The Improvement of Students' Learning Outcomes and Report Writing Skills at The Sixth Grade Elementary School Use the Learning Model Think-Talk-Write and Wordwall Media

Yanti Yanti [1✉], Tri Joko Raharjo [2], Woro Sumarni [2]

[1.] SDN 02 Sukorejo Pemalang, Indonesia
[2.] Pascasarjana, Universitas Negeri Semarang, Indonesia

Article Info

Abstract

The implementation of Indonesian Class VI learning, especially in writing student reports, has various obstacles. This is based on several factors including students who do not understand the form of the report to be written, students have difficulty in starting and determining the contents of the report to be written. This research is quantitative research, that is Quasi Experimental or often referred to as quasi-experimental aims to improve student learning outcomes and report writing skills with the Think Talk Write learning model assisted by Wordwall media. Determination of the sample using purposive sampling technique, purposive sampling is a sampling technique with certain considerations. Located at SDN 02 Sukorejo and SDN 01 Botekan in Ulujami District, Pemalang Regency. The sample of this study amounted to 56 students of class VI Elementary School. Data was collected through test, observation, interview, and documentation techniques. Data analysis techniques with validity, reliability, level of difficulty, normality test, homogeneity test, one sample t-test, two sample t-test, N-gain test, and simple correlation test. Based on the results of simple regression, it is known that ($p = 0.00$) < ($a = 0.05$); This means that students' activities in using think talk write learning assisted by Wordwall media affect students' writing skills and increase student learning outcomes as indicated by the results of the sig (2-tailed) regression test of $0.00 < 0.05$; it means that students' writing skills affect student learning outcomes.

✉ Correspondence address:
Villa Payung Indah Blok A/ 25 Pudakpayung, Kec. Banyumanik
Kota Semarang
E-mail: tulipphia@students.unnes.ac.id

INTRODUCTION

In the education, language is a key determinant of success in studying the field of study. Given the importance of language in education, language lessons are applied in schools, one of which is Indonesian language lessons. Indonesian is one of the subjects that must be given at the formal education level, whether it is elementary school, high school or college. In general, the purpose of having Indonesian language lessons in elementary schools. Indonesian subjects are easy subjects but difficult for students to master because they have four aspects that must be studied. One branch of Indonesian language learning in elementary schools that has an important role is the aspect of writing skills.

According to Abidin, as quoted by Dandan (2019), at this time, writing is still not something that is favored by students, even writing activities are still considered a difficult activity. because the ability possessed by students is still low. Based on the results of data analysis obtained by the author in the field, it is known that the teaching and learning process, especially in Indonesian subjects, especially the writing aspect, found many difficulties for students in learning it, The same thing was also found by Rahman as quoted by Sugiarti et al (2020), Based on data from the International Study of Achievement in Writing Composition, it is known that "Indonesia is a country whose writing and reading culture is still below average. Indonesia still has an oral culture, because there are still many people who speak instead of reading and writing".

Based on the results of data analysis obtained by the author in the field, it is known that the teaching and learning process, especially in Indonesian subjects, especially the writing aspect, found many students' difficulties in learning it, students may often find it difficult to apply complex syntactic forms and precise aspects during essay writing, discussion as a genre of argumentative writing, Tandiana (2018) The same thing was also found by Pratiwi (2016) who said that most of the students were not able

to express ideas/ideas in their writing, Therefore we need the right method that can build students' enthusiasm for learning so that student learning outcomes are truly optimal according to Setiawan et al.(2017).

According to Rahman as quoted by Budiyanto (2022) writing is a medium to convey what the author wants, disseminate what the authors put forward, and invite others and lead them to think and develop. According to Tarigan as quoted by Wiwit (2017) Writing is a language skill that is used to communicate indirectly, not face to face with other people. So, among the four language skills, writing is considered the most difficult language skill. Furthermore, Soebachman quoted by Rahman (2020) argues that writing is a medium of communication between a writer and other people. Susanto as quoted by Sugiharti (2017) argues that the purpose of learning Indonesian in elementary school is for students to be able to enjoy and utilize literary works, to develop personality, broaden life horizons, and increase knowledge and language skills. Language skills at school include spoken language and written skills which are divided into listening, speaking, reading and writing skills. This is in line with what was expressed by Rahman quoted by Noviana (2022) which states that in the elementary school curriculum, Indonesian learns four aspects which include listening, speaking, reading, and writing skills. The four skills are interrelated and mutually support each other, such as speaking skills related to listening skills while reading skills related to writing Natalle & Crowe cited by Rahman (2017).

According to Arista (2019) and Sarie (2016), In his research, it was found that the lack of application of creative and innovative learning models was due to the rare use of innovative learning models, especially in writing skills and the lack of media that supported the learning process so that learning was less interesting and students felt bored. According to Sa`diyah (2019) the use of think talk write learning model makes students more cooperative and enthusiastic in learning. In addition, teachers also rarely use learning media in

learning activities. Dery (2019) explained that his research focuses on trying out learning strategies that are expected to improve the ability to write narrative essays for elementary school students. Kumalasari (2018) concludes that increasing the practicality of using interactive multimedia in thematic learning is very helpful for students and teachers in learning. The same thing was also stated by Wahyudi (2021) and Indah Ini (2018) who developed interactive multimedia in increasing the learning motivation of elementary school students that was valid, practical and effective, said that interactive multimedia was felt to be very helpful in improving student learning outcomes. Puspita (2017) explains that media is one of the factors that supports the success of the learning process in schools because it can help the process of delivering information from teachers to students or vice versa, the use of creative media can also facilitate and improve learning efficiency so that goals can be achieved. Gurbangeldiyewna (2017) chose "Interactive Media" as a medium of learning and teaching because researchers believe that technology can motivate students, help teachers to bring learning materials to life, increase student interest, and has not been used by teachers. Ruhama (2019) showed that the use of media was able to improve students' ability to write descriptive texts. The same thing was also conveyed by Manikowati (2017)

Looking at some of the research above and the results of the observations, the authors found some difficulties of students in writing reports, the data obtained as follows: the low ability of students to find ideas to write in the report so that the reports written by students only consist of 1-3 sentences and the low ability of students to integrate relationships between sentence. The authors feel that the use of appropriate learning models and interesting media will be one of the supporting factors in generating interest and learning success of students, therefore the authors want to combine the think talk write learning model with the help of word wall media.

Writing skill is not because of intention, but as a necessity, therefore students must be invited to learn how to write properly, therefore writing needs to think. If difficulties need to discuss with friends (talk) with friends, after it is clear then students can write (write) well. In this study the author uses the think talk write learning model while for interactive media here the author uses the Wordwall application as the medium, According to (Yanti et al, 2017) in his research stated that the advantages of multimedia with computer aids make learning more meaningful because multimedia is able to present an interactive learning model. The existence of learning media is very important in teaching and learning activities so that the media can increase students' desire to learn, This is what underlies the author using the Word wall application because it is considered easy in presentation and very interesting and can be repeated during the learning process, making it easier for students to understand the content of the material in the Word wall. In addition, the presentation of a structured material also makes it easier for students to understand the material. These two advantages mean that the word wall application is an effective media used to improve the ability of elementary school students in understanding the structure of making and writing reports. The use of word wall - assisted learning models in Indonesian language learning is expected to stimulate students to think more creatively and generate new ideas that can be formed into a description by relating them to students' daily lives. So that the material can be constructed by students themselves with their own understanding and conceptual findings. This think talk write learning model assisted by word wall media will later grow the ability of students to understand Indonesian lessons, especially in writing reports and describing them in the form of a good report.

METHODS

This research design is quantitative research that is Quasi Experimental or often referred to as quasi-experimental. Quasi Experimental is a true experimental approach where the experimental group is formed

randomly (Sugiyono 2018). It is called a quasi-experiment because this experiment has not or does not have the characteristics of an actual experimental design because the variables that should be controlled or manipulated are not fully controlled by the researcher. Therefore, the validity of the research is not enough to be called an actual experiment. The lesson in this research is Indonesian, especially theme 1 about writing reports. In the 1st theme, there is KD 3.1 Summarizing information based on the text of the report on the observations heard and read. KD 4.1 Presenting conclusions orally and in writing from the text of the report on the results of observations or interviews which is strengthened by evidence. Based on the KD there are two main topics in Indonesian subjects. Based on the research design that has been described, The author conducted two tests on each group. Pretest was conducted on the experimental group and the control group to determine the initial results of learning to write reports before being given treatment. Then the posttest was carried out in the control group with the think talk write learning model only and the experimental group after being given treatment in the form of using a think talk write learning model assisted by the word wall media. After the two groups did the posttest, the results of the two were then compared or tested for differences. A significant difference between the two values in the experimental and control groups will show the effect of the treatment that has been given.

The sample that will be used in this study is all the sixth grade elementary school students in the even semester consisting of two schools with a total of 56 students. One school was used as the experimental group and one school was used as the control group. After being determined by purposive sampling, the next step is to determine the experimental group and the control group using lottery and the result is the experimental class, namely SDN 02 Sukorejo as many as 28 students, while the control class, namely SDN 01 Botekan as many as 28 students. The reason why the researcher chose 2 samples in the study by taking into account the

following considerations: 1) Elementary schools that have the same accreditation value, 2) The number of students is almost the same, 3) The environmental conditions are the same, 4) Learning facilities are relatively the same, 5) Ability relatively the same learning outcomes and KKM.

Research variables are everything in any form determined by the researcher to be studied so that information is obtained about it, then the conclusion is drawn (Sugiyono 2018). The variables in this study are the independent variable, the dependent variable and the control variable. Collecting data in this study using tests and non-tests. This research uses observation, test, and interview techniques. The data obtained from the research results are in the form of quantitative data. Quantitative data were obtained from the results of the pretest and posttest using a test sheet. This test is used to obtain the results of student data in the experimental class and control class, especially in learning to write reports in Indonesian subjects using the think talk write learning model with the help of word wall media word wall. The form of the test used by the author is a written test. There are two kinds of tests used in this study, namely a verbal creativity test to measure students' writing skills and an Indonesian written test to measure student learning outcomes. After the test kits are arranged and validated by experts, then to find out the questions have met the classification of good questions, Then the test questions are tested in the test class. In this study, the test questions were tested on class VI SDN 02 Sukorejo as an experimental class and class VI at SDN 01 Botekan as a control class.

The following is a complete explanation of the analysis and processing of quantitative data from the results of the written test, and tested by using 1) normality test using the Kolmogorov-Smirnov test on the SPPS program by calculating the Lilliefors model. Provided that if $P > 0.05$, if the alternative hypothesis H1 is accepted, it means that the data obtained is said to have the opposite effect, if $P < 0.05$, then H1 is declared to have no effect. 2)

Homogeneity test is carried out to obtain the assumption that the research sample starts from the same or homogeneous conditions, then the similarity test of the two means uses the SPSS program through the One-Way Anova test. The variance of the variable is the same if the significance (sig.) > of the specified alpha level is 0.05. If the data obtained are normal and homogeneous, then further test analysis can be carried out using parametric tests. 3) The test used is a one-party t test (Sudjana 2013). The statistical hypothesis is as follows;

1) 1) H_0: <: (the average interest and learning outcomes of students who are taught by using the think tank write learning model based on wordwall media is lower or equal to the students who are taught using the think talk write learning model)

H_0: >: (the average interest and learning outcomes of students who are taught with the think talk write learning model assisted by wordwall media are higher than students who are taught using the think talk write learning model)

RESULTS AND DISCUSSION

After the trial was carried out and the results were known, then proceed with taking the initial result data using a pre-test in the experimental class and the control class. Then given treatment, where the experimental class used the think talk write learning model assisted by word wall media, while the control class used the think talk write learning model. After the two classes were given treatment, then a post-test was given to the two classes. This is done to determine the final ability of students after treatment.
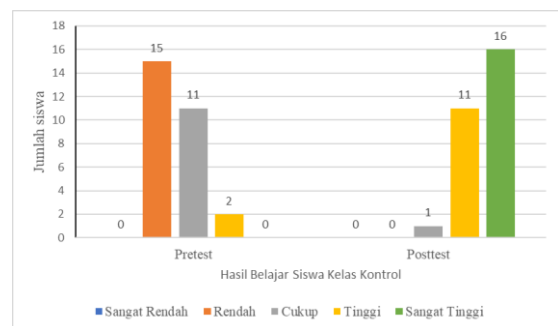
1.Student Learning Outcomes

Student learning outcomes in this study were measured before and after the learning process with the think talk write learning model assisted by wordwall media in the experimental class and the think talk write learning model in the control class. There are 25 questions to

measure student learning outcomes in the material for writing student reports.

Based on data from research that has been carried out by the Think Talk Write learning model assisted by word wall media, it can be concluded that there are differences in the experimental class after learning with the Think Talk Write model assisted by word wall media, on improving learning outcomes and writing skills of students in class VI, this is evidenced by pretest and posttest data, it can be seen that the control class student learning outcomes in the low category of 39%. While in the experimental class at 0%. The learning outcomes of control class students in the medium category were 61%. While in the experimental class at 50%. While the learning outcomes of students in the control class and the experimental class in the high category are both 50%. Experimental Class learning outcomes are presented in Figure 1 and Figure 2 below:
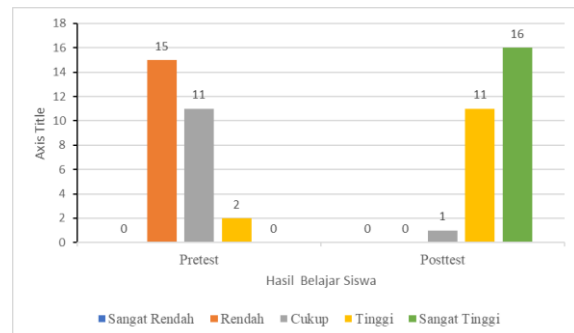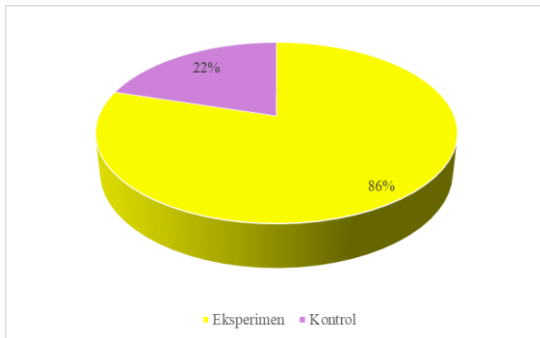

Figure 1 Experimental Class Student Learning Results

Figure 2 Student Learning Outcomes in Control Class

Furthermore, the following are the results of the learning outcomes of the experimental class and

the control class which are presented in Figure 3 below.

Figure 3 Completeness of Student Learning Outcomes Experimental Class and Control Class

Based on the diagram in Figure 3, it appears that the experimental class achieved completeness of 86% while in the control class it was only 22%. This shows that the experimental class students' learning outcomes are better than the control class students' learning outcomes.

Student learning outcomes in the think talk write learning model assisted by wordwall media based on pretest and posttest scores in the experimental class at SDN 02 Sukorejo and the Control class at SDN 01 Botekan showed the average value of the gain-test results in the experimental class in the medium category. Likewise, the control class is also in the moderate category, but between the experimental class and the control class, the improvement is better in the experimental class compared to the control class. This means that learning using the think talk write learning model assisted by word wall media has a significant increase compared to the control class which is only taught by the think talk write model.

Indonesian language learning outcomes that focus on writing student reports as a cognitive aspect are expected to be optimized by students. Pembelajaran berbasis Cooperation provides opportunities for students to recognize the concept of mutual respect more. This learning process is something that is very important for students because they are able to acquire knowledge in a way that can train the ability to interact with other people well.

Suwarto (2021) shows that the mean population correlation for SD/equivalent is 0.393, SMP/equivalent is 0.513, and SMA/equivalent is 0.433. While the impact of sampling error for SD/equivalent is 10.5%, SMP/equivalent is 64.6% and SMA/equivalent is 53.2%. So, it can be concluded that learning think talk write on Indonesian language learning materials writing skills in elementary schools can improve student learning outcomes with a positive correlation.

Think talk write learning can develop problem solving skills. Think talk write learning process is carried out in groups consisting of 3-5 students in each group. In this group students are asked to read, take notes, explain, listen and share ideas with friends and then express them through writing. The results showed that there was an increase in student learning outcomes seen from the absorption and mastery of student learning with the absorption rate increased by 5%, while student learning completeness increased by 15.13% so it can be concluded that using the think talk write cooperative learning model can improve student learning outcomes Mulyani (2018). The results of Silfia's research (2019) show that first, the ability to write commercial letters using the Think Talk Write Learning model in writing lessons with an average score of 83.82 is included in the very good category. Second, the ability to write commercial letters using conventional learning with an average value of 67.29 is included in the sufficient category. Third, based on the test results, the results of t count > t table are 6.06 > 1.66. The ho is rejected and h1 is accepted. Thus, it can be concluded that there is an influence of the Think Talk Write (TTW) learning model on the writing ability of commercial letter students. This is reinforced by Kurniawan's research (2018) which states that the think talk write learning model can affect the narrative writing skills of 3rd grade elementary school students in Pekanbaru by showing pretest and posttest data, the average pretest score was 60.94 with the moderately skilled category, then the posttest increased to 75.67 with the skilled category.

Thus, the think talk write learning model assisted by word wall media and the think talk write learning model can both improve student report writing learning outcomes. However, the think talk write learning model assisted by word wall media that is taught integrated with group learning is more fun and interesting than the conventional learning model because in this learning model students can experience themselves or interact directly with the object being studied so that they can find their own concepts without getting proper guidance. more than teachers.

2.Students' Writing Ability

The students' writing ability in this study was measured before and after the learning process using the think talk write learning model assisted by word wall media while in the control class with the think talk write learning model. There are 5 questions to measure students' report writing ability. For more details, the results of students' report writing abilities in the experimental class are as follows, the ability to write reports of control class students in the low category by 29%, while the experimental class is 7%.

The ability to write reports for control class students in the medium category is 71%, while in the experimental class of 91%. Meanwhile, the students' report writing skills in the control class and the experimental class in the high category are both equal to 0% as shown in Figure 4 and Figure 5 below:
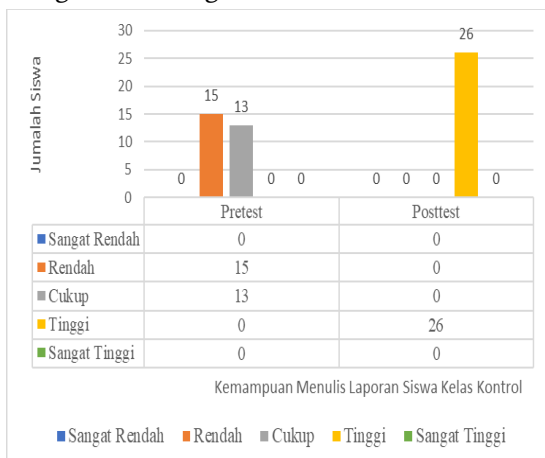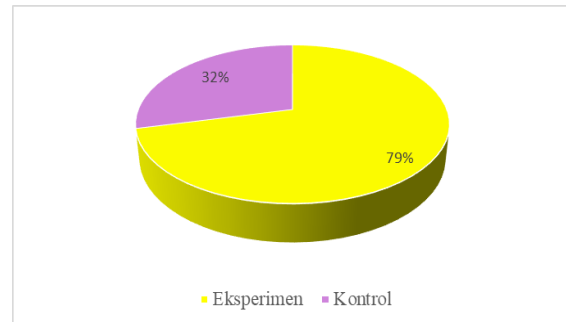

Figure 4 Control Class Students' Report Writing

Figure 5 Experimental Class Student Report Writing Ability

The following are the results of the complete ability to write reports for the experimental class and control class, which are presented in Figure 6 below.

Figure 6 Completion of Writing Ability

Student Reports for Experimental Class and Control Class

Based on the diagram in Figure 6, it appears that in the experimental class the students' report writing ability completeness is 79% while in the control class it is only 32%. This shows that the report writing ability of the experimental class students is better than the report writing ability of the control class students.

Based on the analysis of the prerequisite test, it shows that the experimental class and the control class come from the same conditions, that is, after the normality and homogeneity tests were conducted which showed that the two samples were normally distributed and there was no significant difference in variance. Furthermore, each sample class was given a different treatment, by applying the think talk write learning model assisted by word wall

media and the think talk write learning model only. After carrying out think talk write learning assisted by word wall media in the experimental class and think talk writing learning in the control class, then the research data is processed. However, before the results of the student report writing ability test and the experimental class and control class student learning outcomes are used to answer the research hypothesis, the results of the student report writing ability will be seen first.

The results of the ability to write student reports on think talk write learning assisted by wordwall media based on the pretest and posttest scores in the experimental class at SDN 02 Sukorejo and the control class at SDN 01 Botekan showed the average value of the gain test results in the experimental class including the medium category. Likewise, the control class is also in the medium N-Gain category, but between the experimental class and the control class the improvement is better in the experimental class compared to the control class. This means that learning using the think talk write learning model assisted by word wall media has a significant improvement compared to the control class using the think talk write learning model only.

The results have shown that the achievement of student report writing skills taught by the think talk write learning model assisted by word wall media and learning with the think talk write model has succeeded in significantly increasing students' report writing skills. The results of classical completeness calculations show that the proportion of students who achieve mastery is more than the criteria. This is due to think talk write learning assisted by wordwall media which enhances the discovery process carried out through study groups. This is in line with the opinion of Siswanto and Ariani, (2016: 107) stating that the think talk write learning model builds thinking, reflects, and organizes ideas, then tests these ideas before students are expected to write. The results of increasing the indicator of student report writing skills cannot be separated from the influence of the implementation of the think talk

write model assisted by word wall media. Where it begins to be seen in the second and third phases, namely the predicting phase (think), students in groups collect information, focus on exposure to material on word wall media shows and then talk (talk) with different group of friends on each problem in writing. reports they face. Based on the information obtained, students then give their respective opinions to be discussed. Students in this phase are more active in seeking information from both thematic books and discussions with friends and various other sources of information so that it can be seen how each group has predictions/statements for further processing and verification of the data presented in the results of the exercise. In addition to the predicting phase, it is also seen that in the third writing phase, students in this phase experiment with writing a report. The ability to write reports as one aspect that must be mastered in Indonesian language lessons. The writing aspect also requires cooperative learning such as think talk write so that students can be more creative in writing, this shows the importance of implementing think talk write assisted by wordwall media as a way for students to be able to develop students' writing skills to the maximum. This is supported by the results of Sandi's research (2019) finding that activities in the use of the think talk write learning model make a positive contribution to improving students' writing skills. The data is sufficient to prove that the process in the teaching and learning process is active in solving students' writing skills problems. The results of improving writing skills are also shown by Suwarto's (2021) research that the results show that the average population correlation for SD/equivalent is 0.393, SMP/equivalent is 0.513, and SMA/equivalent is 0.433. While the impact of sampling error for SD/equivalent is 10.5%, SMP/equivalent is 64.6% and SMA/equivalent is 53.2%. So, it can be concluded that learning think talk write on Indonesian language learning materials writing skills in elementary schools can improve student learning outcomes with a positive correlation.

Thus, it can be concluded that the ability to write reports of students who are taught with the think talk write model assisted by word wall media has a better improvement than learning with the conventional model. Kurniawan (2018) with research results, pretest and posttest data, the average pretest score is 60.94 in the moderately skilled category then in the posttest it increases to 75.67 in the skilled category.

CONCLUSION

The use of think talk write with wordwall media during the learning process is effective in improving students' report writing skills, there is a significant difference in students' writing skills between the control group and the experimental group, where the average value of students' ability to write reports in Indonesian lessons , who participated in think talk write learning with wordwall media was higher than the average score of Indonesian language students in the student report writing lesson, besides that it also had a positive impact that could improve student learning outcomes.

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