



The Impact of the Think Talk Write Cooperative Learning Model on the Narrative Writing Skills of Fifth-Grade Students at SD Negeri 114 Mallenreng Sinjai Regency

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Abstract

This research was an experimental study that aimed to 1) describe the use of the cooperative learning model type Think Talk Write in grade V, 2) describe the narrative text writing skills of grade V students, and 3) determine the effect of the Think Talk Write cooperative learning model on the writing skills of grade V students at SD Negeri 114 Mallenreng, Sinjai Regency. This pre-experimental study used a one-group pretest-posttest design. The population consisted of all 18 grade V students at SD Negeri 114 Mallenreng. The independent variable was the Think Talk Write cooperative learning model, and the dependent variable was narrative text writing skills. The research procedure was conducted in three stages: preparation, implementation, and evaluation. Data collection techniques included observation, tests, and documentation, with Pretest, Treatment, and Posttest administered. The research adopted a quantitative approach, with data analysis involving prerequisite tests such as the normality test and hypothesis test. The final analysis was performed using paired sample tests in SPSS. The results of the study reveal: 1) the Think Talk Write cooperative learning model is implemented effectively according to the planned steps, 2) the writing skills of grade V students are categorized as sufficient before treatment and improve to good after treatment, and 3) the use of the Think Talk Write cooperative learning model has a positive impact on the writing skills of grade V students at SD Negeri 114 Mallenreng.

Keywords: Writing Skills; Think Talk Write; Indonesian Subject

Abstrak

Penelitian ini adalah penelitian eksperimen yang bertujuan 1) mengetahui gambaran penggunaan model pembelajaran kooperatif tipe *think talk write* di kelas V, 2) mengetahui gambaran keterampilan menulis teks narasi peserta didik kelas V, 3) mengetahui pengaruh model pembelajaran kooperatif tipe *think talk write* terhadap keterampilan menulis peserta didik kelas V SD Negeri 114 Mallenreng Kabupaten Sinjai. Jenis penelitian ini yaitu pre-experimental dengan menggunakan desain *one group pretest posttest*. Populasi pada penelitian ini adalah seluruh peserta didik kelas V SD Negeri 114 Mallenreng berjumlah 18 orang. Variabel penelitian ini terdiri dari variabel bebas yaitu model pembelajaran kooperatif tipe *think talk write* dan variabel terikat yaitu keterampilan menuliskan narasi. Prosedur penelitian yang digunakan dengan tiga tahap, yaitu tahap persiapan, tahap pelaksanaan, dan tahap evaluasi. Teknik pengumpulan data penelitian ini adalah observasi, tes, dan dokumentasi. Data dikumpulkan dengan pemberian *Pretest*, *Treatment*, dan *Posttest*. Pendekatan penelitian menggunakan pendekatan kuantitatif dengan jenis penelitian pre-experiment. Teknik analisis data menggunakan uji prasyarat analisis, meliputi uji normalitas dan uji hipotesis dengan analisis akhir menggunakan uji *paired sample test* dengan SPSS. Hasil penelitian ini menunjukkan 1) penggunaan model pembelajaran kooperatif tipe *think talk write* terlaksana dengan sangat efektif sesuai dengan langkah-langkah yang telah dilakukan. 2) keterampilan menulis peserta didik kelas V sebelum dilakukan perlakuan berada pada kategori cukup dan setelah diberi perlakuan berada pada kategori baik. 3) penggunaan model pembelajaran kooperatif tipe *think talk write* berpengaruh positif terhadap keterampilan menulis peserta didik kelas V SD Negeri 114 Mallenreng.

Kata Kunci: Keterampilan menulis; *Think Talk Write*; Bahasa Indonesia

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Introduction

Education is a means to acquire knowledge, skills, and abilities. Through education can develop self quality and make an individual more meaningful by getting the highest education. Education also helps a person to have a better life. So important is education, that the purpose of education has been clearly regulated in the Law of the Republic of Indonesia Number 12 of 2012 article 1 paragraph 1 concerning Higher Education which states that "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and state".

One of the critical factors for the success of education is language. Language plays a central role in the intellectual, social, and emotional development of learners and is essential for achieving success in various academic disciplines. It holds significant importance in human life, serving as a medium of communication in written form (Rohana, 2021:1). Language education is expected to facilitate learners in recognizing their own identity, understanding their culture and the cultures of others, articulating ideas and emotions, participating in the community that utilizes the language, and developing their analytical and imaginative abilities. Language functions as a means for communication, sharing experiences, learning from others, and enhancing intellectual capacities. Consequently, language holds a pivotal role for individuals and should be comprehended and imparted from an early age. This underscores the necessity of teaching the Indonesian language at all educational levels, beginning from primary education. The Indonesian language plays a crucial role in the education process, as it encompasses the development of essential language skills such as reading, writing, listening, and speaking, which are fundamental for learning across all subjects (Putri Ningrat et al., 2018)

Language skills learning consists of four skills starting from listening skills, speaking skills, reading skills, and writing skills (Ali, 2020). Among these, writing is a crucial aspect that learners must master in Indonesian language instruction. Writing is one of the four core language skills (speaking, listening, writing, and reading) and is classified into two categories: productive skills and receptive skills. Productive skills include writing and speaking, while receptive skills include reading and listening (Asdarina, 2019). According to Krismasari Dewi et al., (2019), writing involves conveying thoughts, desires, and feelings through symbols, signs, or written forms that carry meaning. Sardila (2015) describes writing as a language skill developed through fine motor skills, where the writer's hand movements produce written language units.

One of the writing skills taught in elementary schools is writing narrative texts. Narrative writing is a style of expression aimed at recounting a series of events or incidents, whether real or fictional, and based on their development over time to make it seem as if the reader is experiencing the events themselves. Writing narratives in paragraph form is intended to inform the reader or listener about something known or experienced by the writer to leave an impression (Fatmawati & Fatonah, 2018). According to Ramadhan & Indihadi (2020), narrative texts are divided into two types: expository narratives and suggestive narratives. Expository narratives involve the precise delivery of information about an event based on actual data, whereas suggestive narratives describe an event or series of actions occurring within a unified timeframe to convey meaning or present the event as an experience.

In education, particularly in the Indonesian language subject, writing skills have been taught from elementary through to secondary school. However, it is commonly observed that many students continue to face difficulties in writing activities. This is evident from students' generally low proficiency in writing, especially in narrative text writing. They often struggle to express their thoughts in written form and are particularly challenged by the rules of proper writing. This observation is supported by Tarigan's view, as cited in Ferdian (2019), which states, "Students' writing skills are still very inadequate; they are not yet capable of expressing ideas perfectly, both verbally and in writing." The low writing skills of students are attributed

to several factors. According to Khaerunnisa et al. (2023), the factors contributing to the low proficiency in writing narrative texts include: students' lack of skill in generating ideas and concepts, educators still using conventional teaching methods, students' difficulty in effectively and correctly translating their ideas into written form, inappropriate word choice or diction, and students' inability to fully develop paragraphs and identify topics.

To achieve the desired learning objectives, a teaching model is needed that makes writing activities easier to understand and engaging for students in narrative text writing. One such model that is believed to significantly enhance students' writing skills is the Think Talk Write cooperative learning model. This model involves individual cognitive processes through reading materials (such as reading, listening, critiquing, and exploring alternative solutions), where students make brief notes in their own words. This is followed by discussing their ideas or findings both independently and in groups, and then writing a summary of the discussion results through report creation and presentation. The aim of this process is to ensure that the learning objectives and competencies are effectively achieved (Arista & Putra, 2019).

Based on research conducted by Saragih (2022) titled "The Effect of the Think Talk Write Model on the Descriptive Writing Ability of Fourth-Grade Students at SDN 101732," it was found that the Think Talk Write model positively influences the ability to write descriptive essays among fourth-grade students at SDN 101732. The study's results were supported by an increase in the average pretest score from 67.78 to an average posttest score of 88.06. Furthermore, Erlina Sari's (2021) research, "Application of the Think Talk Write Model to Improve Effective Sentence Writing Skills of Elementary School Students," concluded that the application of the Think Talk Write model can enhance the ability to write effective sentences among third-grade students at SDN 005 Padang Luas. Based on the opinions, the Think Talk Write cooperative learning model is considered effective in improving students' writing skills. Therefore, the researcher aims to investigate how this model performs when applied in a different context, specifically at SD Negeri 114 Mallenreng in Sinjai Regency. This school, while relatively small compared to others in the area, serves as a key primary education center for students living near the district border.

Based on the description provided, the researcher is interested in conducting a study titled "The Effect of the Think Talk Write Cooperative Learning Model on Narrative Text Writing Skills of Fifth-Grade Students at SD Negeri 114 Mallenreng, Sinjai Regency." Given the background outlined, the research questions for this study are formulated as follows: How is the implementation of the Think Talk Write Cooperative Learning Model described for fifth-grade students at SD Negeri 114 Mallenreng? What is the description of narrative text writing skills under the Think Talk Write Cooperative Learning Model for fifth-grade students at SD Negeri 114 Mallenreng? Is there an effect of the Think Talk Write Cooperative Learning Model on narrative text writing skills in the Indonesian language subject for fifth-grade students at SD Negeri 114 Mallenreng?

Research Method

The type of research used in this study is experimental research using a quantitative approach. The research design is Pre-Experimental Design (One Group Pretest-Posttest Design). In this One Group Pretest-Posttest design, there is only one experimental group and no control group. This design includes a pretest before the treatment is administered. Thus, the results of the treatment can be known more accurately, as they can be compared with the condition before the treatment. The form of the research design (Sugiyono, 2019: 114) can be seen in the following table:

Tabel 3.1 One Group Pretest-Posttest Design

<i>Pretest</i>	<i>Treatment</i>	<i>Posttest</i>
O_1	X	O_2

Description:

O_1 : Pretest (initial measurement)

O_2 : Posttest (final measurement)

X : Treatment (the intervention or experiment)

The research design can be explained as follows: the pretest is used to determine the initial ability of students in writing skills. The posttest is conducted after the treatment to measure whether there is a difference in students' narrative writing skills before and after the treatment.

The population in this study consists of all 18 fifth-grade students at SD Negeri 114 Mallenreng. For further details, the data can be seen in the following table:

Table 3.2 list the students of Class V SD Negeri 114 Mallenreng

Class	Male	Female	Total
V	10	8	18 Students
Total Number		18 Students	

Source: Data of students in Class V at SD Negeri 114 Mallenreng.

According to Sugiyono (2019:131), the sample in research is a factor of the number and characteristics of the population. The sampling technique used in this study is non-probability sampling. Specifically, the sampling method is total sampling, which means that the sample includes all members of the population. In this study, the sample consists of all students in Class V at SD Negeri 114 Mallenreng, totaling 18 students.

Research instruments

The observation sheet used in this research is an observation sheet related to the application of the cooperative learning model of the think-talk-write type. This observation sheet contains the activities of the students related to the steps of the learning model. To determine whether the use of the cooperative learning model of the think-talk-write type is effective or not, the following categorization is used:

Table 3.3 Implementation of the learning process

Score	Categorization
< 20 %	Not Effective at all
21 % - 40 %	Not very effective
41 % - 60 %	Fairly effective
61 % - 80 %	Effective
81 % - 100 %	Very Effective

Source: Arikunto, 2013

The initial test was conducted before the treatment, the pretest was conducted to determine the Indonesian language skills possessed by the students before the implementation of the Think Talk Write learning model. After the treatment, the next step is to administer the final test to determine the effect of using the Think Talk Write learning model. The test instrument used in this study is in the form of essay questions.

The collected data is analyzed quantitatively using the following descriptive statistical analysis techniques and inferential statistical analysis techniques. In this research, the data analysis used is quantitative descriptive analysis. Descriptive statistics are used to analyze data by describing or depicting the collected data without making general conclusions (Sugiyono, 2019). The calculation of the assessment categories for students' narrative writing skills in the Indonesian language subject in this study is as follows:

Table 3.4 calculation of assessment categories

No.	Score	Categorization
1	81 – 100	Very High
2	61 – 80	High
3	41 – 60	Medium
4	21 – 40	Low
5	0 – 20	Very Low

Source: (Riduwan, 2015).

To determine the improvement (gain) in learning outcomes for Indonesian language, gain is obtained by comparing the results of the pre-test and post-test. The gain used to calculate the improvement in students' Indonesian language learning outcomes is normalized gain, which can be calculated using the following formula:

$$g = \frac{Sp_{posttest} - Sp_{pretest}}{Sm_{maksimum} - Sp_{pretest}}$$

Description:

- g : Normalized gain
 $Sp_{posttest}$: Average posttest score
 $Sp_{pretest}$: Average pretest score
 $Sm_{maksimum}$: Maximum score

For the classification of the normalized gain, it can be seen in the following table:

Table 3.5 Gain Normalized Interpretation

Normalized Gain Coeffision	Classification
$g < 0,3$	Low
$0,3 \leq g < ,7$	Medium
$g < 0,7$	High

Source: Sukarelawan et al (2024:11)

Student learning outcomes are considered successful if the average normalized gain is at least in the medium category, which means $g > 0.3$.

Inferential Statistical Analysis

In this research, the normality test is conducted using the Shapiro-Wilk test in SPSS version 29. The learning outcome data for the Indonesian language is considered normally distributed if the significance value is greater than 0.05. Thus, the level of error (α) used is 0.05. The Shapiro-Wilk test is chosen because the sample size being studied is small,

Hypothesis Test

Hypothesis testing is conducted using the Paired Sample t-test analysis technique with IBM SPSS version 29. This test is performed with the condition that if the significance value α ($0.00 < 0.05$), it means there is a highly significant difference. To simplify the t-test calculation using the paired sample method, the research data is processed with the help of IBM SPSS Version 29. If the significance value (2-tailed) is greater than the significance level α of 0.05, the hypothesis is accepted.

Findings and Discussion

Findings

The research results describe the objectives of the study conducted, including how the Think Talk Write cooperative learning model was applied and an overview of the writing skills of the fifth-grade students. This research also reveals whether there is an effect of the Think Talk Write cooperative learning model on the narrative writing skills of students in the Indonesian language subject for fifth-grade students at SD Negeri 114 Mallenreng.

The implementation of the Think Talk Write cooperative learning model

This research was conducted over four teaching sessions. first session students were given a pre-test. second and third sessions the teaching process was carried out using the think talk write cooperative learning model. Fourth session a post-test was administered to assess the impact on students' writing skills. observations were made using an observation sheet to evaluate the implementation of the think talk write cooperative learning model. This aimed to understand how well the planned model was executed. the implementation of the model was found to be effective, as evidenced by the observation sheets from both teachers and students. for more details, refer to the following table.:

Table 4.1. Results of Student Observations on the Implementation of the Think Talk Write

	Cooperative Learning Model			
	Skor			
	Teacher		Students	
	Session 1	Session 2	Session 1	Session 2
Obtained score/Maximum score	100/162	133/162	100/162	133/162
Percentage	61,72 %	82 %	61,72 %	82 %
Category	Effective	Very Effective	Effective	Very Effective

Source: Data processed by the researcher

The percentage of achievement for the implementation of the Think Talk Write cooperative learning model is as follows, For Teachers at First Session: 61.11% (Effective) Second Session: 88.8% (Very Effective) For Students at First Session: 61.72% (Effective) Second Session: 82% (Very Effective) Based on the observations of both teachers and students,

it can be concluded that the Think Talk Write cooperative learning model has been implemented effectively and very effectively in the Indonesian language lessons. The increase in percentages from the first to the second session indicates an improvement in the effectiveness of the model's implementation.

Overview of Writing Skills

The results obtained from the research were analyzed using both descriptive and inferential statistical analysis. The findings show a significant effect of the Think Talk Write cooperative learning model on students' writing skills. The analysis was performed using IBM SPSS Statistics Version 29 to gain an understanding of the collected data and its relationship to hypothesis testing. For a clearer picture of the research data, the results are described as follows:

Results of Descriptive Statistical Data Analysis

This study aims to assess students' ability to write narrative texts using the Think Talk Write cooperative learning model. Before the intervention, students will be given a pre-test to determine their initial skill level. The list of pre-test scores for students is as follows:

Table 4.2 Pretest Results for Students

Description	Pretest
Sample Size	18
Ideal Score	100
Highest Score	87
Lowest Score	33
Score Range	54
Average Score	63.72
Standard Deviation	12.432
Variance	154.565

Source: Data Processed by the researcher using *SPSS program*

Based on Table 4.2, the pre-test results for students show an average score of 63.72 with an ideal score of 100. The highest score is 87 and the lowest score is 33, resulting in a score range of 54. The standard deviation for the pre-test is 12.432 and the data variance is 154.565. The pre-test data can be presented in the form of a frequency distribution as follows:

Table 4.3 Frequency Distribution of Pretest Scores

Score	Frequency	Interval	Category
33	1		
47	1		
53	2	0 - 64	Very Low
60	4		
67	5	65 - 74	Low
73	3		
80	1	75 - 84	Medium
87	1	85 - 94	High
Total	18		

Source : Data processed by the researcher

After the pre-test was conducted, the intervention was carried out using the think talk write cooperative learning model. Following two sessions of this teaching method, a post-test

was administered to assess students' learning outcomes and their writing skills after the intervention. The writing skills in narrative texts of the students after the intervention can be seen in the following table:

Table 4.4 Posttest Results for Students

Description	Posttest
Sample Size	18
Ideal Score	100
Highest Score	93
Lowest Score	67
Score Range	26
Average Score	81.89
Standard Deviation	7.210
Variance	51.987

Source : SPSS Statistic Version 29 Data Processed by the researcher

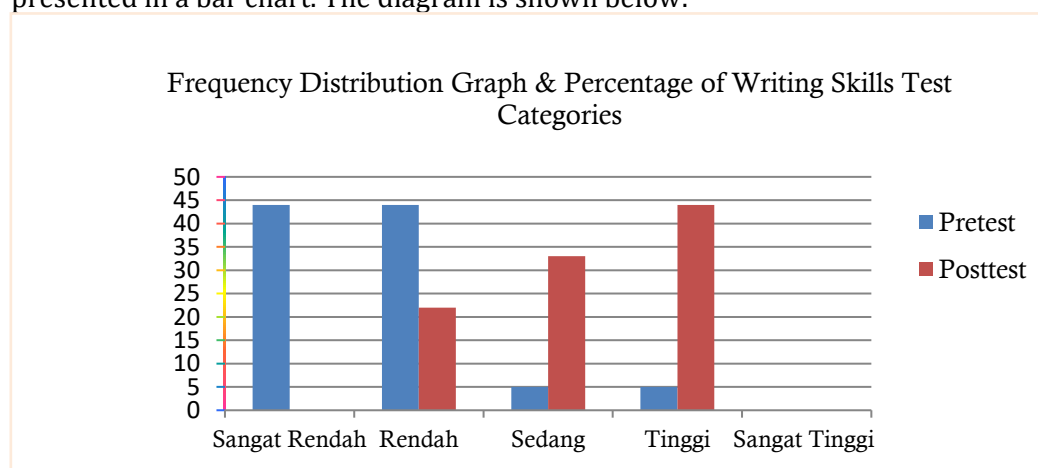
Based on Table 4.4, the post-test results for students show an average score of 81.89 with an ideal score of 100. The highest score is 93 and the lowest score is 67, resulting in a score range of 26. The standard deviation is 7.210 and the data variance is 51.987. The frequency distribution of the post-test scores can be seen in the following frequency table:

Tabel 4.5 Frequency Distribution of Posttest Scores

Score	Frequency	Interval	Category
67	1	65 - 74	Low
73	3		
80	6	75 - 84	Medium
87	6	85 - 94	High
93	2		
Total	18		

Source: Data Processed by the researcher

Based on Table 4.5, the distribution of post-test scores among students is as follows, 1 student scored 67, 3 students scored 73, 6 students scored 80, 6 students scored 87, 2 students scored 93. To clearly compare the pre-test and post-test data of students, the information is presented in a bar chart. The diagram is shown below:



Graph 4.1. Frequency Distribution and Percentage of Writing Skills Test Categories for Pretest and Posttest

Based on the data above, it can be concluded that there is an improvement in the students' narrative text writing skills after being given treatment in the learning process using the cooperative learning model of think-pair-write.

The Impact of Implementing the Think Talk Write Cooperative Learning Model on the Narrative Writing Skills

The analysis was used to answer the third problem statement and prove the hypothesis that has been formulated using inferential statistical analysis. The results of inferential statistical analysis will be described in the following explanation.

Normality Test

The normality test is conducted to determine whether the data being studied follows a normal distribution or not. For the normality test of the data, the method used is the Shapiro-Wilk test in SPSS version 29 at a significance level of $\alpha = 0.05$. The results of the normality test for this research data can be seen in the table below.

Table 4.6 Normality Test

No.	Test	Sig.	Conclusion
1.	Pretest	0.522	Normal
2.	Posttest	0.125	Normal

Sumber; IBM SPSS Statistics version 29 Data Processed from Appendix

Based on on the table above, it shows that the normality test of the data in this study, taken from the pre-test and post-test, indicates that all data are > 0.05 . Therefore, it can be concluded that the results of this study are normally distributed since the obtained data are greater than 0.05.

The hypothesis test is conducted to answer the hypothesis that there is a significant difference in the narrative writing skills of students before and after using the Think Talk Write cooperative learning model in fifth grade at SD Negeri 114 Mallenreng. The hypothesis testing in this study uses the Paired Samples Test in SPSS Statistics 29 with a probability value (Sig. < 0.05). A summary of the data from the hypothesis test can be seen in the table below.

Tabel 4.7 Hypothesis Paired Sample t-test

Pair 1	Mean	t Count	t Table	df	Sig.
Pretest-Posttest	18,167	8,976	2,109	17	0,001

Source: Data Processed by the researcher using SPSS program

To determine the critical value t_{table} , the t-distribution table is used with a significance level of $\alpha = 0.05$ and $df = 17$, resulting in $t_{table} = 2.109$. After obtaining t_{table} , it is found that $t_{count} > t_{table}$ or $8.976 > 2.109$. Meanwhile, the significance value (2-tailed) obtained is 0.001, which means $0.001 < 0.05$. It can be concluded that there is a significant effect on the differences in treatment given to each variable. To reinforce this conclusion, an N-Gain test was conducted. The N-Gain test is used to determine the extent of improvement in the narrative writing skills scores of fifth-grade students at SD Negeri 114 Mallenreng after the treatment. The data analysis using SPSS is as follows:

Table 4.8 N-Gain Data

Description	N	Minimum	Maximum	Mean	Std.deviation
N - Gain	18	0.00	0,74	0,4877	0,17299

Source; Data Processed by the researcher using SPSS program

Based on the table above, the average N-Gain Score is 0.4877, which is greater than 0.3. According to the research method table on the interpretation of normalized gain, a coefficient of $0.3 \leq g < 0.7$ falls into the moderate category. Therefore, it can be concluded that the narrative writing skills in the Indonesian language subject are considered successful because they fall into the moderate category, which is greater than 0.3.

Discussion

The implementation of the cooperative learning model, specifically the Think Talk Write type, can be considered effective. This is demonstrated by the percentages of implementation for both teachers and students. For the teacher, the percentage of implementation during the first lesson was 61.11%, which falls into the effective category, while the second lesson achieved a percentage of 88.8%, categorized as very effective. For the students, the percentage of implementation during the first lesson was 61.72%, categorized as effective, and this increased to 82% in the second lesson, categorized as very effective. These categorizations are based on the effectiveness table according to the implementation process criteria outlined by Arikunto (2013). Based on this data, it can be concluded that the Think Talk Write cooperative learning model at SD Negeri 114 Mallenreng was implemented effectively.

In this study, students' narrative writing skills were assessed through writing tests administered after the intervention using the Think Talk Write cooperative learning model. (Afriani et al., 2016) demonstrated that the Think Talk Write model can improve individual skills and learning outcomes, particularly in writing argumentative essays among students at SMA Negeri 8 Padang. Before the treatment, only 16% of students achieved a passing percentage (below the Minimum Completion Criteria of 75), which was significantly different from the post-treatment results. After the intervention with the Think Talk Write model, the passing percentage increased to 78%. Although the average student scores improved following the treatment, it is noteworthy that no students achieved the ideal score of 100, and 22% still did not meet the passing criteria. This data can be seen in Table 4.5, which shows the frequency distribution of posttest scores.

The average posttest scores, conducted after the treatment in the fifth grade at SD Negeri 114 Mallenreng, Kabupaten Sinjai, indicate a difference before and after the treatment. This is marked by higher average posttest scores compared to the average pretest scores. These results demonstrate that there is a significant difference before and after the treatment, which involved the implementation of the Think Talk Write cooperative learning model, affecting the narrative writing skills of the fifth-grade students at SD Negeri 114 Mallenreng Sinjai Regency.

The descriptive statistical analysis revealed that the pretest scores had an average of 63.72, with the lowest score being 33 and the highest reaching 87. Meanwhile, the posttest scores had an average of 81.89, with the highest score reaching 93 and the lowest being 67. In the inferential statistics, the data used in this study were derived from normality testing and hypothesis testing based on the pretest and posttest results. The normality test used was the Shapiro-Wilk test, which indicated that both pretest and posttest data met the normality requirements, with all data p-values > 0.05 . Therefore, it can be concluded that the data from this study has a normal distribution.

The next analysis involved hypothesis testing. After verifying that the data met the normal distribution requirements, an analysis was conducted using the paired sample t-test. The results showed that $t_{\text{count}} > t_{\text{table}}$ or $8.976 > 2.109$, with a significance value (2-tailed) of 0.001, which is less than 0.05. Based on this data, it can be concluded that H_0 is rejected and H_1 is accepted. This conclusion indicates that there is a significant difference between the pretest and posttest results, suggesting that the treatment applied to each variable had a significant impact.

Conclusion

The use of the Think Talk Write cooperative learning model for fifth-grade students at SD Negeri 114 Mallenreng, Kabupaten Sinjai, has been implemented effectively. Students' narrative writing skills improved after the intervention with this model. This improvement is evidenced by a higher number of students falling into the moderate to high category after the intervention compared to before the implementation of the cooperative learning model. The impact of using the Think Talk Write cooperative learning model on students' narrative writing skills at SD Negeri 114 Mallenreng, Kabupaten Sinjai, is significant. This is supported by the notable difference observed between pretest and posttest results, demonstrating that the treatment had a meaningful effect. The recommendations from this study are; for teachers the findings can be used as a reference for teachers in developing teaching activities in schools. for future research the study can serve as a reference for future research activities.

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