

Method Article

Application of the Think Talk Write Model with Visual Media to Improve Summary Writing Skills

ABSTRACT

Based on observations and interviews with third grade students at SDN 5 Kebumen, it was found that the students' summary writing skills were low. Some students have not written the spelling correctly and correctly, then when students write the information is not correct and complete. This study aims to improve summary writing skills in learning Indonesian through models *Think Talk Write* with visual media. This Classroom Action Research was carried out over three cycles, each cycle covering the stages of planning, implementing action, observing, and reflecting. The research subjects in the study were teachers and class III students at SDN 5 Kebumen. The data used are quantitative and qualitative data. Data collection techniques used are test techniques, observation, and interviews. Data analysis used is data reduction, data presentation, and drawing conclusions. The results showed that the average percentage of students' summary writing skills increased. In the observation results of cycle I = 72.73%, cycle II = 90.91%, and cycle III = 95.45%. The results of this study indicate that the application of the model *Think Talk Write* with visual media can improve students' summary skills. In this learning model students can think and understand the material with student worksheets. The images presented by the teacher can help students understand the real material related to the material being explained. In addition, students actively discussed with their group members in seeking information and then presented the results of the discussion in front of the class. This became a student summary writing exercise because in group assignments there was the task of finding the main idea of a paragraph and writing a summary of information text. The research results show that the model *Think Talk Write* with visual media can improve summary writing skills.

Keywords: summary writing skills, Think Talk Write models, visual media

1. INTRODUCTION

Writing skills are part of language skills, this is in accordance with Tarigan's opinion (2015, 1) that language skills in the school curriculum include listening, speaking, reading and writing skills. Writing skills are language skills that are expressed through

written symbols. According to Sumarno, et al. (2022, 524) writing is the process of organizing and communicating ideas and thoughts in written form with written symbols as a representation of a language.

Writing skills have aspects that must be mastered to make writing easily understood by others and in accordance with the rules of language. According to Iskandarwassid & Sunendar (2015, 249) the aspect of writing skills that must be considered is that the writer is able to express his ideas, the messages written, the choice of words and their arrangement according to the rules of language, linguistic elements, and the use of active and productive language. Furthermore, Magdalena's opinion (2017, 198) aspects of writing skills need to be considered regarding correct spelling, paying attention to EYD, and information from the contents of the writing from the author. The aspect of writing skills that must be considered is the accuracy of the sentences written by the writer because with clear and intact sentences the reader can understand the contents of the writing. This is supported by Slamet's opinion in (MS Zulela, et al, 2017, 113) that writing skills are not just writing graphic symbols that form words, but writing skills are a person's ability to put his thoughts into written language through sentences with rules. certain sentences, sentences arranged as a whole, complete, and clear so that the sentence can be understood by the reader.

Based on documents, observations, and interviews, it shows that students' writing skills are still relatively low. As many as 13 students out of 22 students wrote information text titles inaccurately, namely in the use of capital letters. Furthermore, it was found that 18 out of 22 students were lacking in rewriting the information content by observing the poster picture, the students had not completely written down the information content, also the accuracy of the sentences in writing the information was not clear and complete. On the average result of the Final Assessment of Semester 1 Indonesian, namely students having scores below the minimum completeness criteria of 68, namely 61. Students who meet the minimum completeness criteria score are 10 children or 45.4% who do not meet the minimum completeness criteria score of 12 children or 54.5%.

According to Nurlaily & Pranata (2022) that the factors that affect low writing skills are the lack of guidance, direction, and encouragement from parents to their children to practice writing, the student's friendship environment can also affect low writing skills. In addition to parental encouragement and a friendly environment, factors that influence writing skills are also influenced by the learning strategies implemented by the teacher. According to Setiawati (2016, 123) in her research, students' writing skills increase due to motivation, choosing the right model and media to improve writing skills.

According to Supandi, et al (2018, 78) stated that strategy *Think Talk Write* is a cooperative learning model consisting of thinking, speaking, and writing stages. This strategy can build thinking, reflection, and organizing ideas. Then students write based on their ideas. Furthermore, the opinion of Sembiring (2021, 12) is the cooperative learning model *Think Talk Write* is a learning model that has steps to give more time so that students can think, discuss with their group mates and help each other in writing findings. In line with the opinion of Aryananda, et al (2019, 119) explaining that students can write well according to the rules, with a learning model *Think Talk Write*. This learning model can train students to practice thinking and communicating during the learning process.

Learning model *Think Talk Write* has steps to be able to achieve the desired learning objectives. According to Huda (2015, 218-219) model *Think Talk Write* has

several stages, the first is stage *think* students read text questions with problems encountered daily so they can write small notes. At stage *talk* students discuss with their group members to find the results of the investigation in the first stage. At stage *write* students write down the results of the discussion which contains basic ideas, steps for completion, and solutions. In line with the opinion of Supandi, et al (2018, 78) that the learning model *Think Talk Write* has three phases consisting of (1) students learn the material (*thinking*); (2) students discuss the results of the material that has been studied (*speaking*); (3) students write down the results of the discussion (*writing*). Furthermore, the steps of the learning model *Think Talk Write* according to Sa'diyah, et al (2019, 256) namely learning that build students to think, speak and write. Strategy *Think Talk Write* starting from students reading the material then thinking (dialogue with their members), then discussing and sharing information with their friends before writing down the information, meaning writing down the results of the discussion on the worksheets provided. Writing activity is building ideas because after discussing with friends students write down. Based on the opinion of experts regarding the steps of the learning model *Think Talk Write* namely: (1) students understand the material explained by the teacher; (2) students are distributed student worksheets by the teacher; (3) students write notes based on student worksheets (*think*); (4) Formation of groups consisting of 5 students; (5) students discuss to discuss the contents of the notes (*talk*); (6) write down the results of the discussion individually (*write*); (7) group representatives make presentations; (8) reflection & conclusion.

According to Arista & Putra (2019, 286) learning models *Think Talk Write* has the advantage that students are used to thinking and communicating with teachers and friends, then students also understand the material through problems that must be solved. According to Shoimin (2016, 215) the advantages of learning models *Think Talk Write* are: (1) students understand the material better; (2) students are skilled in creativity; (3) students are able to think, and communicate with groups and teachers.

Based on the causes of low writing skills in class III students at SDN 5 Kebumen, researchers assume that the effort that can improve writing skills is by using a learning model *Think Talk Write*. This is in accordance with the opinion of Huda (2015, 218) stating that the model *Think Talk Write* can help students practice speaking orally and in writing fluently. Research from Otang Kurniaman, et al in 2018 with the title "*Investigating Think Talk Write Learning Model to Enhance Primary Students' Writing Skill*" that models *Think Talk Write* can improve the skills of writing narrative texts in class III Pekanbaru Elementary School. Data results from *the priest* namely 60.94 with the sufficient category, then the data results posttest experienced an increase of 75.67 in the skilled category.

Interesting learning activities for students can use learning media that are appropriate to Indonesian subjects. Researchers are interested in using visual media to improve writing skills because of the advantages of visual media as learning media, which are more interesting and students easily remember learning material. Opinion from Kustandi, et al (2021, 296) the use of visual media can attract students' attention during the learning process which can involve students directly so that students can be motivated in achieving learning goals. Research from Arifin, et al in 2019 with the research title "*Model Effectiveness Think Talk Write Helping the Media Image Series on Writing Skills*" that in the conclusion Model *Think Talk Write* assisted media picture series can improve writing skills, namely from the average value data pretest of 67.996 after being given learning using the learning model *Think Talk Write* with the help of the media, draw pictures experienced an increase in the average value posttest of 82,069. Based on the problems that have been described, this study has the goal of describing the steps for

implementing the model *Think Talk Write*, improve summary writing skills, and describe constraints and solutions to model implementation *Think Talk Write*.

2. METHODOLOGY

This research approach uses Classroom Action Research. According to Sani (2016, 2) Classroom Action Research is research conducted by teachers and aims to overcome problems found in class. The research subjects to be addressed are teachers & class III students at SDN 5 Kebumen for the 2022 academic year. Class III students totaled 22 students consisting of 9 female students and 13 male students. This study uses quantitative and qualitative data. Sources of data obtained from teachers and students. Data collection techniques used in research are tests, observations, and interviews. The data collection tool used is the model implementation instrument *Think Talk Write* with visual media and instruments of summary writing skills in class III students. The data validity test technique uses a triangulation technique. The data analysis technique consists of three steps, namely data reduction, data presentation, and drawing conclusions.

3. RESULTS AND DISCUSSION

Analysis of the results of the research was obtained through observing teachers and students applying the model *Think Talk Write* and assessment of students' summary writing skills. Based on the research results that apply the model *Think Talk Write* can improve students' summary writing skills, besides that based on the observations of teachers and students applying learning using models *Think Talk Write* also increased. The research was conducted in 3 cycles with each cycle consisting of 2 meetings. The researcher carried out pre-action test activities before carrying out the action. Based on the results of the pre-action there were 11 students (50%) who were not skilled at writing summaries, with an average score of 66. With this it can be said that the class average score had not yet reached the minimum completeness criteria for learning Indonesian for class III SDN 5 Kebumen, namely 68. Furthermore, from the results of observations during the pre-action that students did not understand about summaries, other than that aspects of students' writing skills were still low. Judging from the results of the pre-action, namely that students were still lacking in writing spelling, when writing the title of the information text it was not appropriate to use capital letters. So that from the pre-action results obtained, it has not yet reached the research achievement indicators and is expected through the application of the model *Think Talk Write* using visual media can improve summary writing skills in class III students at SDN 5 Kebumen for the 2022/2023 academic year. Comparison between cycles of teacher and student observations in applying the model *Think Talk write* can be seen in table 1 below.

Table 1. Comparison between cycles of model application results *Think Talk Write* towards students

| Research Subject | Average Presentation | | |
|------------------|----------------------|----------|-----------|
| | Cycle I | Cycle II | Cycle III |
| Teacher | 81,64% | 87,37% | 90,89% |

| | | | |
|---------|--------|--------|--------|
| Student | 78,39% | 86,00% | 91,67% |
|---------|--------|--------|--------|

In the first cycle stage students had difficulty understanding and working on student worksheets, because students were given summary material for the first time. Students often ask the teacher about how to work on finding the main ideas of paragraphs, and writing summaries, there are also students who are not active during discussion activities. Furthermore, in cycle II students were able to work on student worksheets, but students found it difficult to understand sentences because the reading presented was about communication technology. The material was considered by students to be quite difficult, because students still felt strange hearing some of the new vocabulary they heard. In addition, the teacher did not provide a review of the results of the discussion after the group presentation. In cycle III it was better to apply the Think Talk Write model, but there were some students who still played with other group members during discussion activities.

Assessment of summary writing skills is carried out using a summary writing skill assessment at the end of the lesson, according to the material learned at each meeting of cycles I, II, and III. Summary writing skills are measured by an assessment rubric with indicators namely: (1) conformity with the picture; (2) the logical accuracy of the story sequence; (3) the accuracy of the meaning of the whole story; (4) word accuracy; (5) sentence accuracy; (6) spelling and grammar. A comparison between cycles of summative writing skills scores for class III students at SDN 5 Kebumen for the 2022 academic year can be seen in table 2 below.

Table 2. Comparison between Cycles of Writing Skills for Class III Summary of SDN 5 Kebumen for the 2022/2023 Academic Year

| Aspect | Cycle I | | Cycle II | | Cycle III |
|------------------------|---------|--------|----------|--------|-----------|
| | Pert 1 | Pert 2 | Pert 1 | Pert 2 | Pert 1 |
| Skilled Students (%) | 63,64 | 81,82 | 90,91 | 90,91 | 95,45 |
| Unskilled Students (%) | 36,36 | 18,18 | 9,09 | 9,09 | 4,55 |
| Average Value | 70,86 | 74,05 | 75,36 | 77,45 | 83 |
| The Highest Score | 92 | 96 | 92 | 96 | 100 |
| Lowest Value | 29 | 29 | 50 | 63 | 67 |

Based on table 2, it is known that the percentage of students on the results of summary writing skills has increased. Students are skilled at writing summaries in cycle I = 72.73%, cycle II = 90.91%, and cycle III 95.45%. In cycle I, the results of the assessment of the compatibility aspect with the picture, on average, students were able to write a summary sentence according to the identification of the picture. This is because the step of the Think Talk Write model is in the third step, namely students write words that describe the pictures presented on student worksheets. The Student Worksheet is an exercise for students to identify pictures by writing words that match the pictures presented. This is in accordance with the opinion of Alfianika and Marni in (Diani & Suhendi, 2019, 2) that Student Worksheets are used by students to be directed to understand the concepts contained in the material, so students are able to write material concepts more easily, so students are able to achieve outcome indicators. achieved learning. In addition, the opinion of Effendi (2021, 928) that student worksheets also have the advantage that teachers are easy to carry out learning while students can learn independently, and carry out written assignments.

Furthermore, Cycle II has increased because there is a fifth step in the Think Talk Write model, namely students discussing the contents of the notes (*talk*) contributes to aspects of writing skills on the accuracy of the meaning of the whole story. The accuracy of the meaning of the whole story is an indicator that students are able to write a summary that includes 3-4 main ideas of paragraphs in an information text. Thus, student scores on the aspect of the accuracy of the meaning of the whole story can contribute to improving students' summary writing skills. This agrees with Tarigan (2015, 26) that the discussion method emphasizes cooperation to solve a problem, so that students more easily understand a material concept, especially in making summaries. Furthermore, Hamidah's opinion (2023, 21) that students during discussions are able to activate students to express opinions, convey input, and end with concluding the results of the discussion.

In Cycle III there was an increase because aspects of the assessment of writing skills, namely spelling and writing grammar, contributed well to improving students' writing skills because there was an eighth step, namely reflection and conclusion. The teacher provides a review of the results of the discussion that has been submitted, one of which reminds students of correct spelling and writing. This is in accordance with Putri's opinion (2019) that the Think Talk Write model can improve the ability to use capital letters and punctuation in writing skills in class III elementary school students. Furthermore, the opinion of Wowor, et al (2022) the benefits of reflection in learning are that teachers can determine the breadth and depth of material and carry out learning evaluations. So that in reflection activities the teacher is able to provide material regarding spelling and writing grammar to students when writing summaries.

Based on these data, it can be seen that the application of the model *Think Talk Write* can improve students' summary writing skills. This is in accordance with the opinion of Listiana, et al (2020) that all student activities when applying the Think Talk Write model can increase student learning independence so as to improve students' writing skills. Reinforced by the research of Kurniaman, et al (2018), Suwanto, et al (2021), Arifin, et al (2019), Maulana, et al (2018), and Megasari, et al (2016) that applying the Think Talk Write model can improve students' writing skills .

The results of interviews with teachers and students in the application of the Think Talk Write model found obstacles during learning. For every obstacle that is experienced, a solution is always sought so that these obstacles do not recur so that research can run smoothly and get maximum results. The obstacles experienced were: (1) the teacher did not give students the opportunity to ask questions; (2) students are reluctant to ask the teacher; (3) students did not pay attention when the teacher explained the direction of group assignments; (4) the teacher does not activate each student in discussion activities; (5) students are not active in discussion activities; (6) students do not pay attention when their friends present the results of the discussion; (7) the teacher does not provide a review of the results of the discussion after the group representatives present the results of the discussion in front of the class; (8) students who are not active during discussion activities; (9) students who play alone during discussion activities with group members. These constraints are relevant to Ningsih and Lenni's research (2015, 117) that there are students who do not care about group assignments, so students play alone. Furthermore, research from Maulana and Ikhsan (2018, 155) shows that there are students who have not followed the teacher's instructions in learning. Constraints that occur because teachers and students are not used to using models *Think Talk Write* at the time of learning. This constraint can also be caused by deficiencies in the model *Think Talk Write*, according to Shoimin (2016) lack of models *Think Talk Write* namely: (1) students are busy when working on questions open

ended; (2) not all students have the ability and confidence; (3) the media used must be prepared carefully.

The solution to the constraints during the learning process uses a model *Think Talk Write* namely: (1) teachers are advised to provide opportunities for students to ask questions after explaining the material; (2) students are given stimulation and motivation not to be ashamed to ask questions when experiencing difficulties; (3) the teacher warns students to pay attention to the explanation of group assignment directions; (4) the teacher can provide guidance and direction to students so that they are active in discussion activities in groups; (5) warning students to do group assignments together; (6) warning students to pay attention to their friends when presenting in front of the class; (7) teachers are more active in supervising students during discussion activities and working on group assignments; (8) motivating and understanding students so that students can be active in discussion activities; (9) the teacher can warn students to participate in discussion activities. This solution is in accordance with Ningsih and Lenni's research (2015, 117) that teachers must guide students to work together in cooperative learning, so that students are indifferent to assignments. Maulana and Ikhsan (2018, 156) provide advice to teachers, namely teachers can provide guidance to students who experience difficulties.

4. CONCLUSION

Based on the results of the research and discussion that has been carried out, the following conclusions are obtained: (1) application of the model *Think Talk Write* to improve summary writing skills in class III students at SDN 5 Kebumen for the 2022/2023 academic year it is carried out using the following steps: (a) students understand the material explained by the teacher; (b) students are distributed student worksheets by the teacher; (c) students write notes based on student worksheets (*think*); (d) the formation of groups consisting of 5 students; (e) students discuss to discuss the contents of the notes (*talk*); (f) write down the results of the discussion individually (*write*); (g) group representatives make presentations; (h) reflections and conclusions; (2) application of the model *Think Talk Write* can improve summary writing skills in class III students of SDN 5 Kebumen for the 2022/2023 academic year. This can be seen from the percentage of the number of skilled students and the increase in the average value of summary writing skills through the assessment of summary writing skills; (3) application of the model *Think Talk Write* to improve summary writing skills experiencing several obstacles that need to find solutions for improvement so that learning can run well and get maximum results.

In connection with the research results that have been achieved, there are practical implications, namely the model *Think Talk Write* can be used as an alternative learning model in the classroom that can increase student interest and activeness in participating in learning. Schools can provide facilities, infrastructure and facilities to support teachers in innovating using learning models to improve the quality of learning. This research can be used as a reference source to create other innovative learning activities that are in accordance with the characteristics of students and the development of increasingly advanced science.

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