The think talk write type cooperative learning model assisted by serial picture media on the narrative writing skills of elementary school students

Vani Sella Alfiana [a,1], Fajar Surya Hutama [a,2], Nindya Nurdianasari [a,3,*], Suhartiningsih [a,4], Prasetyo Adi Nugroho [a,5]

[a] Pendidikan Guru Sekolah Dasar, Universitas Jember, Jawa Timur, Indonesia

[1] vanisella76@gmail.com; [2] fajarsurya.fkip@unej.ac.id; [3] nindyanurdiana.fkip@unej.ac.id*; [4] suhartiningsih.fkip@unej.ac.id;
[5] prasetyoadinugroho.fkip@unej.ac.id

* corresponding author

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ABSTRACT

Writing skills are the most complex language skills and are very important for students to master in their learning process. The independent curriculum phase B states that students are expected to be able to write an essay, one of which is a narrative essay. Innovation in using various learning models is very much needed. The TTW type cooperative learning model is appropriate to overcome the lack of students' writing skills. The study was conducted at Bangsalsari Public School 03 in Jember with the aim of determining the effect of the TTW type cooperative learning model on the narrative writing skills of elementary school students. The type of research conducted was experimental research with a *Posttest Only Control Group Design*. The methods used were observation, interviews, performance tests, and documentation. The data analysis technique used the *independent sample t-test*. The results of the data analysis obtained a calculated t value > t table (6.696 > 2.004), so it can be concluded that the TTW type cooperative learning model assisted by serial picture media influences the narrative writing skills of grade IV students at Bangsalsari Public School 03 Jember. Through narrative writing activities, students learn and develop critical and creative thinking skills, and they are trained to communicate directly with their peers, teachers, and themselves. This can help address the challenges of volatility, uncertainty, complexity, and ambiguity in the future.

1. Introduction

Ensuring the enhancement of naratif writing skills among elementary school students is a crucial aspect, as writing serves as both a foundational tool for learning specific subjects [1] and a critical instrument for achieve success in the learning process [2]. Unfortunately, not all students possess adequate writing skills; a significant number of elementary students struggle to develop relevant writing abilities. This challenge is further compounded by insufficient learning motivation. To address this issue, we employ the Think-Talk-Write (TTW) strategy assisted by Serial Picture Media as a strategic approach. The assumption is that TTW functions as a tool to train students in writing effectively, while Serial Picture Media serves as a motivational component to foster students' interest in learning. Writing skills are essential for elementary school students, as they enable communication through written expression, serving as a form of indirect communication. Writing skills are among the most complex language skills and are crucial for students to achieve success in the learning process [2]. One of the fundamental writing skills that students need to master is narrative writing, which is an advanced writing activity where students express their ideas, thoughts,

and emotions through written language [3]–[5]. Narrative writing involves creating a story that recounts events in a manner that conveys meaning to the reader [6]. However, despite its importance in helping students express themselves and communicate effectively, many students in elementary school struggle with writing narrative compositions. This issue is a significant challenge, as narrative writing plays a critical role in students' ability to convey their ideas and emotions clearly and precisely in writing [7]. Therefore, addressing the low level of narrative writing skills among elementary school students is crucial for their overall academic development and effective communication. A preliminary study was conducted at Bangsalsari Public School 03 in Jember to investigate students' writing skills and the factors influencing them. The results indicated that students encounter difficulties in learning Bahasa Indonesia, particularly in writing activities. It is estimated that approximately 60% of the students in the class are not yet able to produce well-structured compositions. Fig. 1 is a graphical representation of the students' writing skill index for fourth-grade elementary school students.
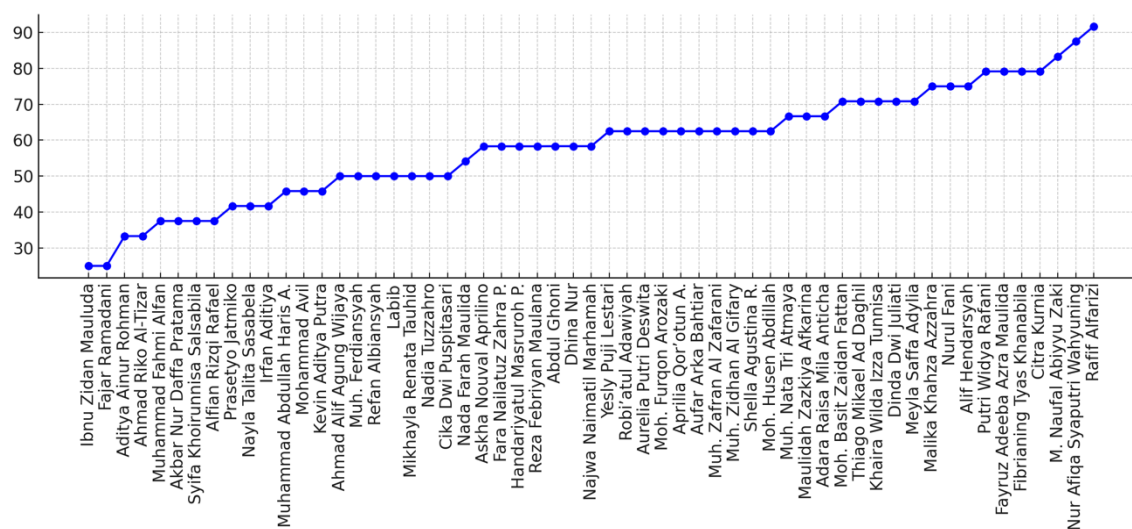

Fig. 1. Writing Skills Index

The graph illustrates the distribution of student scores, ranging from the lowest to the highest. Notably, the graph shows a significant number of students with lower scores, particularly around 25-50%, indicating that a substantial portion of students struggle with the assessed tasks. It is important to highlight the distribution patterns, where a smaller proportion of students achieved higher scores (above 70%) compared to those with lower scores. Based on the results of interviews with fourth-grade students, they experience difficulties in expressing their ideas in written form and struggle to find appropriate vocabulary when composing texts. The factors influencing themis because the learning model used is not varied enough and there is no supporting media, so that there is a lack of student motivation in developing their writing skills. The results of observations and interviews with teachers at Bangsalsari Public School 03 show that the learning process taking place in the classroom has not created a pleasant atmosphere, teachers do not apply varied learning models so that students are less active in learning. This suggests a gap in student performance and teacher inovations, indicating areas that require further attention and improvement in teaching methods. Innovation in the use of varied learning models and supporting learning media is needed to overcome existing problems. An innovative learning process can create good interactions between teachers and students, students with students, and students with learning resources, so that innovative learning is needed to overcome these problems [8]. The researchesare relevant to those situations conducted by Arifin *et al*. (2019) entitled "Effectiveness of *Think Talk Write Model* Assisted by Series of Picture Media on Writing Skills". The results of the final analysis prove that the TTW learning model assisted by series of picture media is effective in learning Indonesian language material on writing narrative essays for class V students of Bugangan Public School 02 in Semarang [9]. Research conducted by Putri *et al*. (2022) also proved to be effective, the *think talk write learning model* assisted by picture media influenced the narrative text writing skills of fifth-grade students of Kuranji Public School in the 2021/2022 academic year [10]. Khaerunnisa et al. (2023) conducted a similar study with the results that the use of the *think talk write type cooperative learning model* had an effect with an *effect size value* of 0.37 which was included in the moderate

category. These results answer the hypothesis that the *think talk write type cooperative learning model* has a significant effect on students' narrative essay writing skills [11].

The studies on TTW mentioned above are relevant to the research variables, namely narrative writing skills. However, there are two main differences, namely the learning objectives and the characteristics of the participants. In this study, the learning objective is for students to be able to write narrative texts, descriptive texts, recount texts, procedural texts, and expository texts with a variety of sentences, detailed and accurate information on various topics. Meanwhile, the subjects of this study are fourth-grade students at Bangsalsari 3 Elementary School in Jember. The implementation of this research will, of course, require adjustments, particularly in relation to the independent curriculum's learning process standards, the students' characteristics, and the school's infrastructure. The TTW learning model allows students to gain knowledge independently and involve them in group discussions [2]. The three main components emphasized in this model are *think, talk,* and *write.* The TTW learning model can improve students' mastery of writing skills by actively participating in learning [9]. In this model, students are encouraged to contribute actively, communicatively, and creatively, and can develop critical thinking skills. The cooperative learning model is very much needed in the world of education, because it can provide opportunities for students to develop their skills in interacting with groups and working with each other [12]. The advantages of the cooperative learning model of the *think does not write type* are that it can develop meaningful solutions to understand the teaching material, develop critical and creative thinking skills of students, involve students actively in learning, and train students to think and communicate with friends, teachers, and even with themselves [13]. The weaknesses of this learning model include students being more likely to work and easily losing their abilities and confidence because they are dominated by capable students. The way to overcome the weaknesses is that teachers must really prepare all learning plans and media carefully to achieve learning objectives, as well as the formation of heterogeneous groups so that there is no dominance of capable students in the group. Teachers must be able to select, optimize, and combine interesting and varied learning elements and media, so that students can receive the material well [14]. The use of learning models can be combined with interesting and effective learning media. Learning media is anything that can channel and convey messages from sources obtained intentionally to create a pleasant learning atmosphere, so that its use can complete the learning process effectively and efficiently [4]. Moto (2019) said that learning media functions as a tool to support teaching and learning activities [15]. Serial image media is one example of learning media that is suitable for use in developing students' writing skills, especially writing narrative essays. Serial image media is a media in the form of a series of pictures consisting of two or more images that are a single-story unit [16]. The help of serial image media is used to make it easier to find ideas and choose words when writing an essay. Serial image media is a visual media that contains a sequence of images, between one image and another are interconnected and state an event [17].

The TTW (Think Talk Write) and series picture media are relevant to the process standards outlined in the Independent Curriculum. The learning achievements of the Independent Curriculum Phase B (for fourth grade) expect students to be able to write essays, including narrative essays. Specifically, the standard reads, "Students are able to write narrative texts, descriptive texts, recount texts, procedural texts, and expository texts with a variety of sentences, detailed and accurate information with various topics." These expectations align with the goal of fostering students' writing competencies through active and engaging learning processes. The Independent Curriculum emphasizes activity-based learning. This approach allows students to engage in various learning activities that promote critical thinking, creativity, and independence. To achieve that the learning process is designed to encourage students to take ownership of their learning by engaging in activities such as self-reflection, problem-solving, project-based assignments, evaluate, analyze, critique information. Moreover, collaboration is a key component of the learning process in Independent Curriculum. Students are encouraged to work in groups, share ideas, and learn from each other. This fosters a cooperative environment where students learn to respect differing opinions and work together towards common goals, which is in line with the Profile Pelajar Pancasila (Pancasila Student Profile), which emphasizes the values of mutual respect, teamwork, and inclusivity. Based on the explanation that has been described, research will be conducted in accordance with the existing problems. The research was conducted to determine the influence of the cooperative learning model of the *think talk write type* assisted by serial picture media on the narrative writing skills of grade IV students of Bangsalsari Public School 03 in Jember.

2. Method

The type of research conducted in this study uses experimental research. The purpose of experimental research is to investigate and validate the impact of the treatment given under certain conditions. The research design chosen is *Posttest Only Control Group Design* which involves two groups, namely the control group and the experimental group. An illustration of the research design can be seen in equation (1) and equation (2).

$$E = \quad X\ O_2 \tag{1}$$

$$C = \quad\quad O_2 \tag{2}$$

Information; E (Experimental class), C (Control class), X (Treatment in the experimental class), O_2 (Observation of the final test (*posttest*) given after the treatment) (Source: Masyhud, 2021). This research was conducted Bangsalsari Public School 03 in Jember in the even semester of the 2023/2024 academic year. The subjects of this study were grade IV students of Bangsalsari Public School 03 in Jember with 30 students in each class. Class IV A consists of 17 male students and 13 female students. Class IV B consists of 13 male students and 17 female students. The determination of the experimental class and the control class was carried out randomly by conducting a homogeneity test first to determine the variance of the two data whether they came from the same data or not. The homogeneity test was carried out with the help of the SPSS version 26 application. The following are the results of the homogeneity test that has been carried out using the daily Indonesian language test scores for grade IV can be seen in Table 1.

Table 1. Homogeneity Test Results

Test of Homogeneity of Variances					
		Levene Statistics	*df1*	*df2*	*Sig.*
Indonesian Language Learning Outcomes	*Based on Mean*	2,218	1	58	,142
	Based on Median	1,239	1	58	,270
	Based on Median and with adjusted df	1,239	1	55,511	,270
	Based on trimmed mean	2,185	1	58	,145

Based on the homogeneity test results table, the significance value of Indonesian language learning outcomes in class A and class B students is 0.142. Based on the decision-making of the homogeneity test, if the significance value is more than 0.05, the variance of the two groups is declared the same or homogeneous. The significance value of 0.142 > 0.05 so it can be concluded that the variance of the two groups is the same or homogeneous. The determination of the experimental class was carried out randomly so that class IV A was determined as the experimental class and class IV B as the control class. Data collection was carried out through observation, interviews, tests, and documentation. The instrument used during the test is a form of performance test that will be given during *the posttest .The posttest* is conducted to test the narrative writing skills of students. This form of performance test is given to evaluate the achievement of competencies that require students to express their skills in writing narrative essays. The aspects assessed in completing this *posttest* include: (1) the sequence of the story content; (2) the suitability of the story content to the title; (3) word choice; (4) sentence writing; (5) number of sentences; and (6) use of spelling and punctuation. The test instrument used needs to be tested first before being given to students through a validity test. The validation results carried out by 2 validators obtained a total score of 67 which was then calculated based on the following formula.

$$
\begin{aligned}
Valpro &= \frac{srt}{smt} \times 100 \\
&= \frac{67}{70} \times 100 \\
&= 95,7
\end{aligned}
\tag{3}
$$

The results were consulted with the product instrument feasibility test criteria table and were categorized as very feasible because they were in the score criteria range of 81.00 – 100. The test instrument created was feasible to be given to students. The study was conducted by providing different treatments between the experimental group and the control group. In the experimental

class, learning was carried out using the cooperative learning model of the think talk write type assisted by serial image media, while in the control class the cooperative learning model of the think talk writetype was not used. assisted by serial image media. Different treatments are expected to provide different results. The data analysis of this study used *t-test analysis* with the help of SPSS version 26 application. Hypothesis testing was carried out using the *independent sample t-test* . The results of the analysis were then tested on the decision making of the hypothesis testing results. The null hypothesis (*H0*) is rejected and the alternative hypothesis (*Ha*) is accepted if the test results show a calculated t value greater than the t table with a significance level of 0.05. The null hypothesis (*H0*) is accepted and the alternative hypothesis (*Ha*) is rejected if the calculated t value is smaller than the t table with a significance level of 0.05.

3. Results and Discussion

The research was conducted at Bangsalsari Public School 03 in Jember on July 23-25, 2024. In the experimental class, learning was carried out using the cooperative learning model of the *think talk write type* assisted by serial picture media, while in the control class contextual learning was used. The research was conducted in accordance with the Learning Outcomes of the Independent Curriculum phase B in the Indonesian Language subject by reviewing the material in Chapter 7 of grade IV which expects results in students' narrative writing skills. The research was conducted to test the effect of the treatment given by using the *posttest value data* that had been obtained. Before testing the hypothesis, a normality test was first carried out to determine whether the data was normally distributed or not. The results of the normality test can be seen in Table 2.

Table 2. Normality Test Results

	Group	Kolmogorov-Smirnov [a]			Shapiro Wilk		
		Statistics	*Df*	*Sig.*	*Statistics*	*df*	*Sig.*
Learning outcomes	Group A	,131	30	,200 *	,966	30	,432
	Group B	,104	27	,200 *	,970	27	,613

Tests of Normality

*. This is a lower bound of the true significance .
a. Lilliefors Significance Correction

Based on these results, it can be seen that the significance value in the *Shapiro-Wilk column* is 0.423 in group A and 0.613 in group B. Both significance values show results greater than 0.05, so it can be concluded that the data is normally distributed. Hypothesis testing was conducted using an *independent sample t-test* with the help of SPSS version 26 application. *T-test data analysis* was used to determine the effect of the cooperative learning model type *think talk write* assisted by serial image media on students' narrative writing skills. The results of the *independent sample t-test* can be seen in Table 3.

Table 3. Results of the *Independent Sample T-test*

Group Statistics

	Group	N	Mean	Std. Deviation	Std. Error Mean
Posttest Results	Group A	30	68,053	10,7400	1,9609
	Group B	27	47,524	12,4060	2,3875

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	*Sig.*	*T*	*Df*	*Sig. (2-tailed)*	*Mean Difference*	*Std. Error Difference*	*Lower*	*Upper*
Posttest Results	Equal variances assumed	,649	,424	6,696	55	,000	20,5286	3,0659	14,3843	26,6728
	Equal variances not assumed			6,645	51,782	,000	20,5286	3,0895	14,3283	26,7288

Based on the results of data analysis in the *Group Statistic table,* the average value in the experimental class and the control class is different, namely the average value of the experimental class is 68.053 while in the control class the average *posttest value* is 47.524. These results show a difference in results that the average *posttest value* in the experimental class is greater than the control class. The significance of the data analysis above can be interpreted through the results in the *Independent Samples Test table.* The $t_{\text{-count}}$ value based on the data analysis table shows a value of 6.696. The $t_{\text{-count}}$ result is consulted with the t_{table} at a significance level of 0.05. The t_{table} value at a significance level of 0.05 with df 55 is 2.004. This value shows that the t_{count} is greater than the t_{table} (6.696 > 2.004). Based on these results, it can be concluded that there is an influence of the cooperative learning model of the *think talk write type* assisted by serial picture media on the narrative writing skills of class IV students at Bangsalsari Public School 03 in Jember. The implementation of learning in the experimental class is adjusted to the syntax in the cooperative learning model of the *think talk write* (TTW) type. The stages in the learning process in the class are also adjusted to the theory that states about the cooperative learning model. There are six stages in the cooperative learning model, including (1) conveying learning objectives and motivating students; (2) conveying information; (3) organizing students into study groups; (4) guiding groups to work and study; (5) evaluation; and (6) providing appreciation [18]. Listiana *et al,* stated that the steps for implementing TTW learning are in line with the syntax in it, namely *think,talk*, and *write* [19]. The learning process in the experimental class begins with conveying the learning objectives and the material to be studied, then groups are formed, each group consisting of 5 group members. Each group will be given a series of pictures that will be solved together with their respective groups. This step will be the first stage in the TTW learning model, namely *think* (thinking) where students will think from a given picture or problem. The *talk stage* (talking/discussing) they will discuss with their group to solve and get answers to the problems given. In the final stage, namely *write* (writing), students will write the results of their discussion in the form of a narrative essay according to a series of pictures. Learning activities end with joint reflection and learning evaluation.

The cooperative learning model of *the think talk write type* is a learning model that allows students to improve their mastery of writing skills by actively participating in learning through groups [9]. This learning model can encourage students to be more active and develop their ability to express opinions verbally in the *talk stage* (speaking/discussing) and in writing in the *write stage* (writing). Students are given the opportunity to develop and manipulate their ideas before pouring them into writing so that when writing them in writing, the final result of the entire stage can be maximized. The help of a series of images for narrative writing skills is also very much needed because a series of images is an image in the form of a series of activities presented sequentially to form a certain topic. The combination of the cooperative learning model of the *think talk write type* with the help of a series of images is very suitable for students' narrative writing skills. Based on the theory that has been explained, it can be linked to the research that has been conducted that the cooperative learning model of the *think talk write type* assisted by a series of images has been proven to have a positive influence on students' narrative writing skills. During the research, several things were found that were in accordance with the theory stating the advantages of the TTW learning model. Students appeared more active and easily absorbed information delivered by the teacher. This is because students can work and interact with their group members. The results of discussions with their groups will result in more optimal acquisition or absorption of material. This is evidenced by the results of students' work which are superior compared to the results of students who do not use the TTW learning model. The classroom atmosphere in the experimental class became more conducive and focused. These findings are in accordance with the theory put forward by Fitrianto *et al*, that the TTW learning model can develop students' critical and creative thinking skills and will actively involve students in learning [20]. In addition, students will be trained to communicate directly with their friends, teachers, and with themselves.

During the research process, there were several obstacles experienced. The obstacle was that there were students who were still less active in learning. This was because the distribution of groups was not heterogeneous enough, so that there were students who were not actively involved in the group. Another obstacle found was that the way students worked in solving problems was considered too long, so that it took quite a long time. Solutions that can be done to overcome the obstacles experienced include designing and preparing a mature learning plan, so that during the learning process it is more focused. When implementing the cooperative learning model, groups should be divided evenly so that the groups divided consist of heterogeneous students. Providing an

agreement on the duration of work is also needed when completing the tasks given, so that the time needed can be sufficient. Making a systematic learning plan is very necessary to create more effective and efficient learning, so that it can minimize the occurrence of obstacles during the learning process.

4. Conclusion

Based on the results of data analysis, it was found that there was a difference in value between the experimental class and the control class. This is evidenced by the average posttest value in the experimental class being greater than the average value of the control class, which was 68.053 > 47.524. The results of the t-test calculation with the help of the SPSS version 26 application showed a t -count value of 6.696. The acquisition of this value was consulted with the criticism table (t table) at a significance level of 0.05 with df 55 of 2.004. Based on these calculations, the results showed that the t count was greater than the t table, which was 6.696 > 2.004, so H0 was rejected, and Ha was accepted. The conclusion that can be drawn is that the cooperative learning model of the think talk write type assisted by serial picture media has been proven to influence the narrative writing skills of grade IV students of Bangsalsari Public School 03 Jember. The findings of this study indicate that the TTW learning model asisted by picture series media can enhance student engagement and improve their ability to absorb information, as reflected in the superior work results of students who used this model compared to those who did not. This study is limited to efforts to ensure that students possess narrative writing skills, particularly in the fourth grade at Bangsalsari 3 Elementary School, Jember. As an innovation for narrative writing skills in the future, it is recommended to implement a collaborative-based learning model with more refined adjustments in group distribution and efficient time management to enhance effectiveness and student.Through narrative writing activities, students learn and develop critical and creative thinking skills, and they are trained to communicate directly with their peers, teachers, and themselves. This can help address the challenges of volatility, uncertainty, complexity, and ambiguity in the future.

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