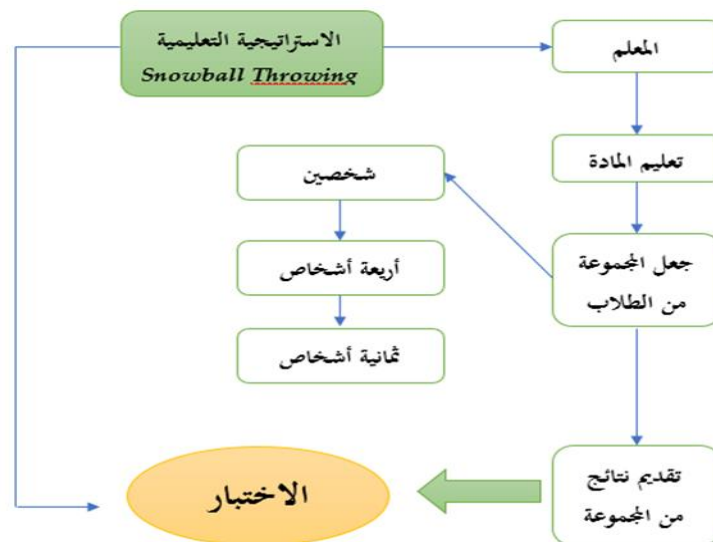
After the implementation process of this strategy, the researcher tried to present and discuss the results of the research from the results of the analysis of the data. The researcher put the results of the research into four important points: First, the effectiveness of using the educational strategy to improve the students' result in Arabic composition. Secondly, the difference in students' score between using the "Think-Speak-Write" strategy and the strategy of throwing a snowball based on the communicative approach. Third, the difference in students' score between using the "Think, Speak, Write" strategy based on the communicative approach and traditional teaching. Fourth, the difference in students' score between using a snowball throwing strategy based on the communicative approach and traditional teaching. The researcher will show the following search results.

1. The effectiveness of using the educational strategy to improve the students' result of the Arabic composition course

Learning using strategy based on the communicative approach and the traditional education of Arabic composition had a major role in influencing students' results. And he said Shaher Abu Shreikh demonstrated that the strategic utility makes the learning process easier, faster, more enjoyable, more self-directed, and more effective . This is inferred by the statistical analysis of the Kruskal- Wallis test Wallis test) That the moral score (0.00) is less than (0.05), and this result indicates that the strategy based on the communicative approach and traditional education is effective for improving the result of the fifth semester students in Arabic composition.

2. The difference in students' score between using the "Think-Speak-Write" strategy and the strategy of throwing a snowball based on the communicative approach

After the researcher analyzes the statistics from the Mann-Whitney test (Mann Whitney Tes t) For a set of experiment using the "think speak write" strategy and the strategy of throwing a snowball. The significant result was (0.165) greater than (0.05). This result indicates that there is no difference between the results of the students in Arabic composition using the

strategy of "Think, Speak, Write" and the strategy of throwing a snowball.

And in view of the result of the rate obtained by the students in the strategy "Think, speak, write" and they got the average (8.2) and throwing a snowball (Snowball Throwing) they got the average (7,7). These are two proofs that the results of the two strategies were not far, but rather close, so there is no difference between them. However, this result of the "Think, Speak, Write" strategy and the strategy of throwing a snowball is complete and sufficient for students to succeed in this subject Arabic composition, because it is not less than the minimum for the success of the subject Arabic composition (6).

3. The difference in the results of students between the use of the strategy "Think, speak, write" based on the communicative approach and traditional education.

Audition Mann Whitney (Mann Whitney Tes t) For the experimental group that uses the "Think, Speak, Write" strategy and the control group that uses the traditional teaching method. The significant result (0.00) was less than (0.05). This result indicates that there is a difference between the results of the students in the Arabic composition course using the strategy of "Think, Speak, Write" and the traditional education.

And in view of the result of the average obtained by the students in the "Think, Speak, Write" strategy, they got the average (8.2), and in traditional education, the students got the average (5.3). There is a difference between the result of the average students. If this result is associated with the minimum success rate for Arabic composition (6), then the "Think, Speak, Write" strategy is complete and sufficient for students to succeed in Arabic composition, because it is not less than the minimum success rate for Arabic composition (6). However, traditional education did not obtain the minimum level of success in Arabic composition (6).

Discussion (مناقشة)

The effectiveness of this strategy is evidenced by the preliminary test that was taken from Howard's theory Garner , which is Multiple Intelligences Intelligence in the preliminary study is correct and accurate(Al-Qatawneh et al., 2021, p. 57), in choosing the strategy to solve the problems of the students of the fifth semester in the subject of Arabic composition(Mahliatussikah, 2021). The multiple intelligences are divided into eight, namely linguistic intelligence, logical intelligence, visual intelligence, kinesthetic intelligence, musical intelligence, interpersonal intelligence, personal intelligence, and natural intelligence. (Abenti, 2020, p. 78) It was one of the results of multiple intelligences test (Multiple intelligence) That students tend to have intelligence of personal dealings (Intelligence interpersonal) This indicates that students love to deal, interact and gather together(Alsalhi, 2020, p. 67). The strategy in which dealing, interaction and gathering is the strategy based on the communicative approach, including the " Think , Speak, Write" strategy Talk Write) Throw a snowball (Snowball Throwing). This strategy makes students interact with each other in the classroom, and these activities will reduce students' boredom, lack of sleep, and more interest in class.

Some of the shortcomings that the researcher noticed when conducting this "think, speak, write" strategy and the strategy of throwing a snowball in the teaching and learning process are: First, using this strategy is not enough in one session (45 minutes), which means it takes a long time, at least two sessions to use this strategy(Jamil & Agung, 2022). This issue agrees with Agustina saying that this strategy needs a long time(Agustina, n.d., p. 78) . Secondly, the teacher is still rigid in teaching using this strategy, because the teacher is using this strategy for the first time. Third, the communication between the teacher and the students, and between the students themselves, did not fully appear in the process of teaching and learning. Because the teacher is still using the traditional education approach.

These are two strategies within the same type of communicative approach, and the same goals of making students communicative agents(Wang, 2022, p. 96). The function of communication is for the exchange of feelings and ideas between the individual and others so

that the students abound with information and scientific experience and write it in the composition .

The validity of communication includes four elements, which is the sender, the receiver, the message, and the means(Ghomari, 2015, p. 79) . When teaching using the "Think, Speak, Write" strategy and the strategy of throwing a snowball, the learning process revolved around four elements of communication.(Anderson, 1993, p. 87) The sender is not only from the teacher, but the students also get the information from the teacher. And the exchange of information between the teacher to the students or vice versa, and the student to another student. And the future is the students and the teacher. The message is the Arabic composition material that is taken from the clear grammar book. Wasilah relates to the method of education, which is the method of cooperation. The four elements of communication in the "think, speak, write" strategy and the snowball throwing strategy complement each other.

This result confirms the previous research conducted by Erkan Cer the strategy of "Think, Speak, Write" had a greater impact on students' writing.(Cer, 2019, p. 67) Because the "Think, Speak, Write" strategy makes the students active in communication, and the function of communication is the exchange of feelings and ideas between the individual and others so that they enrich the students with information and scientific experience(Ruiz-Alfonso et al., 2023, p. 89), but in traditional education, information and scientific experience were only from the teacher's side(Antara & Dewantara, 2022). In traditional education, students were put in an objective capacity to learn as listeners of information. They can have a little information and scientific experience and they don't care about it because of imitating it only.

If we note the age of the students, most of the students reached the age of fifteen to eighteen years. This age is distinguished by the strength of the mind in thinking, just as it does not fall within the age of students before the fifteenth (Jaffar et al., 2022). And education in the form of traditional education did not agree with the level of the mind of students who can think completely to solve the problem they have.

The difference in students' score between using a snowball throwing strategy based on the communicative approach and traditional teaching. Audition Mann Whitney (Mann Whitney Tes t) For the experimental group using the strategy of throwing a snowball and the control group using traditional teaching(Ni'mah, 2019). The significant result (0.00) was less than (0.05), so this result indicates that there is a difference between the result of the students in Arabic composition using the strategy of throwing a snowball and traditional education.

The average result that students got is given in the strategy of "throwing a snowball". (Snowball Throwing) the students got the average (7,7) and inin traditional education the students got the average (5,3). There is a difference between the result of the average students. And if we associate this result with the minimum success of the article, Arabic construction (6) P strategy "throw a snowball." It is complete and sufficient for students to succeed in this subject, Arabic Composition, because it is not less than the minimum for the success of the subject Arabic Composition (6). However, traditional education did not obtain the minimum level for the success of the Arabic composition (6).

This result was confirmed by the previous research conducted by S. Bukit the strategy of throwing a snowball had a greater effect compared to traditional education.(Bukit et al., 2023, p. 57) Because the strategy of throwing a snowball encourages students to express their opinions, makes the classroom interesting(Triwiniastuti & Sulasmono, 2020), makes students active in communication so that students abound with information and scientific experience, but in traditional education, information and scientific experience were only from the teacher's side. In traditional education, students were objectively placed in learning as listeners of information(Abdullah et al., 2023). They may have little information and scientific experience and do not care about it because of imitation of it.

The process of teaching and learning for this traditional education strategy is based on the following set of assumptions :(Hu et al., 2022, p. 67)

Table 1. The Assumptions of traditional teaching strategy

No	Teacher	Student
1	Smart, skillful and has any knowledge	Ignorant and doesn't know anything
2	Teacher, educator and giver	Educated and demanding
3	He asks and commands	He does as commanded

From the previous statement that traditional education puts the teacher as the source of science, and he has a lot of knowledge and authority in questioning and ordering. The student was ignorant and knew nothing and did everything as the teacher said. This traditional education is identical to a beginner level student but not to an intermediate or higher level.

Conclusion (خاتمة)

Based on the previous statement, the use of the strategy of think, talk, write (think , talk , write) and throw Snowball _ _ throwing) to improve the students' score for the Arabic composition course, divided into four results: (1) The use of the "Think, Speak, Write" strategy and the strategy of throwing a snowball based on the communicative approach and traditional teaching are effective for improving students' score. This conclusion is from the results of the Kruskal-Wallis test. (2) The result of the Mann- Whitney test is the lack of difference between the results of students using the " Think , Speak, Write" strategy and the strategy of throwing a snowball based on the communicative approach . (4) There is a difference between the result of students using the strategy of throwing a snowball based on the communicative approach and traditional teaching.

The researcher suggested to the teachers of composition and the next researcher is the following: (1) that the teacher use the strategy of "think, speak, write" and the strategy of throwing a snowball based on the communicative approach to the Arabic composition subject because it has a role in the educational process as it is the greatest assistant to face the difficulty in education. (2) The teacher should know the characteristics of student learning to facilitate the teacher and students in the process of teaching and learning. The questionnaire can be used in multiple intelligences to define the talent of students in learning.

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