

Implementation of Think Talk Write (TTW) Learning Model Using Serial Picture Media to Improve Students Paragraph Writing Skills at Uptd Sdn 79 Parepare

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ABSTRACT

The background of this study was the low narrative paragraph writing skills of students, as indicated by difficulties in developing ideas, organizing paragraphs coherently, using appropriate grammar, limited vocabulary, and frequent errors in spelling and punctuation. This study aimed to improve the learning process and narrative paragraph writing skills of fourth-grade students through the implementation of the TTW learning model assisted by serial picture media. This research employed Classroom Action Research (CAR) conducted in two cycles, each consisting of planning, implementation, observation, and reflection stages. The subjects of this study were 26 fourth-grade students of UPTD SD Negeri 79 Parepare. Data were collected through observation, tests, and documentation, and were analyzed using a mixed methods approach.

The results of the study showed that the implementation of the TTW learning model assisted by serial picture media improved both the learning process and students' narrative paragraph writing skills. The learning process improved from Cycle I to Cycle II. Teacher activity increased from the fair (F) category in Cycle I to the good (G) category in Cycle II. Student activity also improved from the fair (F) category in Cycle I to the good (G) category in Cycle II. Furthermore, students' narrative paragraph writing skills increased, with an average score of 72.88% in Cycle I, categorized as fair (F), and improving to 80.19% in Cycle II, categorized as good (G). These findings indicate that the implementation of the TTW learning model assisted by serial picture media was effective in improving both the learning process and the narrative paragraph writing skills of fourth-grade students at UPTD SD Negeri 79 Parepare

INTRODUCTION

Writing is one of the essential language skills that elementary school students need to master because it enables them to communicate ideas, organize thoughts, and express experiences effectively. Among various writing activities, narrative paragraph writing plays an important role in developing students' literacy competence, creativity, and critical thinking. Therefore, improving students' narrative writing skills has become an important objective of Indonesian language learning in elementary schools.

However, many elementary school students continue to experience difficulties in writing narrative paragraphs. They often struggle to develop ideas, organize events logically, construct effective sentences, and apply appropriate spelling and punctuation according to the Indonesian General Guidelines for Spelling (PUEBI). These challenges reduce the quality of students' written work and indicate that their writing competence has not yet reached the expected learning outcomes.

Preliminary observations conducted in the fourth grade of UPTD SD Negeri 79 Parepare revealed similar problems. Classroom instruction was still predominantly teacher-centered, providing limited opportunities for students to actively construct ideas and participate in meaningful learning activities. Interviews with the classroom teacher further indicated that many students experienced difficulties in composing coherent narrative paragraphs, frequently mixed local language with standard Indonesian, and made errors in spelling, punctuation, and sentence structure. These conditions contributed to students' low narrative writing performance.

The preliminary writing assessment confirmed these findings. The average score of students' narrative writing ability was 66.92, which was below the school's Minimum Learning Mastery Standard (70). Of the 26 students, only 42.30% achieved learning mastery, while 57.70% failed to meet the expected standard. These results demonstrate the need for a more effective instructional strategy to improve students' narrative writing skills.

One instructional approach that has the potential to address this problem is the TTW learning model. TTW actively engages students through three sequential stages: thinking individually, discussing ideas collaboratively, and expressing the results in written form. This learning process encourages students to organize their ideas systematically while simultaneously developing communication and writing skills. The effectiveness of TTW can be enhanced by integrating serial picture media, which provide visual stimuli that help students understand story sequences and generate ideas more easily.

Previous studies have consistently reported the positive effects of the TTW model on students' writing achievement. Shaffiyah and Kosmajadi (2024) found that TTW effectively improved elementary students' writing skills, while Ikasari et al. (2020) demonstrated that combining TTW with serial picture media significantly increased students' mastery of narrative writing. Similarly, Apriyana et al. (2023) reported improvements in both students' learning activities and narrative writing performance after implementing TTW assisted by serial picture media.

Although previous studies have demonstrated the effectiveness of TTW and serial picture media, limited research has specifically investigated their integration in improving narrative paragraph writing through Classroom Action Research involving fourth-grade students at UPTD SD Negeri 79 Parepare. This context provides a unique opportunity to examine how the combined use of the TTW learning model and serial picture media can improve students' narrative writing skills within an authentic elementary classroom.

Therefore, this study aimed to implement the TTW learning model assisted by serial picture media to improve the narrative paragraph writing skills of fourth-grade students at UPTD SD Negeri 79 Parepare. Specifically, the study examined both the implementation process of the learning model and the improvement of students' narrative writing performance after the intervention. The findings are expected to provide practical recommendations for Indonesian language teachers in implementing more active and effective writing instruction.

LITERATURE REVIEW

Think Talk Write (TTW) Learning Model

The TTW learning model is a cooperative learning approach that facilitates students in constructing knowledge through three sequential activities: thinking, discussing, and writing. According to Hunker and Laughlin, as cited in Nawato and Ananta (2023), TTW encourages students to develop conceptual understanding by organizing ideas individually before exchanging opinions with peers and expressing them in written form. Similarly, Fadly (2022) explains that TTW promotes active learning by engaging students in critical thinking, collaborative discussion, and systematic writing. These characteristics make TTW an effective instructional model for developing both communication and writing skills.

The TTW model consists of three interconnected stages: think, talk, and write. Gustiana (2022) explains that the think stage encourages students to analyze information independently, while the talk stage provides opportunities to clarify ideas through group discussion. The final stage, write, enables students to organize and communicate their understanding in written form. Likewise, Retnowati and Ekayanti (2020) emphasize that these stages help students develop higher-order thinking skills while improving their ability to express ideas coherently.

Several studies have demonstrated the effectiveness of TTW in improving learning outcomes. Aralaha and Paulus (2023) state that TTW enhances students' participation and conceptual understanding through collaborative learning. In addition, Marzuki (2023) argues that the model improves students' confidence, critical thinking, and communication skills because they actively participate throughout the learning process. Therefore, TTW is considered an appropriate instructional model for improving elementary school students' narrative paragraph writing skills.

Serial Picture Media

Serial picture media are visual learning resources consisting of a sequence of related images that illustrate events in chronological order. According to Astuti and Rambe (2024), picture media help transform abstract concepts into

concrete learning experiences, making instructional materials easier for students to understand. In narrative writing instruction, serial pictures assist students in identifying the sequence of events before developing them into written texts.

The use of serial picture media encourages students to observe, interpret, and organize ideas systematically. Purwati et al. (2024) explain that serial pictures stimulate students' imagination and facilitate story development, while Sugiharti and Anggiani (2022) emphasize that the media are practical, easy to use, and effective in helping students understand learning materials. Although picture media have several limitations, such as their inability to display movement and differences in students' visual interpretation, appropriate teacher guidance can maximize their instructional benefits.

When integrated with the *TTW* learning model, serial picture media provide meaningful visual scaffolding throughout the learning process. Students first analyze the sequence of pictures individually, discuss their interpretations collaboratively, and finally transform their ideas into coherent narrative paragraphs. Consequently, this combination supports students in generating ideas, organizing stories logically, and improving the quality of their writing.

Narrative Paragraph Writing Skills

Writing is a productive language skill that enables individuals to communicate ideas, experiences, and information through written language. Helaluddin and Awaluddin (2020) define writing as the activity of expressing ideas in written form, whereas Astuti and Rambe (2024) describe writing as a process of conveying thoughts and information using appropriate language to achieve communicative purposes. Similarly, Sharma et al. (2025) emphasize that writing is a process requiring students to organize ideas systematically while applying appropriate vocabulary, sentence structure, and language conventions.

Narrative paragraphs are designed to present a sequence of events in chronological order. According to Rahmawati et al. (2023) state that narrative paragraphs enable readers to experience the events through a coherent storyline. Therefore, students need to master not only story organization but also paragraph unity, coherence, vocabulary, grammar, spelling, and punctuation to produce effective narrative writing.

In this study, students' narrative paragraph writing skills were evaluated based on five assessment aspects proposed by Wulandari et al. (2025) and supported by Widiastuti et al. (2022), namely topic development, paragraph organization, vocabulary, language use, and mechanics, including spelling and punctuation. These aspects provide comprehensive indicators for measuring students' improvement after the implementation of the learning model assisted by serial picture media.

METHODOLOGY

Research Design

This study employed a mixed-methods approach, integrating descriptive qualitative and quantitative methods within a Classroom Action Research (CAR) design. According to Darmawan et al. (2024), mixed-methods research combines qualitative and quantitative approaches to provide a more comprehensive understanding of a research problem. The qualitative approach was used to

describe the implementation of the *TTW* learning model assisted by serial picture media, while the quantitative approach was used to measure the improvement of students' narrative paragraph writing skills. The classroom action research followed a cyclical process consisting of planning, action, observation, and reflection, which was implemented in two cycles.

Research Location and Timeline

The research was conducted at UPTD SD Negeri 79 Parepare, South Sulawesi, Indonesia, during the second semester of the 2025/2026 academic year. The school was selected based on preliminary observations indicating that fourth-grade students experienced difficulties in developing narrative paragraphs, particularly in organizing ideas, using appropriate vocabulary, applying grammar, and following correct spelling and punctuation conventions.

Research Subjects (Informants)

The research participants consisted of 26 fourth-grade students of UPTD SD Negeri 79 Parepare, comprising 14 male and 12 female students. The participants were selected because they experienced difficulties in narrative paragraph writing and became the subjects of the classroom action research aimed at improving their writing skills through the implementation of the *TTW* learning model assisted by serial picture media.

Data and Data Sources

This study employed both qualitative and quantitative data. Qualitative data were obtained from observations of teacher and student activities during the implementation of the learning model, whereas quantitative data were collected through narrative paragraph writing tests administered at the end of each cycle. The primary data sources were the students' learning activities and writing performance, while supporting data were obtained from classroom documentation, lesson plans, observation sheets, and students' written assignments.

Data Collection Techniques

Data were collected using three techniques. Observation was conducted to monitor teacher and student activities throughout the implementation of the learning model. Writing tests were administered at the end of each cycle to measure students' narrative paragraph writing skills using a validated assessment rubric. In addition, documentation was employed to collect supporting evidence, including lesson plans, observation sheets, students' writing products, and photographs of classroom activities.

Research Instruments

The research instruments included teacher observation sheets, student observation sheets, a narrative paragraph writing assessment rubric, and documentation records. The observation sheets were used to evaluate the implementation of the *TTW* learning model and students' participation during classroom activities. The writing assessment rubric measured students' performance based on five aspects: topic development, paragraph organization, grammar, vocabulary, and mechanics (spelling and punctuation).

Data Analysis Techniques

The collected data were analyzed using descriptive qualitative and quantitative techniques. Qualitative data were analyzed through data

condensation, data display, and conclusion drawing to describe the implementation of the learning process in each cycle. Quantitative data were analyzed using descriptive statistics by calculating students' average scores and learning mastery percentages. The action was considered successful when the implementation of the learning process reached at least 76% of the predetermined indicators and 76% or more of the students achieved a minimum score of 70, which is the school's Minimum Learning Mastery Standard (SKBM).

RESEARCH RESULT

Respondent Profile

The participants in this study were 26 fourth-grade students of UPTD SD Negeri 79 Parepare during the second semester of the 2025/2026 academic year. The participants consisted of 14 male students and 12 female students. They were selected as the research participants because the preliminary observation and pre-test results indicated that many students experienced difficulties in writing narrative paragraphs, particularly in developing ideas, organizing paragraphs, selecting appropriate vocabulary, and applying correct spelling and punctuation. The classroom teacher also participated as a collaborator by observing the implementation of the learning process throughout the classroom action research.

Table 1:
Student Business Profile by Category

No.	Participant Characteristics	Number	Percentage (%)
1	Male Students	14	53,85%
2	Female Students	12	46,15%
Total		26	100

Source: Research data (2026)

Table 1 shows that the research participants consisted of 26 fourth-grade students, with male students representing 53.85% and female students accounting for 46.15% of the total participants. All participants took part in the implementation of the TTW learning model assisted by serial picture media throughout two classroom action research cycles. The participants' writing performance was evaluated at the end of each cycle to examine improvements in narrative paragraph writing skills.

Analysis of Students' Narrative Paragraph Writing Skills

The data below present students' narrative paragraph writing performance after the implementation of the TTW learning model assisted by serial picture media. Students' writing was assessed based on five aspects: topic development, paragraph organization, grammar, vocabulary, and mechanics (spelling and punctuation).

Table 2:
Narrative Paragraph Writing Assessment Results

No.	Assessment Aspect	Percentage (%)	Category
1	Topic Development	96,15	Very Good
2	Paragraph Organization	84,61	Very Good
3	Resilience (Failure Resistance)	78,84	Good
4	Economic Independence Orientation	76,92	Good
5	Mechanics (Spelling and Punctuation)	67,30	Fair
Total Average		80,19	Good

Source: processed research data (2026)

Table 2 shows that students' narrative paragraph writing skills reached the Good category, with an average score of 80.19% after the implementation of the TTW learning model assisted by serial picture media. The highest achievement was found in the Topic Development aspect (96.15%), indicating that most students were able to generate and develop ideas effectively based on the serial picture media provided. Paragraph Organization (84.61%), Grammar (78.84%), and Vocabulary (76.92%) also achieved good categories, demonstrating that students were increasingly capable of organizing ideas logically, constructing appropriate sentences, and selecting suitable vocabulary.

However, the Mechanics (Spelling and Punctuation) aspect obtained the lowest percentage (67.30%) and remained in the Fair category. This finding indicates that although students' overall writing performance improved considerably, they still encountered difficulties in applying correct spelling conventions and punctuation. Therefore, continuous practice and teacher guidance are necessary to further improve students' accuracy in using spelling and punctuation in narrative writing.

Improvement of Students' Narrative Paragraph Writing Skills

This section presents the improvement of students' narrative paragraph writing skills after the implementation of the TTW learning model assisted by serial picture media. Students' writing performance was assessed based on five aspects: topic development, paragraph organization, grammar, vocabulary, and mechanics (spelling and punctuation).

Table 3:
Students' Narrative Paragraph Writing Skills in Cycle II

No.	Assessment Aspect	Percentage (%)	Category
1	Topic Development	96,15	Very Good
2	Paragraph Organization	84,61	Very Good
3	Resilience (Failure Resistance)	78,84	Good

4	Economic Independence Orientation	76,92	Good
5	Mechanics (Spelling and Punctuation)	67,30	Fair
Total Average		80,19	Good

Source: processed research data (2026)

Table 3 shows that students' narrative paragraph writing skills improved significantly after the implementation of the TTW learning model assisted by serial picture media. The overall average score reached 80.19%, which falls into the Good category and exceeded the predetermined success criterion. Among the five assessment aspects, Topic Development obtained the highest percentage (96.15%), indicating that students were able to generate and develop ideas effectively based on the serial picture media. In contrast, Mechanics (Spelling and Punctuation) recorded the lowest percentage (67.30%), suggesting that students still experienced difficulties in applying capitalization and punctuation accurately.

The findings also demonstrate an overall improvement compared with Cycle I, in which the average writing achievement was 72.88%, increasing to 80.19% in Cycle II. Furthermore, 24 out of 26 students (92.30%) achieved the Minimum Learning Mastery Standard (SKBM ≥ 70), while only 2 students (7.70%) had not yet reached the expected criterion. These results indicate that the integration of the TTW learning model with serial picture media effectively enhanced students' narrative paragraph writing skills, particularly in developing ideas, organizing paragraphs logically, applying grammatical structures, and selecting appropriate vocabulary. Nevertheless, additional practice is still needed to improve students' mastery of spelling and punctuation, which remained the weakest aspect of their writing performance.

Recapitulation of Learning Process and Students' Writing Achievement

To examine the effectiveness of the implemented action, a comparison was made between the improvement of classroom learning activities and students' narrative paragraph writing achievement across the two research cycles.

Table 4:
Recapitulation of Learning Process and Students' Writing Achievement

Indicator	Cycle I	Cycle II
Teacher Activity	66,66%	100%
Student Activity	74,35%	89,10%
Average Writing Score	72,88%	80,19%
Learning Mastery	73,08%	92,30%

Source: processed research data (2026)

Table 4 demonstrates a positive relationship between the quality of the learning process and students' narrative paragraph writing achievement.

Teacher activity increased from 66,66% in Cycle I to 100% in Cycle II, while student activity improved from 74.35% to 89,10%. These improvements were accompanied by an increase in the average writing score from 72.88 to 80.19, as well as an increase in learning mastery from 73,08% to 92.30%.

The findings indicate that the improved implementation of the *TTW* learning model assisted by serial picture media positively contributed to students' writing performance. As classroom interaction became more effective and students participated more actively during the think, talk, and write stages, their ability to organize ideas, construct narrative paragraphs, and achieve the expected learning outcomes also improved. These results suggest that effective classroom implementation is closely associated with the enhancement of students' narrative paragraph writing skills.

DISCUSSION

The findings of this study indicate that the implementation of the *TTW* learning model assisted by serial picture media effectively improved fourth-grade students' narrative paragraph writing skills at UPTD SD Negeri 79 Parepare. The improvement was evident from the increase in students' learning outcomes from Cycle I to Cycle II, as well as the achievement of the predetermined success indicators. These findings suggest that integrating cooperative learning with visual media provides meaningful learning experiences that facilitate students in generating, organizing, and expressing ideas in written form.

The improvement in students' writing performance can be attributed to the three stages of the *TTW* learning model: think, talk, and write. During the think stage, students independently observed the serial picture media and identified the sequence of events before writing. This process encouraged students to generate ideas and understand the storyline more effectively. These findings are consistent with Hunker and Laughlin, as cited in Nawato and Ananta (2023), who state that *TTW* develops students' understanding through individual thinking before collaborative discussion and writing.

The talk stage also contributed significantly to students' writing development. Through group discussions, students exchanged ideas, clarified information, and organized the sequence of events before composing their narrative paragraphs. This collaborative learning process reduced students' difficulties in expressing ideas and increased their confidence in writing. These findings support Fadly (2022) and Retnowati and Ekayanti (2020), who emphasize that discussion activities help students construct knowledge collaboratively and improve written communication skills.

The use of serial picture media played an important role in facilitating narrative writing. The visual sequence enabled students to understand story structures more easily, identify chronological events, and develop ideas systematically. Consequently, students demonstrated substantial improvement in the topic development aspect, which obtained the highest percentage (96.15%). This finding supports Astuti and Rambe (2024), who argue that serial picture

media transform abstract ideas into concrete visual representations, making learning materials easier for elementary school students to understand.

The assessment results also revealed improvements across all writing aspects, including paragraph organization, grammar, vocabulary, and mechanics. Students became more capable of organizing ideas logically and selecting appropriate vocabulary after participating in TTW learning activities. However, the mechanics aspect, particularly spelling and punctuation, obtained the lowest percentage (67.30%). This finding indicates that although students' overall writing ability improved, they still required continuous practice and teacher guidance to apply spelling conventions and punctuation accurately.

The increase in learning mastery from Cycle I to Cycle II further demonstrates the effectiveness of the instructional intervention. In Cycle II, 24 out of 26 students (92.30%) achieved the Minimum Learning Mastery Standard (SKBM), exceeding the predetermined success criterion of 76%. This improvement indicates that the combination of the TTW learning model and serial picture media successfully created an active and student-centered learning environment that supported the development of narrative writing skills.

Overall, the findings confirm that the TTW learning model assisted by serial picture media is an effective instructional strategy for improving elementary school students' narrative paragraph writing skills. By encouraging students to think critically, discuss ideas collaboratively, and express their understanding through writing, the model enhances not only students' writing performance but also their participation and confidence during the learning process. Nevertheless, greater emphasis should be placed on developing students' mastery of spelling and punctuation through continuous practice and constructive feedback.

CONCLUSIONS AND RECOMMENDATIONS

Based on the findings and discussion, several conclusions can be drawn as follows:

1. The implementation of the TTW learning model assisted by serial picture media effectively improved students' narrative paragraph writing skills. The improvement was demonstrated by the increase in students' learning outcomes from Cycle I to Cycle II, with the percentage of students achieving the Minimum Learning Mastery Standard (SKBM) increasing to 92.30%, exceeding the predetermined success criterion.
2. The TTW learning model enhanced students' ability to develop and organize ideas systematically. Through the stages of think, talk, and write, students became more capable of generating ideas independently, discussing them collaboratively, and expressing them in coherent narrative paragraphs. The highest achievement was found in the topic development aspect, indicating that serial picture media effectively stimulated students' imagination and idea generation.
3. The integration of serial picture media created a more meaningful learning experience. The visual sequence of pictures helped students understand the chronological order of events, organize story structures, and write more

coherent narrative paragraphs. The combination of TTW and serial picture media also increased students' participation and engagement during classroom learning activities

4. Although students' overall writing performance improved, mechanics remained the weakest aspect. The assessment showed that spelling and punctuation obtained the lowest achievement among the five writing aspects, indicating that students still require continuous practice and teacher guidance to improve writing accuracy in accordance with the Indonesian spelling conventions.

Based on the research findings, the following recommendations are proposed:

1. For teachers, the TTW learning model assisted by serial picture media is recommended as an alternative instructional strategy for teaching narrative writing, while providing additional exercises to strengthen students' mastery of spelling and punctuation.
2. For schools, adequate learning media and classroom facilities should be provided to support the implementation of interactive learning models that promote students' active participation and writing development.
3. For future researchers, further studies are recommended to investigate the effectiveness of the TTW learning model with different learning media, educational levels, or language skills to broaden its application and contribute to the development of Indonesian language instruction.

ADVANCED RESEARCH

Based on the findings and conclusions of this study, several recommendations are proposed to support the improvement of narrative paragraph writing instruction in elementary schools:

1. For Teachers: Teachers are encouraged to implement the *TTW* learning model assisted by serial picture media as an alternative instructional strategy for teaching narrative paragraph writing. The model promotes active student participation through thinking, discussion, and writing activities, while the use of serial picture media helps students generate and organize ideas more effectively. Teachers are also advised to provide continuous guidance and feedback, particularly in improving students' spelling and punctuation skills.
2. For Students: Students are expected to participate actively in every stage of the *TTW* learning process by developing ideas independently, engaging in collaborative discussions, and expressing their thoughts systematically through writing. Regular writing practice is recommended to improve vocabulary, grammar, and the accurate use of spelling and punctuation in narrative paragraphs.
3. For Future Researchers: Future researchers are encouraged to conduct similar studies involving different grade levels, learning materials, or educational settings to examine the broader effectiveness of the *TTW* learning model assisted by serial picture media. Further research may also compare *TTW* with other cooperative learning models or integrate digital learning media to enhance students' writing skills.

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