

The Effect of the Think, Talk, Write Type Cooperative Learning Model towards Skill of Writing Biographical Text for High School Students

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Abstract

This study aims to determine the effect of the think, talk, write (TTW) type cooperative learning model on the biographical text writing skills of grade X students of SMA Negeri 1 Simpang Mamplam. This research uses a quantitative approach with a type of Quasi-Experimental research. Design using Pretest Post-test control group design control. The population in this study was all grade X students of SMA Negeri 1 Simpang Mamplam totaling 91 students. The sample in this study was obtained using the Purposive Sampling technique, while the sample in this study amounted to 43 students consisting of grade X science 2 students who were given learning using conventional models and class X social studies using the TTW learning model. The results of the analysis with t-test pre-test and post-test experimental class showed a t value of -16,554 and sig. 0.000. The sig value expresses < 0.05 then H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference from writing an experimental class biography using the TTW learning model. Then the calculation results of the t-test pre-test and post-test of the control class showed that t was -8.062 and sig. 0.000 and sig states < 0.05 then H_0 is rejected and H_a is accepted. So it can be concluded that there is a significant difference from writing a biographical text of a control class. So it can be concluded that the TTW learning model affects the biographical writing skills of grade X students of SMA Negeri 1 Simpang Mamplam.

Keywords: *TTW Learning Model, Influence, Writing a Biography*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe think, talk, write (TTW) terhadap keterampilan menulis teks biografi siswa kelas X SMA Negeri 1 Simpang Mamplam. Penelitian ini menggunakan pendekatan kuantitatif dengan jenis penelitian Quasi Eksperimental. Design menggunakan desain Pretest Post-test kontrol group design control. Populasi dalam penelitian ini adalah seluruh siswa kelas X SMA Negeri 1 Simpang Mamplam yang berjumlah 91 siswa. Sampel dalam penelitian ini diperoleh dengan menggunakan teknik Purposive Sampling, adapun sampel dalam penelitian ini berjumlah 43 siswa yang terdiri dari siswa kelas X IPA 2 yang diberikan pembelajaran dengan menggunakan model konvensional dan kelas X IPS menggunakan model pembelajaran TTW. Hasil analisis dengan uji-t pre-test dan post-test kelas eksperimen menunjukkan nilai t sebesar -16.554 dan sig. 0,000. Nilai sig menyatakan $< 0,05$ maka H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan ada terdapat perbedaan yang signifikan dari menulis biografi kelas eksperimen yang menggunakan model pembelajaran TTW. Kemudian hasil perhitungan uji – t pre-test dan post-test kelas kontrol menunjukkan bahwa t sebesar -8.062 dan sig. 0,000 dan sig menyatakan $< 0,05$ maka H_0 ditolak dan H_a diterima. Sehingga dapat disimpulkan ada terdapat perbedaan yang signifikan dari menulis teks biografi kelas kontrol. Maka dapat disimpulkan bahwa model pembelajaran TTW berpengaruh terhadap keterampilan menulis biografi siswa kelas X SMA Negeri 1 Simpang Mamplam.

Kata kunci: Model Pembelajaran TTW, Pengaruh, Menulis Biografi.

INTRODUCTION

Writing skills are the last level of language performance learning after listening, speaking and reading. The placement of writing skills at the end of the skill stage, at least shows that writing skills are considered very difficult because it produces a product in the form of written work that must be in accordance with Indonesian rules. In terms of the language system, both speaking and writing skills require mastery of the language rules system. In addition, these two skills both require mastery of the rules that govern the relationship between speakers (speakers and writers) and receivers (listening

and speakers). Of the four language skills, researchers chose writing skills.

Writing is a productive skill (Sudirman & Zain, 2023). Speaking and writing are language skills to express thoughts and feelings that exist in a person. Writing skills are more difficult than other skills because writing skills require mastery of various elements of language and in elements outside the language (Zulkarnaini, 2014). Writing skills are one of the foundations that support student learning success, because all subjects require writing skills. Students are required to be able to produce products in the form of texts that are in accordance with the

rules. As well as learning to write restories, especially biographical texts.

Based on the researchers' observations on the process and results of learning to write biographical texts at SMA Negeri 1 Simpang Mamplam, learning to write biographical texts still uses conventional learning models. According to Trianto (2010), conventional learning is learning that the classroom atmosphere tends to *teacher-centered*. So that students become passive, students are not taught learning models that can understand how to learn to think and motivate themselves.

Furthermore, the student's score did not reach the Minimum Completeness Criteria (KKM) with a number of 60. The KKM used at SMA Negeri 1 Simpang Mamplam is 60. The grades of grade X students of SMA Negeri 1 Simpang Mamplam are still incomplete or do not meet the KKM in the material for writing biographical texts. This is shown by the low average score of the task of writing biographical texts of 50. This value is relatively low because it is below KKM. Correspondingly, students' low interest in writing is because students' writing habits have not developed. This is because the classroom atmosphere is uncomfortable because students are noisy so that it disturbs other students, it is because of the lack of class mastery from the teacher. The lack of a learning model also causes a lack of student interest in writing. Based on these problems, this study aims to explore whether the *Think, Talk, Write* (TTW) type cooperative learning model has an influence towards Skill of Writing Biographical Texts for grade X students of SMA Negeri 1 Simpang Mamplam. Based on the background above, the formulation of the problem in this study is "Is there an influence of the *Think, Talk, Write* (TTW) type cooperative learning model towards Skill of Writing Biographical Texts of grade X students of SMA Negeri 1 Simpang Mamplam"?

Writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a medium (Nugraha et al., 2019). Writing can also be used to find out a person's language skills. Thus, writing skills are a way to help students improve their knowledge. The opinions expressed above are almost the same as opinions

Nur et al., (2021) Which states writing skills are a person's skills to express ideas in a writing. Therefore, writing activities must be skilled in utilizing graphology, language structure, and vocabulary. Graphology is the study of scripts or writing systems, language structure is the arrangement in language, and vocabulary is vocabulary.

Similar to the above, writing is the ability to express an idea into writing (Susanto, 2016). Writing activities can be in the form of writing personal experiences, autobiographies, biographies, opinions, short stories, novels, legends, fairy tales, drama scripts, film screenplays, poems, and others. Agree with this statement (Sukirno, 2020) states that writing is the activity of expressing ideas in writing or giving birth to inventiveness based on thoughts and feelings in the form of writing or essays in non-literary texts and literary works.

A biography is a text that contains about the life journey and achievements of a character. A series of events and problems experienced by the character and ends with the author's view of the character he wrote. Sukirno Sukirno (2020) states that a biography is a writing whose content tells or tells the life of a person or others. In the biography written, not only the goodness of a character, but his ugliness is also described. The author must also tell about the character he wrote at the end with the word biographical text is a story that tells the journey of a person's life (Bustomi & Syaifudin, 2021).

Learning model *Think Talk Write* (TTW) is a learning that begins with thinking through reading material (listening, critique, and alternative solutions), the reading results are communicated with presentations, discussions, and then making reports on the results of the presentation. The TTW technique was introduced by Huinker and Laughin in 1996 (Roisah et al., 2023)

Think-Talk-Write (TTW) is a learning model based on learning is a social behavior. This model encourages students to think, speak, and then write about a topic. Type *Think, Talk, Write* is a learning that begins to think, speak or discuss, and write (Herliani, n.d.).

Based on the results of research conducted on junior high school students in Padang, the use

of the TTW method on students' persuasion text writing skills can be concluded that there is an influence of the type cooperative learning model *Think, Talk, Write* (TTW) assisted audiovisual media on the persuasion text writing skills of class students (Mulyani & Syahrul, 2020). In addition, the use of TTW has also been carried out on junior high school students from several different locations where the results of the study showed the same influence, namely the influence of students writing skills using the TTW method (Darmawan et al., 2017; Handayani, 2021; Princess, 2020).

METHOD

This study used an approach Quantitative. Sugiyono (2013) explained that quantitative research is research based on the philosophy of positivism to examine certain populations or samples. Data collection using research instruments, data analysis is quantitative, with the aim of testing hypotheses that have been set.

This type of research uses Quasi experimental design. Research model Quasi Experimental Design has a control group, but cannot fully control outside variables that affect the conduct of the experiment (Sugiyono, 2013). The designs used in this study are pretest-posttest control group design. Pretest Used to find out the results of writing a student's biographical text before being given treatment, thus knowledge will be known accurately because it can be compared with the situation after being treated. Posttest used to determine the results of writing student biographical texts after being treated.

The implementation of this research was preceded by the procurement of pre-tests first in both groups. Then given treatment in the form of learning using the TTW type cooperative learning model in the experimental class. After that, in class learning control is carried out using conventional learning. After being given treatment, each group held a posttest to determine the results of student learning.

The design form is presented in Table 3.1.

Table 3.1 Pretest-Posttest Control Group Design.

No	Group	Pretest	Treatment	Posttest
(1)	(2)	(3)	(4)	(5)
1.	Experiment (E)	O1	X	O2
2.	Control (K)	O3		O4

Information:

- E = Experiment Class
- K = Control Class
- O1 = Pretest Experimental Class
- O2 = Posttest Experimental Class
- X = Treatment or treatment
- O3 = Prettest Control Class
- O4 = Posttest Control Class

Research Locations

This research was conducted at SMA Negeri 1 Simpang Mamplam which is addressed at Jln. Banda Aceh-Medan Km. 183, Kec. Simpang Mamplam, Kab. Bireuen, Prov. Aceh. SMA Negeri 1 Simpang Mamplam is accredited B. Principal of SMA Negeri 1 Simpang Mamplam Hasan Basri.

Population and Sample

Population

The population constitutes the entirety of the study subjects. According to Sugiyono (2013), population is a generalized area consisting of several subjects and objects that have certain characteristics that are determined by the researcher to be studied and then drawn conclusions. So the population is not only people, but also other objects and objects of nature. Population is also not just the number that exists in the subjects and objects studied, but includes the overall characteristics and properties possessed by the subject or object. The population in this study was all grade X students of SMA Negeri 1 Simpang Mamplam with a total of 91 students.

Data Collection Techniques

The data collection technique used in this study was using a biographical text writing test technique. Researchers give students the task to write biographical texts at the *pretest* and *posttest stages*.

Research Instruments

This type of test in the form of a biographical text writing test is carried out as a step, to find out whether the think, talk, write type cooperative learning model affects learning to write biographical texts. The form of test used in this study is the form of performance test. The form of performance questions given to students is as follows:

1. Write a biographical text!
2. Write a biographical text with the following conditions!
 1. Completeness of text structure (orientation, events, and reorientation)
 - Language Rules

Data Analysis Techniques

Data processing is done by collecting data *Pretest* and *posttest*. Before the analysis is carried out, a prerequisite test is first carried out, namely the normality test and the homogeneity test as a condition for research to be carried out. The data analysis techniques used in this study are as follows:

Normality Test

The normality test is a test performed as a prerequisite for conducting data analysis. The normality test is carried out before the data is processed based on the proposed research models. The normality test aims to detect the distribution of data in one variable to be used in the study. Good and feasible data to prove the research model is normal distribution data.

The normality test used is the *shapiro-wilk* test. The normality test uses the *shapiro-wilk* test because the number of samples is less than 50. In this study, researchers tested *shapiro-wilk* normality using the help of SPSS application version 18 *for windows*. The money formula used in the *Shapiro wilk* test is as follows:

$$T3 = \frac{1}{D} [\sum_{i=1}^k \alpha_i (x_{n-1+l} - x_i)]^2$$

Information

- T3 = Wilk value count
- D = based on the formula below
- α_i = Shapiro Wilk test coefficient
- x_{n-1+l} = Number to n – i+ l in the data
- x_i = i-th number in the data
- $D = \sum_{i=1}^n (x_i - \bar{x})^2$

Where:

x_i = i-th number in the data

\bar{x} = Average value of data

Significant grade value of *Shapiro-Wilk* is 0.05, Decision making guidelines are Significance compared to table *Shapiro Wilk*. Test significance of T3 values compared to Shapiro Wilk table values.

Ho = Population of normally distributed values

Ha = Population of values is not normally distributed

To see the position of the probability value (p).

If the p value > 5%, then Ho is accepted ; Ha was rejected.

If the p value < 5%, then Ho is rejected ; Ha accepted.

The steps for testing normality using SPSS application version 18.0 with *shapiro wilk* test are as follows:

- a. Select Analyze
- b. Descriptive Statistics
- c. Explore
- d. Fill in the table in the dependent list, take the Pre or Post value
- e. Click Plots and select Normality plots wits test
- f. Click Continue
- g. Ok

Homogeneity test

The homogeneity test is used to show that two or more groups of sample data come from populations that have the same variation. The homogeneity test was imposed on the post-test result data from the experimental group and the control group. To measure the homogeneity of variance from two groups of data, the F test formula is used as follows:

$$F = \frac{\text{varian terbesar}}{\text{varian terkecil}} \quad (\text{Sugiyono, 2013: 276})$$

The level of significance used is $\alpha = 0.05$. The homogeneity test uses SPSS with criteria used to conclude that if F is greater than F in the table, it has a homogeneous variant. However, if F is greater than F in the table, then the variance is not homogeneous.

Test the hypothesis

Test the hypothesis conducted in this study using inferential analysis, namely parametric statistics. Testing using Test *Paired Sample T-Test*. Test *Paired Sample T-Test* It is used to determine whether there is an average difference between two samples (two groups) that are paired or related. Analysis data using Test *Paired Sample T-Test* derived from normally distributed data. Test *Paired Sample T-Test* is a parametric data test on two paired samples (the data source comes from the same subject). Formula of Test *Paired Sample T-Test* are as follows:

$$t = \text{and } s = \frac{\frac{\sum D}{n}}{\frac{s}{\sqrt{n}}} \sqrt{\frac{1}{n-1} \left\{ \sum D^2 - \frac{(\sum D)^2}{n} \right\}}$$

Where $D = x_1 - x_2$

Information:

t = t- calculate

$\sum D$ = Number of Deviations

n = Number of Individuals

s = Standard Deviation

x_1 = Pretest Value

x_2 = Posttest Value

The analysis was carried out at the level of significance $\alpha = 0.05$ on the basis of decision making. The form of hypothesis in this study is:

$H_0 : \mu_1 = \mu_2$: There is no influence of the type cooperative learning model *Think, Talk, Write* (TTW) towards the skills of writing biographical texts of grade X students of SMA Negeri 1 Simpang Mamplam

$H_a : \mu_1 \neq \mu_2$: There is an influence of the *Think, Talk, Write* (TTW) type cooperative learning model towards Skill of Writing Biographical Texts of grade X students of SMA Negeri 1 Simpang Mamplam

The guideline or basis for decision making is that if the value of t is obtained $> t$ table, then H_0 is rejected and H_a is accepted. Conversely, if the value of t is obtained $< t$ table, then H_0 is accepted and H_a is rejected.

To test the above hypothesis. The following processing steps using SPSS version 18.0 are as follows:

- a. Click the Analyze menu
- b. Compare means
- c. Paired Sample T test

- d. Move the before and after variables to Paired Variable
- e. Click the Option button in the Missing Values box, then select Exclude cases pairwise.
- f. Continue
- g. Ok

RESULTS AND DISCUSSION

The results showed that in the control class during the pretest, the students looked confused in writing, because students did not know the biography of the character they liked so that when writing students did not pay attention to the structure of the text and linguistic rules in the biographical text. The results showed the average score of the control class *pretest* was 38.61. The *pretest results* obtained by students are very low and do not meet the KKM. Furthermore, the average *posttest score obtained by students is 56.83, the score is higher than the previous pretest score, but the posttest score obtained has not reached KKM.*

Experimental Classroom Learning Using TTW Learning Model

The results showed that during the *pretest* the classroom atmosphere was the same as the control class students, students looked confused in writing, students felt hesitant in describing sentences. Because students do not know the biography of the character they like and students also do not understand the structure of the text and the linguistic rules of the biographical text. The students' *pretest* scores can be seen in the table below: The average score of the *experimental class pretest* is 30.50. The *pretest results* obtained by students were lower than the *pretest* scores of the control class and did not meet the KKM.

Furthermore, as for the score of the *post test* after the TTW learning model was carried out, the *posttest results* obtained by students were higher than the *pretest* score, which was 78.40. The results of the student writing skills test provide information about the students' biographical text writing skills in both experimental and control classes. The following

is the raw data of *student posttest pretest* results in the experimental class and control class:

Table 1. Pretest and posttest results in the Experimental and Control classes

No	Sample Code	Experimental Class		Sample Code	Control Class	
		Pretest	Posttest		Pretest	Posttest
(1)	(2)	(3)	(4)	(5)	(6)	(7)
1	A	9	75	A	59	66
2	A	25	73	M	9	25
3	A	50	75	R	41	59
4	H	25	75	K	50	73
5	K	25	84	S	25	50
6	M	34	73	L	43	75
7	M	20	91	K	9	43
8	K	41	91	M	43	66
9	C	43	78	N	34	59
10	N	34	91	N	25	50
11	M	25	68	R	41	66
12	N	9	59	R	25	50
13	Z	34	82	A	41	50
14	R	25	84	R	50	59
15	R	50	91	S	41	50
16	R	34	84	S	25	73
17	Y	34	57	N	50	59
18	R	9	73	N	59	66
19	K	43	91	M	50	59

20	Z	41	73	S	41	50
Average		30,50	78,40	R	43	59
				N	50	59
				Z	34	41
				38,61		56,83

Table 1 shows the *pretest posttest* values in the experimental class and the control class. The data is raw data, then analyzed using SPSS-18 to obtain results from students' biographical text writing skills.

The average skill of students writing biographical texts of experimental class students is 30.50. The average skill of students writing an initial biographical text for the control class was 38.61. The results of this descriptive analysis provide an idea that the average pretest of students' skills in writing biographical texts of the *experimental class is different from the average pretest of students' skills in writing biographical texts of the control class.*

Based on the table above, it can be seen that the maximum value of the *experimental class Pretest is 50 and the minimum value is 9 with the average experimental class Pretest is 30.50.* While the maximum pretest value of the Control class is 9 and the maximum pretest value of the control class is 59 with an average of 38.61

The results of the *experimental class and control class posttest* can be seen in Table 1, which shows that the average biographical text writing skills of experimental class students is 78.40. While the average skill of writing biographical texts of control class students was 56.83. The results of this descriptive analysis give an idea that the average biographical text writing skills of experimental class students are different from the average biographical text writing skills of control class students.

DISCUSSION

Based on the results of students' answers, it can be seen that, students lack mastery of the structure of biographical texts from (orientation, important events, reorientation). Students are not communicative and do not master the problems

discussed. Students are also very lacking in mastering paragraph procedures. From these answers, it is clear that the skills of writing biographical texts of students are very low. The skill of writing student biographical texts is still lacking, both from the incomplete text structure and language rules. Then students are still confused about writing biographical texts. Students are only able to write the title and who the character is.

Based on the results of students' answers, it can be seen that, students are enough to master the structure of biographical texts from (orientation, and important events). Students are not very communicative and do not master the problems discussed. Students also lack mastery of writing procedures. Students do not use punctuation to end sentences several times. Students also almost often write by abbreviating words to make it easier when writing. This is not justified in writing Indonesian. From the answers above, it is clear that the skills of writing biographical texts of students are very low and do not reach the KKM set at school. The skills of writing student biographical texts are also still lacking, both from the incomplete text structure and the way of writing which is still lacking. Furthermore, students are also very lacking in mastering paragraph procedures. From the students' answers, it shows that the student's biographical text writing skills are very low. The skill of writing student biographical texts is still lacking, both from the incomplete text structure and language rules. Then students are still confused about writing biographical texts. Students are only able to write the title and who the character is.

After being given the material write biographical texts using conventional models. Students are then given a posttest to see the difference in biographical text writing skills, before being given material and after being given material using the TTW model. Students are perfect in mastering the structure of biographical texts from (orientation, key events, reorientation). Students are communicative and master the problems discussed. From these answers, it is clear that the skills of writing student biographical texts using the TTW learning model are much better. This is

evidenced by the difference in the posttest scores of the control class with the posttest scores of the experimental class.

After *pretesting* the skills of writing biographical texts in both sample classes, they were given different treatment in each sample class. The experimental class was treated by applying the TTW learning model while the control class was treated with a conventional learning model. After being given treatment in each sample class, then a *posttest of* biographical text writing skills will be given. After testing the hypothesis with (t-test) to determine the effect of a treatment, namely the TTW learning model on students' biographical text writing skills, a significance value of 0.000 was obtained. The significance obtained is smaller than 0.05, so it can be concluded that there are differences in the results of students' biographical text writing skills in the experimental class and the control class or in other words H_a rejected H_0 accepted.

For the average score of the experimental class biography text writing posttest was 78.40 while the average score for the control class was 56.83. So it shows that there are differences in the skills of writing biographical texts of students taught with the TTW learning model better than with the conventional learning model. This is because with the TTW model students are more active and serious in their learning, and also students are not afraid to ask the teacher, when a percentage of students are more courageous to explain the results obtained by their group, and when the teacher asks who can answer questions from the teacher most students want to participate when taught the TTW model in experimental classes.

Although not all students change their way of learning, in general, students become more active in learning. So learning with the TTW model is said to affect the skills of writing biographical texts of students. This is in accordance with the results of previous studies (Darmawan et al., 2017; Handayani, 2021; Princess, 2020) that the TTW learning model affects the skills of writing biographical texts of students, Students seem more enthusiastic in asking and answering questions asked by educators and students, discussing the problems given by educators to be solved, conveying the

results of discussions confidently, and being able to report the results of writing clearly so that experimental classes using the TTW model get an average score higher than the score Average control class using conventional models.

Then in the implementation of research also experienced several obstacles, especially during the initial learning meeting. Students still seem confused in following the TTW learning model in class even though researchers have conveyed detailed and clear instructions, and also some students are less skilled in writing biographical texts, this can be seen when given group assignments students do not want to express their opinions, about the concepts of effort and energy and their relation to daily life. This difficulty is because so far they have only received raw material from teachers, so learning with TTW that prioritizes the process of thinking and discussing is new for them. However, after giving an explanation to the students, finally the students gradually began to get used to the process contained in TTW and began to be able to carry it out properly.

In the control class using the conventional model (lecture model) many students feel bored and do not pay attention and only some students are active in learning. After applying the learning process of writing biographies using conventional models, it was found that there was no influence on the value of student learning outcomes.

CONCLUSION

Based on the research data obtained, it can be concluded that there is an influence of the use of the TTW learning model towards Skill of Writing Biographical Texts for grade X students of SMA Negeri 1 Simpang Mamplam. Biographical text writing skills applied with the TTW Model are higher than students' biographical text writing skills applied to conventional learning. This can be seen from the average score of the results of achieving students' biographical text writing skills in experimental classes with the learning process using the TTW model. Because the probability value is greater than 0.05, the *Paired Sample T-Test test* can be concluded that H_a is rejected and H_0 is accepted or the skill of writing biographical texts of

experimental class and control class students in the initial test (pretest) there is no significant difference.

The skill of writing biographical texts of students obtained on the final test can be concluded that the skills of writing biographical texts of students in the final test (*posttest*) who get the TTW model are better than students who get conventional learning.

SUGGESTION

Based on the conclusions of the research results, it shows that learning using the TTW learning model can improve learning outcomes better than using conventional learning. Therefore, researchers suggest that learning with the TTW model can be used as an alternative that teachers can use Indonesian in presenting material.

For future researchers, the results of this study can be used as a source of information that this research should be completed by examining other aspects in more detail that have not been reached by this study.

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