THE EFFECTIVENESS OF USING TTW LEARNING MODEL ASSISTED BY "NAKOKU" SCRAPBOOK MEDIA ON NARRATIVE WRITING SKILLS

Miftakhussa'adah*

*Universitas Muria Kudus, Jawa Tengah, Indonesia

20203349@std.umk.ac.id

Sri Utaminingsih

Universitas Muria Kudus, Jawa Tengah, Indonesia

Sri.utaminingsih@umk.ac.id

Lingtang Kironoratri

Universitas Muria Kudus, Jawa Tengah, Indonesia

Lintang.kironoratri@umk.ac.id

Abstract

This research focuses on the low writing ability of fourth-grade students at SDN 01 Bulungcangkring, particularly in narrative writing. Many students struggle to organize ideas and express them clearly in written form, which hinders their academic performance. This study aims to address this issue by evaluating the effectiveness of the Think Talk Write (TTW) learning model supported by Nakoku Scrapbook media in improving narrative writing skills. SDN 01 Bulungcangkring was chosen as it reflects common challenges in elementary-level writing skills development.This study used a Pre-Experiment design and involved 37 students from class IV SDN 01 Bulungcangkring. Data was collected using Paired Sample T-test analysis method. The results showed that the Think Talk Write (TTW) learning model supported by Nakoku Scrapbook media was effective in improving

students' ability to write Indonesian narrative essays. Paired Sample T-Test statistical analysis resulted in a significant difference between the pretest score (64.6486) and posttest score (84.2162). In addition, the Sig-(2-tailed) value of 0.000 <0.05 indicates that Ho is rejected and Hi is accepted. Thus, it can be concluded that the use of Think Talk Write (TTW) learning model with Nakoku Scrapbook media has a positive impact on the narrative essay writing skills of fourth grade students of SDN 01 Bulungcangkring.

Keywords: Think Talk Write, Scrapbook, Narrative Writing Skills

Abstrak

Penelitian ini berfokus pada rendahnya kemampuan menulis siswa kelas IV SDN 01 Bulungcangkring, khususnya dalam menulis narasi. Banyak siswa kesulitan mengorganisasikan ide dan mengungkapkannya dengan jelas dalam bentuk tertulis, sehingga menghambat kinerja akademis mereka. Penelitian ini bertujuan untuk mengatasi permasalahan tersebut dengan mengevaluasi keefektifan model pembelajaran Think Talk Write (TTW) berbantuan media Nakoku Scrapbook dalam meningkatkan keterampilan menulis narasi. SDN 01 Bulungcangkring dipilih karena mencerminkan tantangan umum dalam pengembangan keterampilan menulis tingkat dasar. Penelitian ini menggunakan desain Pra-Eksperimen dan melibatkan 37 siswa kelas IV SDN 01 Bulungcangkring. Pengumpulan data dilakukan dengan menggunakan metode analisis uji Paired Sample T-test. Hasil penelitian menunjukkan bahwa model pembelajaran Think Talk Write (TTW) berbantuan media Nakoku Scrapbook efektif meningkatkan kemampuan menulis karangan narasi bahasa Indonesia siswa. Analisis statistik Paired Sample T-Test menghasilkan perbedaan yang signifikan antara skor pretest (64,6486) dan skor posttest (84,2162). Selain itu nilai Sig-(2-tailed) sebesar 0,000 < 0,05 menunjukkan Ho ditolak dan Hi diterima. Dengan demikian dapat disimpulkan bahwa penggunaan model pembelajaran Think Talk Write (TTW) dengan media Nakoku Scrapbook memberikan dampak positif terhadap keterampilan menulis karangan narasi siswa kelas IV SDN 01 Bulungcangkring.

Kata kunci: Think Talk Write, Scrapbook, Keterampilan menulis narasi

INTRODUCTION

Writing skills are a fundamental aspect of learning, especially at the elementary level, where students are just beginning to express ideas coherently in written form. However, many students face difficulties in organizing their thoughts and constructing narrative texts effectively. These challenges can hinder their academic growth and

reduce their confidence in communication. Therefore, improving writing skills is crucial to support students' overall learning and ability to convey ideas clearly.

This research focuses on enhancing the narrative writing skills of elementary school students by implementing the Think Talk Write (TTW) learning model with Nakoku Scrapbook media. This approach is expected to help students better understand the process of writing and improve their ability to create coherent and structured narrative texts.

The role of language in the education of a person or a nation is actually very close, but because it is a natural thing, this is often forgotten because it is a natural thing, like when humans breathe they don't need to think about it. Language can be used to convey something to other people. The language expressed by the speaker allows the listener or interlocutor to understand what the speaker means. Language according to (Fatihakun et al., 2021) is defined as the organized speech of a person's mind which is used as a means of communication between community members including listening, speaking, reading and writing. Learning a language is very important for children before 6 years old(Kironoratri et al., 2023)) state that Indonesian is a very important lesson to improve students' abilities. Learning objectives include listening, speaking, reading and writing skills.

Narrative writing is an essential skill that allows students to express their thoughts and emotions through structured storytelling. It involves creating a sequence of events with a clear beginning, middle, and end, supported by well-developed characters and settings. According to (Cahyani et al., 2021) Writing is a productive skill using writing, writing is a productive skill, and in narrative writing, this skill is further honed by requiring students to think critically about how to organize and present their ideas coherently.

The importance of narrative writing skills cannot be overstated. It encourages creativity, improves language fluency, and helps students develop the ability to convey complex ideas in an engaging way. Narrative writing also plays a critical role in building empathy, as it often requires students to step into the shoes of the characters they create. Mastering this skill not only enhances students' academic performance but also equips them with the ability to communicate effectively in various real-world situations."According to ((Nurkholida Rambe et al. 2023) writing is more than just

copying words and sentences, writing is the process of expressing ideas in an organized writing structure. Therefore, writing is the most complicated language skill. (Kironoratri 2023) argue that to communicate, a student must master four language skills including listening, speaking, reading, and writing Writing skill, however, is a very important linguistic component, must be trained and mastered by students.. Another opinion from (Febriani et al.,2022) argue that by writing we also acquire new vocabulary that we do not know. Because this level is very important to shape children's attitudes, intelligence, and skills. So, students need to be trained to write and introduced to the languages needed in the world of education.

This is in accordance with the opinion of (Putu et al. 2020)that children should start learning to write early while still in school. Leamers can apply their writing skills in Indonesian language subjects in the writing element and learning outcomes Learners are able to write narrative texts, description texts, recount texts, procedure texts, and exposition texts with diverse sentence sequences, detailed and accurate information with various topics, Learners who are skilled in writing upright. Teachers must be able to change the way they teach so that students feel happy and enjoy the work they write if they want to improve their students' writing skills Essay writing skills are skills in conveying information, ideas and thoughts in written form. By writing, students can express their ideas or opinions, thoughts and feelings and encourage their creativity. According to (Khoriyah Ningrum et al., 2024) Narrative writing is a medium in conveying information to someone and is a form of learner skills to pour ideas and channel information by means of written language to readers to be understood exactly as intended by the author or author. Narrative writing typically includes several key characteristics, such as the presence of a clear sequence of events, a well-defined plot, characters, and a setting. Narratives often aim to engage readers emotionally by telling stories that are personal, imaginative, or based on real-life experiences. The purpose of narrative writing is not only to inform but also to entertain, making it an essential skill for students to develop their creativity and expressiveness.

Based on the results of observations carried out at SDN 01 Bulungcangkring, it is known that there are problems in the Indonesian language learning process. The acquisition of the results of students' narrative writing skills is low. This is evidenced by the completeness of students in Indonesian lessons only 56%, this shows the results of

student learning in Indonesian lessons. The initial condition of Indonesian language learning before the researchers conducted the treatment, the teacher had not applied the learning strategy, the teacher had not used the media, only used the teacher's handbook to teach, students found it difficult to write the ideas they wanted to write and students were less active because they only sat quietly listening to the explanation given by the teacher. The results of observations in the field on December 7, 2023 by conducting interviews with the homeroom teacher Mrs. Nur Apriyanti, S.Pd. It can be seen that the fourth grade students of SD N 01 Bulungcangkring, totaling 37 students. To help students understand the material and practice independently, the teacher only uses material and shows sentences and reading texts. Some of the causes of writing difficulties were shown by the initial observations of this study. One of them is the students' lack of desire to write and the lack of encouragement from their parents. When students were asked about what sentences they wanted to write, only a few of them could answer.

Thus, it is necessary to apply a way of learning that gives freedom to students, so that students can apply their knowledge independently (Mesi et al. 2023)A teacher, as an important part of the learning process, must be able to organize learning well so that the process runs well. One of the learning strategies that can activate students to learn together is cooperative learning strategy. Cooperative Learning is a form of learning, that emphasizes group activities in every learning process. (Naibaho et al., 2020) argued that cooperative learning model is one of the models that can make students more involved in learning. By implementing it, teachers can shift from focusing on teaching to becoming I facilitators for small group activities. As a result, the teacher's role will be reduced and students will be more involved in solving learning problema

There are several cooperative learning models, one of which is the Think Talk Write (TTW) type learning model which is more suitable in overcoming problems with students' writing skills. (Oktavia et al. 2020) suggested that the Think Talk Write (TTW) learning model can help students create their own concepts and give them the freedom to create their own knowledge. In addition, (Zaenal Arifin et al., 2019)in the Think Talk Write (TTW) learning model students can work together to solve

problems... Furthermore, students are given the freedom to write down the results of their discussions in the form of any essay they think of.
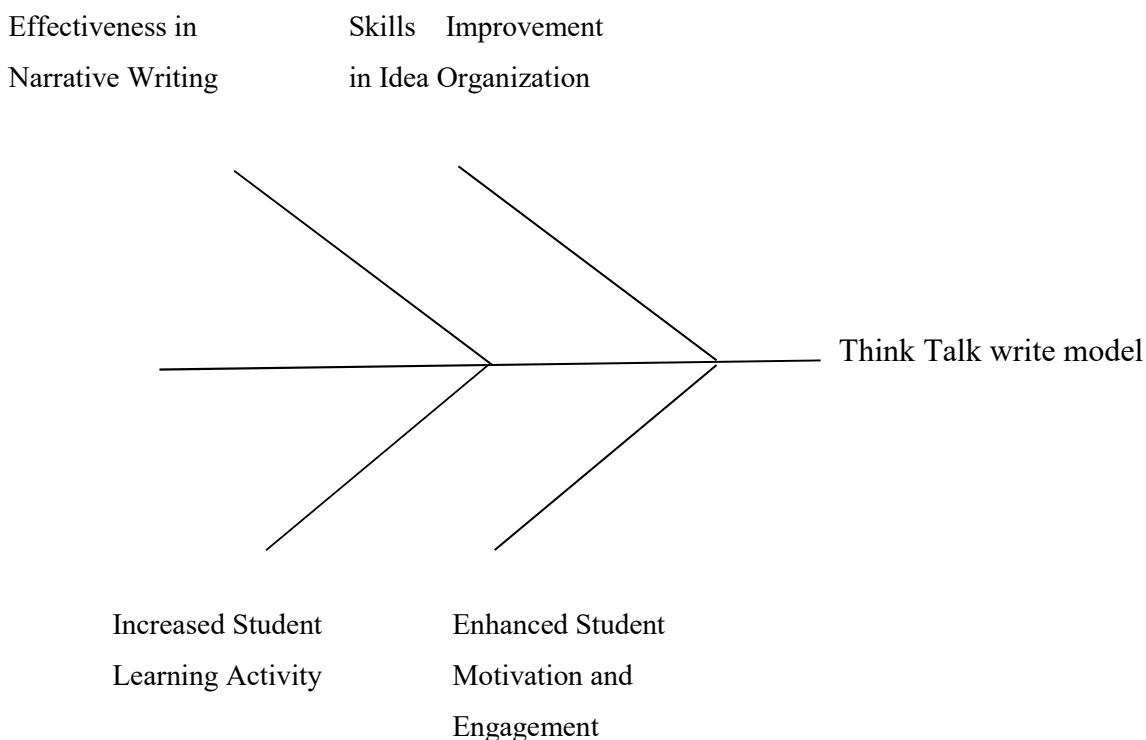
Steps of Think Talk Write (TTW) Learning Model

The steps of the Think Talk Write (TTW) learning model in learning according to (Putri et al., 2020) as follows. First, Students listen to the material presented by the teacher. Second, The teacher divides students into 3 to 5 groups to think about what vocabulary is in the series of pictures given by the teacher (Think). Third, Students exchange ideas (discuss) with each other to find out what types of activities are in the series of pictures given by the teacher (talk). Fourth, students write down the results of their thinking in writing (write). As a result of this analysis the proposed steps for the Think Talk Write (TTW) learning model are as follows. Students in groups work together by thinking (think) with each group, after that each group discusses and talks (talk) with their group mates and pours out the ideas they think about, and finally each group writes (write) the results of the discussion obtained.

Advantages and Disadvantages of Think Talk Write (TTW) Learning Model

There are advantages and disadvantages of learning models. As educators, teachers must understand the advantages and disadvantages of each learning model used so that the learning process runs smoothly and students get optimal results. Here are some of the advantages of the Think Talk Write (TTW) learning model according to (Lenny Anggraini. et al., 2024)(a) provides a deep understanding of the teaching material. (b) allows students to interact and talk with the group through open questions. (c) allows students to think and communicate with friends, teachers, and even with themselves. (d) improve students' critical and creative thinking skills through interaction and discussion with the group.. The shortcomings of the Think Talk Write (77W) learning model according to (Roisah et al., 2023) among others. (a) When students work in groups because they are dominated by capable students, they easily lose their abilities and trust (b) the teacher must really prepare all the media to implement the Think Talk Write (TTW) learning model. Based on some of these theories, it can be concluded that the Think Talk Write (TTW) learning model makes students critical and creative by training students to write by thinking and talking with groups, activating a shared learning atmosphere, exchanging ideas, and imagining. However, it is also possible that the Think Talk Write (TTW) learning model will make students lose confidence by

being dominated by students who are able to think critically. In addition, it is possible that students who are less able to think will depend on other students.

In the Think Talk Write (TTW) learning model, the teacher's role is to motivate and encourage students. As a facilitator, teachers should be able to help their students when they face difficulties. (Kironoratri et al., 2022) expressed the opinion that a teacher not only provides learning they can also lead, guide, and help students learn. Teachers should encourage students who lack confidence so that the learning process is active.. Therefore, learning media should be created in a way that is not only teacher-centered but also involves students in the learning process. Scrapbook as learning media is used to write narration.

Effectiveness in   Skills   Improvement
Narrative Writing   in Idea Organization

Think Talk write model

Increased Student   Enhanced Student
Learning Activity   Motivation and
                           Engagement

Based on previous research conducted by (Sumanto et al., 2023) is about the effectiveness of narrative essay writing skills using the Think Talk Write (TTW) learning model which states that the use of the Think Talk Write (TTW) learning model in learning narrative writing skills has increased. Research conducted by (Amaliah et al., 2024) also stated that the Think Talk Write (TTW) learning model assisted by picture media increased student learning activities. This is characterized by the fact that

students are more involved in learning according to what they see during class action. previous researchers show that the Think Talk Write (TTW) learning model is considered effective in learning.

Based on previous research, various media have been used to make learning more engaging and enjoyable for students. According to Kurniasari et al. (2020), innovations in learning are essential to create a conducive learning atmosphere. Teachers are encouraged to innovate and make learning more dynamic using media assistance (Khamidah et al., 2021). Learning media not only support the teaching process but also help students understand the material and improve learning outcomes, which ultimately affects the overall quality of education.

One innovative learning medium is *Scrapbook media*, a book-shaped medium containing images and sentences. Mukaddar et al. (2020) argue that this creative medium, with its appealing design, stimulates student interest and supports the learning process. Widiastuti (2023) also highlights that Scrapbooks, using customized images and stories, foster creativity through interactive and engaging visual elements. The use of eneric media can make a person motivated and interested in arying new things. (Cholifah et al., 2021)stated that scrapbook media heilps grade 1 elementary school student their tnterest in learning.

Scrapbook Media Steps

The steps used to create Scrapbook media according to (Kamal et al., 2023)include. First, make an initial design of the media to be made. Second, collect images needed for making Scrapbook media in accordance with the material. Third, image editing is then carried out using Microsoft Word, editing is done so that the composition of the image is in accordance with the material (for example, cutting images to load Scrapbook select paper that is easy to make and high quality.

Pros and cons of scrapbook media

Scrapbook media has several advantages according to (Tejowati Arifiani 2021) which include, (1) actively involving students in the learning process, (2) explaining the purpose of learning materials, (3) providing teachers with various ways of teaching not just verbal communication. In addition to the advantages of scrapbook media, there are also disadvantages According to (Cholifah et al., 2021)the disadvantages of Scrapbook media are as follows. (1) the time needed to make a scrapbook is relatively long,

depending on the complexity of its preparation (2) complicated images are less effective in learning activities, the use of images that are too complicated and excessive will make learning activities less focused on the subject matter (material).

The Think Talk Write (TTW) learning model assisted by Nakoku scrapbook media in writing narrative essays is carried out to develop students' creative power in the ability to imagine in order to describe what is in the picture. With the Nakoku Scrapbook media, learning becomes fun, making students not easily bored to learn. Based on the background of the above problems, the authors are interested in conducting research with the title Application of Think Talk Write Learning Model Assisted by Nakoku Scrapbook Media on Narrative Writing Skills The objectives of the researchers conducting this study are: (1) To test the effectiveness of Think Talk Write (TTW) learning model assisted by Nakoku Scrapbook media on narrative essay writing skills.

METHODS

This research was conducted at SDN 01 Bulungcangkring in class IV even semester of the 2023/2024 school year with a sample of 37 students. The location of SDN 01 Bulungcangkring is in Bulungcangkring Village, Kec. Jekulo, Kab. Kudus, Central Java. The research was conducted in October 2023 with Indonesian language subjects focusing on narrative writing material. the research conducted used Pre-Experimental. Design with one group pretest-postes research. In this study, subjects will be given an initial test treatment (pretest) to determine the initial ability of students before being given treatment. After being given a pretest, students will be given treatment using the Think Talk Write (TTW) learning model assisted by Scrapbook media towards understanding narrative essay writing skills. The following is a One-Group Pretest Posttest Design scheme.

The following is a One-Group Pretest Posttest Design scheme.

Pretest	Treatment	*Posttest*
O1	**X**	**O2**

(Source : Sugiyono 2016)

Description:

01 = Pretest score (initial measurement before treatment)

02 = Posttest value (Measurement after treatment)

X= The treatment strategy given (Think Talk Write assisted by Scrapbook media)

The data obtained in this study are data from interviews, observations, documentation, tests. Data analysis used by researchers is a statistical analysis method using IBM Statstics 25 software. Data analysis includes paired sample t-test and n-gain test. Paired Sample T-Test test is a different test of two paired samples. Paired samples are the same subject but experience different treatments. (Casanova et al., 2021) This t-test model is used by researchers to analyze pre-post or before and after research models. The Paired sample T-test test is one of the testing methods used by researchers to examine the effectiveness of treatment, which is characterized by a difference in the average before and average after treatment. The following is the formula for the Paired sample T-test Test. Is one of the testing methods used by researchers to assess the effectiveness of treatment, which is characterized by the difference in the average before and the average after treatment. The following is the formula for the Paired sample T-test.

$$t = \frac{\bar{x}_1 - \bar{x}_2}{\sqrt{\frac{s_1^2}{n_1} + \frac{s_2^2}{n_2} - 2r\left[\frac{s_1}{\sqrt{n_1}}\right]\left[\frac{s_1}{\sqrt{n_2}}\right]}}$$

Source : (Sugiyono 2016)

Description:

$\bar{x}_1$ = mean of sample1 (*postest*)

$\bar{x}_2$ = mean of sample 2 (*pretest*)

S_1^2 = sample variant 1 (*posttest*)

S_2^2 = sample variant 2 (*pretest*)

s_1 = standard deviation of sample 1 (*posttest*)

S_2 = standard deviation of sample 2 (*prettest*)

r = corelation between *pretest* and *posttest*

n = amount of data

RESULTS AND DISCUSSION

The effectiveness of the Think Talk Write (TTW) Learning Model assisted by Nakoku Scrapbook Media on Narrative Writing Learning of grade VI students of SDN 01 Bulungcangkring can be known by means of normality tests and Paired sample T-test tests.

Normality Test

The data normality test is carried out to determine whether the data distribution is normal. (Pramono et al., 2021)The data normality test is carried out by Kolmogorov-Smirnov testing with the assumption that the data distribution is normally distributed. Based on what has been done with the liliefors test, as follows.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
Pretest	.142	37	.057	.915	37	.008
Posttest	.137	37	.078	.932	37	.026

a.   Lilliefors Significance Correction

Based on the normality test table above with the Kolmogorov-Smirnov method, it shows that the data is normally distributed, because the pretest value is 0.057 and posttest is 0.078, each more than 0.05. Differences in writing skills using paired sample t-test. The results of the difference analysis can be seen from the results of the following table.

Table 1. Paired Samples Statistics

		Mean	N	Std. Deviation	Std. Error Mean
Pair 1	Pre Test	64.6486	37	12.80021	2.10434
	Post Test	84.2162	37	7.39420	1.21560

Source: Data processing SPSS 25.0

Table 2. Paired Samples Test

		Paired Differences					T	df	Sig. (2-tailed)
					95% Confidence Interval of the Difference				
		Mean	Std. Deviation	Std. Error Mean	Lower	Upper			
Pair 1	Pre Test - Post Test	-19.56757	13.32612	2.19080	-24.01072	-15.12442	-8.932	36	.000

Sumber: pengolahan Data SPSS 25.0

Table 1 shows the results of students' writing skills before and after the test are different, with an average value of 64.64 for pretest scores and 84.21 for posttest scores. This statement is supported by the results of table 2, which shows a sig (2-tailed) value of 0.000 0.05. Therefore, it can be concluded that the results of students' writing skills before and after the test are different with an average value.

The results of this study are in line with several previous studies that used Think Talk Write (TTW) mode assisted by Nakoku Scrapbook media to improve the results of students' writing skills. (Purwaty et al., 2022)that the application of the Think Talk Write learning model in learning Indonesian can improve students' narrative writing skills as seen from the learning outcomes of fourth grade students of SDN 2 merauke. This can be seen from the increase in teacher activity in cycle I and cycle II. Teacher activity in learning activities in cycle I with good criteria and cycle II with very good criteria. Increased student activity in cycle I with active-criteria and in cycle II with very active criteria. The improvement of students' narrative writing skills as seen from student learning outcomes in cycle I reached 63.5% while in cycle II student learning outcomes reached 92.3%.

The same research was also conducted by (Amin 2021) The standard KKM of 75 is still not achieved by the average student in the class, with an average of 53.40 values seen after receiving assignments after learning to write narrative essays with the Think Talk Write approach. The average student results from cycle I to cycle II showed an increase. The average result of cycle I was 70.23 and increased to 84.6 in cycle IL. Other research from (Khaerunnisa 2023)that the results of the effect test count show that the Think Talk Write (TTW) cooperative learning model has an impact on the ability of fifth grade students to write narratives.Based on the description above, the model and media have a significant influence on students' writing skills. This is proven by the average results of student writing tests both before treatment (pretest) and after treatment (posttest), both of which were carried out with the help of the Think Talk Write (TTW) model and Nakoku Scrapbook media

CONCLUSION

After conducting this research, the data obtained can be analyzed with several tests. There are conclusions from the tests that have been carried out based on the information collected from this research. The conclusion is that the Think Talk Write (TTV) learning model with the help of Nakoku Scrapbook media helps students learn Iskwesian with story material. This is based on the effectiveness test of learning outcomes which shows that t count of the fimal test 8.932 is greater than 2.026, so Ho is rejected and Ht is accepted.

REFERENCES

Amaliah, Aliem Bahri, and Sri Rahayu. 2024. "Meningkatkan Keterampilan Menulis Karangan Narasi Siswa SD Melalui Think-Talk-Write Berbantu Media Gambar." *Jurnal Studi Islam dan Humaniora* 4.

Amin, Fitri,Novita. 2021. "Penerapan Teknk Think Talk Write Untuk Meningkatkan Kemampuan Karangan Narasi Siswa Kelas VII SMPN 7 Pamekasan." : *Jurnal Pemikiran Islam* 2: 83–143.

Bp, Rahman, Abd, Asri, Sabhayati Munandar, Andi Fitriani, Karlina Yuyun, and Yumriani. 2022. "Pengertian Pendidikan, Ilmu Pendidikan Dan Unsur- Unsur Pendidikan." *jurnal Al Urwatul Wutsqa* 2: 1–8.

Cahyani, Ainun, Kemala Dewi, and Heri Setiawan. 2021. "Analisis Kesalahan Berbahasa Tulis Pada Teks Narasi Siswa Kelas V SDN 13 Manggelewa Kabupaten Dompu." *PENDAGOGIA: Jurnal Pendidikan Dasar* 1(1): 41–49.

Casanova Noviyanti, Evatul, Irwan Sutrisno, and Program Studi Ekonomi Pembangunan Jambatan Bulan Timika. 2021. "Analisis Dampak Alih Fungsi Lahan Pertanian Terhadap Pendapatan Petani Di Kabupaten Mimika." : 1–14.

Cholifah, Tety Nur, and Winda Novy Fauziah. 2021. "Pengembangan Media Scrapbook Pada Pembelajaran Tematik Untuk Meningkatkan Minat Belajar Siswa Kelas I Sekolah Dasar." *Jurnal Ilmiah Pendidikan Guru Sekolah Dasar* 14(2): 185–94.

Fatihakun, Afifah, Ni'mah Wahidah, and Eva Latipah. 2021. "Pentingnya Mengetahui Perkembangan Bahasa Anak Usia Dini Dan Stimulasinya." *Jurnal Pendidikan Raudhatul Athfal* 4: 43–62.

Febriani, Regina, and Mega Febriani Sya. 2022. "Kesulitan Siswa Sekolah Dasar Dalam Pengucapan Bahasa Inggris." *Karimah Tauhid* 1: 461–67.

Fitri, Rohandini, sri Utaminingsih, and Lintang Kironoratri. 2022. "Analisis Strategi Guru Dalam Menumbuhkan Kemampuan Siswa Kelas V Di SDN Gajah 02." *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 08: 658–70. file:///C:/Users/HP/Downloads/7981-15498-1-PB%20(3).pdf (June 17, 2024).

Kamal, Riska Aulia, and Parrisca Indra Perdana. 2023. "Pengembangan Media Scrapbook Berbasis Qr Code Negara-Negara Asean." *Jurnal Pendidikan Bhinneka Tunggal Ika* 1(5): 145–56. doi:10.51903/bersatu.v1i5.349.

Khaerunnisa Dita, M Z M Dindin, and Inggriyani Feby. 2023. "Pengaruh Model Pembelajaran Kooperetif Tipe TTW (Think Talk Write)Terhadap Keterampilan Menulis Karangan Narasi Peserta Didik Kelas IV Di Sekolah Dasar." *Jurnal Ilmiah PGSD FKIP Universitas Mandiri* 09: 913–19.

Khamidah, Noor, Sri Utaminingsih, and Mohammad Kanzunnudin. 2021. "Development Of Pop-Up Media Based On Local Wisdom In The Fourth Grade Of Elementary School On Theme 8 Daerah Tempat Tinggalku." *Jurnal Pajar (Pendidikan dan Pengajaran)* 5(2).

Khoriyah Ningrum, Melinda, Dimas Agus Dwi Saputro, and Rani Setiawaty. 2024. "Analisis Keterampilan Menulis Teks Narasi Pada Siswa Kelas IV Di SDN Pati Kidul 03." *Jurnal Kajian dan Penelitian Umum* 2(3): 9–17.

Lenny Anggraini Lubis, and Wingston Leonard Sihombing. 2024. "Perbedaan Kemampuan Komunikasi Matematis Siswa Menggunakan Model Pembelajaran Kooperatif Tipe Think-Talk-Write (TTW) Dan Model Pembelajaran Konvensional Pada Tingkat SMP." *Jurnal Riset Rumpun Matematika Dan Ilmu Pengetahuan Alam* 3(1): 285–300.

Mahendra, Alvin Adi, Mohammad Syaffruddin Kuryanto, and Lintang Kironoratri. 2023. "Pengaruh Penggunaan Bahasa Sarkasme Guru Terhadap Peningkatan Keterampilan Berbicara Siswa." *Jurnal Ilmu Pendidikan* 5(2): 1660–67.

Mesi, *, Dewi Wanti, Mesi Dewi Wanti, Salmi Wati, and Muhiddinur Kamal. 2023. "Penerapan Model Pembelajaran Kooperatif Learning Tipe Jigsaw Oleh Guru PAI Di SMK Negeri 1 Koto Baru Dharmasraya." *Jurnal Bintang Pendidikan Indonesia (JUBPI)* 1(1): 158–71.

Muktadir, Abdul, Angger, Prayuningtyas Wardhani, and Alrahmat Arif. 2020. "Media Scrapbook Dalam Meningkatkan Kreativitas Siswa Sekolah Dasar Kota Bengkulu." *Jurnal Pendidikan Dasar*: 146–56.

Naibaho, Tutiarny, and Suryati Sitepu. 2020. *EasyChair Preprint Students' Ability to Determine Algabar Function Declaration by Learning Cooperative Models, Numbered Heads Together (NHT) Type.*

Nur Yuliana, Rizqi, Much Arsyad Fardhani, and Lintang Kironoratri. 2023. "Pembelajaran Keterampilan Menulis Narasi Menggunakan Model Student Team Achievement Division Berbantuan Gambar Berseri." *Jurnal Ilmiah Ilmu Pendidik* 6: 9585–91.

Nurkholida Rambe, Riris, Karfika Suci Ramadani, Khairun Nisa, and Sindy Adella. 2023. "Meningkatkan Keterampilan Menulis Puisi Menggunakan Media Visual Gambar Siswa Kelas IV SDIT Hidayatul Jannah." 4(1): 202–10.

Oktavia, Weni, Hidayati, Syafriyani, and Wahyuni Satria Dewi. 2020. "Pengaruh Penggunaan LKPD Dalam Model Kooperatif Think Talk Write.Terhadap Peningkatan Collaboraion.Peserta Didik." *Pillar of Physics Education* 13(3): 403–10.

Pramono, Agus, Teppei Jordy L'ga Tama, and Teguh Waluyo. 2021. "Analisis Arus Tiga Fasa Daya 197 KVA Dengan Menggunakan Metode Uji Normalitas Kolmogorov-Smirnov." *Jurnal Resistor* 4: 213–16.

Pristiwanti, Desi, Bai Badariah, Sholeh Hidayat, and Sari, Ratna Dewi. 2022. "Pengertian Pendidikan." 4: 7911–15.

Purwaty, Ratna, and Hariani Fitrianti. 2022. "Meningkatkan Keterampilan Menulis Narasi Melalui Model Pembelajaran Think Talk Write (TTW)." 08(02): 245–54. http://ejournal.unsub.ac.id/index.php/FKIP.

Putu, Ni, Sistya Aristhi, Ida Bagus, and Surya Manuaba. 2020. "Model Experiential Learning Berbantuan Media Gambar Terhadap Keterampilan Menulis Puisi Siswa Sekolah Dasar." *Jurnal Mimbar Ilmu* 25(3).

Roisah, Roisah, Tity Kusrina, and Burhan Eko Porwanto. 2023. "Model Pembelajaran Kooperatif Tipe Think Talk Write (TTW) Dapat Meningkatkan Kemampuan Berfikir Kritis Dan Prestasi Belajar Pada Mata Pelajaran IPS." *Journal of Education Research* 4(3): 1481–87.

Sugiyono. 2016. *Metode Penelitian Kuantitatif Kualitatif Dan R&D*. Alfabeta.

Sumanto, Ayuni Agustina, and Eunice Widyanti Setyangingtyas. 2023. "Model Pembelajaran Kooperatif Tipe Think Talk Write Dan Concept Sentence Untuk Meningkatkan Keterampilan Menulis Narasi Siswa." *Jurnal Educatio FKIP UNMA* 9(4): 1692–1700.

Tejowati Arifiani. 2021. "Scrapbook in Improving Students' Comprehension Reading Ability." *Jurnal Social, Humanities, and Education Studies (SHEs)* 4(5): 354–57.

Widiastuti, Tri. "Efektivitas Penggunaan Media Scrapbook Pada KEeterampilan Menulis Narasi Siswa Kelas VI Sekolah Dasar." 6(1): 1.

Wijayanti, Dwi, and Dan Lintang Kironoratri. 2020. *Peningkatan Hasil Belajar Siswa Melalui Model Quantum Teaching Dan Media Palang Arahku.*

Zaenal Arifin, Afif, Choirul Huda, and Ikha Listyarini. 2019. "Keefektifan Model Think Talk Write Berbantu Media Gambar Seri Terhadap Keterampilan Menulis." *International Journal of Elementary Education* 3(3): 301–7.