

## Method Article

# Effects of the Think-Talk-Write Model with Visual Media to Improve Students' Summary Writing Skills

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### ABSTRACT

Observations and interviews were conducted to assess third grade students' summary writing skills at SDN 5 Kebumen, and it was found that the students' summary writing skills were low. Some students couldn't spell words correctly, and when students were asked to write, the information was not correct and complete. This study aimed to improve summary writing skills in learning Indonesian through the Think-Talk-Write model 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 were quantitative and qualitative data. The data collection techniques were test techniques, observation, and interviews. The data analysis methods used were data reduction, data presentation, and drawing conclusions. The data reduction stage, it means that the researcher sorts the data obtained from interviews, observations, and the results of assessing students' summary writing skills after applying the Think-Talk-Write Model with visual media. Furthermore, in the data presentation stage, the data is presented in the form of tables and narratives obtained from data on students' summary writing skills scores, pre-action and action observation data, data from pre-action interviews, and the end of the cycle. Furthermore, drawing conclusions were used to answer the research hypothesis, namely if applying the Think-Talk-Write model with visual media could increase or not. The results showed that the average percentage of students' summary writing skills increased, with 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 Think-Talk-Write model with visual media could improve students' summary skills. In this learning model, students can think and understand the material with student worksheets. The images presented by the teacher could 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 trend became a student summary writing exercise because in group assignments in which there was the task of finding the main idea of a paragraph and writing a summary of information text. This study concludes that the effects of the Think-Talk-Write Model could improve students' summary writing skills. Suggestions for teachers were that teachers should continue to develop learning models that followed the characteristics of their students. The practical implication of this research is that the Think-Talk-Write Model could be used as an alternative learning model in the classroom which could increase student activity in participating in learning. The research results show that the Think-Talk-Write model with visual media could improve summary writing skills.

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

## 1. INTRODUCTION

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 critical components of the writing process that help the writer 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 (2017, 198) maintained that 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 was supported by the view of Slamet's in (MS Zulela, et al, 2017, 113) in 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.

The researcher found that some students' writing skills were still relatively low, it was shown that when students wrote text titles that were not precise in the use of capital letters, and when students wrote the contents of reading text information was not clear and complete. According to Nurlaily and Pranata (2022), factors that affect low writing skills are the lack of guidance, direction, and encouragement from parents to their children to practice writing, and 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.

Supandi, et al (2018, 78) stated that strategy *Think-Talk-Write Model* 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 the learning *Think-Talk-Write model*. This learning model can help the teacher to train students to practice thinking and communicating during the learning process.

The *Think-Talk-Write model* follows steps to be able to achieve the desired learning objectives. According to Huda (2015, 218-219) the *Think-Talk-Write model* 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. Supandi, et al (2018, 78) that the learning *Think-Talk-Write model* 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 *Think-Talk-Write model* 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 *Think-Talk-Write model* 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 and conclusion.

According to Arista and Putra (2019, 286) learning *Think-Talk-Write model* 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.

Because of the students' low writing skills in class III at SDN 5 Kebumen, the researchers assumed that the effort that can improve writing skills is by using a learning *Think-Talk-Write model*. Huda (2015, 218) stating that the *Think-Talk-Write model* can help students practice speaking orally and in writing fluently. Research from (Otang Kurniaman, et al, 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 pretest 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 includes using learning media that are appropriate to Indonesian subjects. The researchers were 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. Assertion 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 *Think-Talk-Write model* 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 *Think-Talk-Write model* 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 *Think-Talk-Write model*, improve summary writing skills, and describe constraints and solutions to model implementation *Think-Talk-Write*.

Based on the description that has been presented, the formulation of the problem in the research is: (1) what are the steps for applying the think talk write model with visual media in improving summary writing skills in class III students at SDN 5 Kebumen for the academic year 2022/2023?; (2) Can the application of the think-talk-write model with visual media improve summary writing skills in class III students of SDN 5 Kebumen for the 2022/2023 academic year?; (3) What are the obstacles and solutions for applying the think-talk-write model with visual media in improving summary writing skills in class III students at SDN 5 Kebumen in the 2022/2023 academic year?. The objectives of this study are: (1) to describe the steps for implementing the *Think-Talk-Write model* with visual media in improving summary

writing skills in class III students of SDN 5 Kebumen for the 2022/2023 academic year; (2) to improve summary writing skills in class III students of SDN 5 Kebumen for the 2022/2023 academic year; (3) describe the obstacles and solutions for applying the Think-Talk-Write model with visual media in improving summary writing skills in class III students at SDN 5 Kebumen in the 2022/2023 academic year?

## 2. METHODOLOGY

This research approach used classroom action research. Classroom action research serves to overcome problems in the classroom. In research procedures, researchers used collaborative research. The teacher as the research implementer and the researcher as an observer. Each cycle has two meetings. Each cycle has stages namely planning, implementation, observation, and reflection. According to Sani (2016, 2), classroom action research is research conducted by teachers 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. The place that will be used as a research site is SDN 5 Kebumen which was located at Kebumen District, Kebumen Regency, Indonesia. The research period starts from December 2022 to June 2023.

This study uses quantitative and qualitative data. Data was obtained from teachers and students. Data collection techniques used in research were tests, observations, and interviews. The data collection tool used was the implementation instrument *Think-Talk-Write Model* with visual media and instruments of summary writing skills in class III students. The test assessment uses a summary writing skills test for third-grade students to measure students' writing skills before and after the teacher applies the Think-Talk-Write model with visual media. Observations were made to monitor teachers and obtain data about the application of the Think-Talk-Write model so that the results obtained could provide conclusions that will be used as follow-ups at the next meeting. Interviews were conducted to obtain information about impressions, constraints, and solutions to learning that applied the Think-Talk-Write model to improve students' summary writing skills. The steps for analyzing interview data are data reduction, data presentation, and verification. (Moleong, 2014). The data collection tool used in this research is the instrument of applying the Think-Talk-Write model with visual media consisting of observation sheets and interview guides. The student's summary writing skill instrument uses a test in the form of a description that was adapted to the material being taught.

Triangulation technique was used to validate the research data. According to Sugiyono (2017, 241), triangulation is the collection of data from various data collection techniques and data sources that were combined.

The data analysis techniques were used to answer the research problem formulation, collect information and process the data so that it is easy to understand and provide conclusions from the research conducted. According to Miles and Huberman (Sugiyono, 2017, 247), the data analysis technique consisted of three steps, namely data reduction, data presentation, and drawing conclusions. The data reduction stage, it means that the researcher sorts the data obtained from interviews, observations, and the results of assessing students' summary writing skills after applying the Think-Talk-Write Model with visual media. Furthermore, in the data presentation stage, the data is presented in the form of tables and narratives obtained from data on students' summary writing skills scores, pre-action and action observation data, data from pre-action interviews, and the end of the cycle. Furthermore, drawing conclusions were used to answer the research hypothesis,

namely if applying the Think-Talk-Write model with visual media could increase or not.

### 3. RESULTS AND DISCUSSION

The data of the research was obtained through observing teachers and students applying the *Think-Talk-Write Model* and assessment of students' summary writing skills. Based on the research results that apply the *Think-Talk-Write Model* 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, Further, aspects of students' writing skills were still low. Inferring from the results of the pre-action, students were not still good at writing spelling words correctly. When they were asked to write the title of the information text, it was found out that they did not use capital letters appropriately. This indicates that from the pre-action results obtained, it has not yet reached the research achievement indicators and was expected through the application of the *Think-Talk-Write Model* using visual media can improve summary writing skills in class III students at SDN 5 Kebumen for the 2022/2023 academic year. The comparison results between teacher and student observations of each cycle in applying the *Think-Talk-Write Model* 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 asked the teacher about how to work on finding the main ideas of paragraphs, and writing summaries, there were also students who were not active during discussion activities. Furthermore, in cycle II, the students were able to work on student worksheets, but they 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 was carried out using a summary writing skill assessment at the end of the lesson based on the material learned at each meeting of cycles I, II, and III. Summary writing skills were 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 was shown that the percentage of students on the results of summary writing skills has increased. Students improved 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 were asked to write words that describe the pictures presented on student worksheets. The student worksheet was used as an exercise for students to identify pictures by writing words that match the pictures presented. This was in accordance with the opinion of Alfianika and Marni in (Diani, 2019, 2) that student worksheets were used by students to be directed to understand the concepts contained in the material, so students were able to write material concepts more easily, so students were able to achieve outcome indicators and achieved learning. In addition, Effendi (2021, 928) ascertained that student worksheets also had the advantage for teachers as they are easy to carry out learning while students can learn independently, and carry out written assignments.

Furthermore, Cycle II has increased the students' writing skills because there was a fifth step in the Think Talk Write model, in which students discussed the contents of the notes (talk) contributed to improve the aspects of writing skills on the accuracy of the meaning of the whole story. The accuracy of the meaning of the whole story was an indicator that students were 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 could contribute to improving students' summary writing skills. This agrees with the results of a study by Tarigan (2015, 26) that revealed that the discussion method emphasized cooperation to solve a problem, so that students could more easily understand a material concept, especially in making summaries. Furthermore, Hamidah's opinion (2023, 21) maintained that discussions helped to activate students to express opinions, convey input, and end with concluding the results of the discussion.

In Cycle III, there was an increase students' writing skills 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 write their conclusion easily. The teacher provided a review of the results of the discussion that has been submitted, one of which helped to remind students of the correct spelling and writing. This result was in accordance with Putri's (2019) assertion in that the Think Talk Write model could improve the ability to use capital letters and punctuation in writing skills in class III elementary school students. Furthermore, Wowor et al (2022) indicated that the benefits of reflection in learning were that teachers could determine the breadth and depth of material and carry out learning evaluations. Accordingly, in reflection activities, the teacher was 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 *Think Talk Write Model* could improve students' summary writing skills. This results was in accordance with the research result of Listiana, et al (2020) that revealed that when applying the Think Talk Write model all student activities could increase student learning independence so as to improve students' writing skills. The results of this study substantiated 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 the application of the Think Talk Write model could improve students' writing skills.

The results of interviews with teachers and students regarding the application of the Think Talk Write model found obstacles that hampered the implementation of the model during learning. For every obstacle that encountered teachers, a solution was always sought so that these obstacles did not recur so that research could run smoothly and get maximum results. The teacher experienced problems when implementing the Think-Talk-Write model, namely the teacher had not given students the opportunity to ask questions, had not provided a review of the discussion results, and had not activated students to be active during discussion activities. Students also experience problems when applying the Think-Talk-Write model, namely, students are not active in discussion activities, and students are not conducive in class. 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 were students who did not follow the teacher's instructions in learning. Constraints arose because teachers and students could not appropriately use the *Think Talk Write Model* at the time of learning. This constraint could also be caused by deficiencies in the *Think-Talk-Write Model*, Shoimin (2016) suggested to consider the following factors when implementing the *Think Talk Write Model*. (1) Students are busy when working on open ended questions; (2) not all students have the ability and confidence; (3) the media used must be prepared carefully.

The solutions to the constraints during the learning process using the *Think-Talk-Write Model* include: (1) teachers were advised to provide opportunities for students to ask questions after explaining the material; (2) students were given stimulation and motivation not to be ashamed to ask questions when experiencing difficulties; (3) the teacher encouraged students to pay attention to the explanation of group assignment directions; (4) the teacher could provide guidance and direction to students so that they were active in discussion activities in groups; (5) students were warned to do group assignments together; (6) students were encouraged to pay attention to their friends when presenting in front of the class; (7) teachers were advised to be 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 encouraged students to participate in discussion activities. These solutions were in accordance with the research recommendation of Ningsih and Lenni's (2015, 117) in 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 the discussion that has been carried out so far, the following conclusions were drawn: (1) The students summary writing skills in class III at SDN 5 Kebumen for the 2022/2023 academic year improved through the application of the *Think-Talk-Write Model*. The *Think-Talk-Write Model* was carried out using the following steps: (a) students understand the material

explained by the teacher; (b) student worksheet were distributed by the teacher; (c) students were ordered to write notes based on student worksheets (*think*); (d) groups consisting of 5 students were formed; (e) students discussed the contents of the notes (*talk*); (f) students wrote down the results of the discussion individually; (g) group representatives made presentations; (h) reflections and conclusions were made; (2) the application of the *Think-Talk-Write Model* could 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) When implementing the *Think-Talk-Write Model* to improve students' summary writing skills, the researches encountered several obstacles that needed to solutions for improvement so that learning could run well and get maximum results.

In connection with the research results that have been achieved, there are practical implications. The *Think Talk Write Model* can be used as an alternative learning model in the classroom where it can increase student interest and activeness in participating in learning. Schools need to 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 inform other innovative learning activities that are in accordance with the characteristics of students and the development of increasingly advanced science.

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