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Implementation of the Think Talk Write Learning Model Using Picture Word Cards to Improve the Narrative Writing Skills of Grade Iv Students at State Elementary School 102 Pinrang

Abd Halik[1], Nur Ilmi*[2], A. Syahifa Shajadia[3]
Elementary School Teacher Education, State University of Makassar
Corresponding Author: Nur Ilmi; nurilmi@unm.ac.id

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A B S T R A C T
Tourism digitalization in the super-priority destination of Labuan Bajo has not been matched by the readiness of local entrepreneurs, particularly those around Luwansa Beach Resort, who continue to face a digital literacy gap alongside minimal integration of Manggarai cultural values into their online marketing practices. This study aims to formulate and test a locally-rooted digital literacy framework for tourism entrepreneurs in the resort area. An applied qualitative approach was employed using a Research and Development scheme based on the DESIGN model (Define, Explore, Structure, Implement, Gauge, Narrow), involving eight informants consisting of six local entrepreneurs and two resort management representatives, with data gathered through observation, in-depth interviews, and document review, then analyzed thematically. The findings reveal that two trial rounds produced gradual improvement, ranging from basic technological understanding to tangible changes such as culturally themed content production and increased online interaction with tourists. Device availability, entrepreneurial motivation, and resort management support emerged as key driving factors, while limited visual content creation skills and lack of sustained mentoring remained persistent obstacles. Informants generally perceived the framework positively, considering it contextual and practical to apply. The study concludes that integrating local wisdom with digital literacy can serve as a relevant and sustainable vocational training model for community-based tourism destinations.

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INTRODUCTION

Education is a basic necessity that must be had. Through proper education, a person has the opportunity to develop his potential, so that in the future he can stand independently and be ready to face challenges in the surrounding environment. According to Martoyo & Tinah (2024), education is an important element in efforts to improve the welfare of individuals and communities. Therefore, in the implementation of learning, clear standards or measures and well-organized rules are needed so that learning activities can take place effectively and efficiently.

One of the tangible manifestations of the implementation of meaningful education in elementary schools is through learning Indonesian, because through language learning, students are guided to hone their ability to think, communicate, and express ideas appropriately. Atmasari et al., (2024) explained that the main purpose of Bahasa Indonesia at the elementary school level is to improve students' ability to express themselves in Bahasa Indonesia, both verbally and in writing. This mastery of knowledge emphasizes the mastery of skills as well as language skills, which in theory include listening, speaking, reading, and writing. Among the four skills, writing is the most complex skill because it requires students to be able to pour ideas, ideas, and experiences in a coherent manner and use the right language rules.

One of the writing skills that elementary school students must master is narrative writing. According to Ambarsari et al., (2023) Explaining that narrative writing skills are language skills that need to be mastered well by students, through narrative writing activities, students can pour out their feelings of ideas and ideas as a means to express messages or information in writing to readers so that they can be understood according to the intention that the writer wants to convey. which narrates an event either from personal experience, observation or imagination or the author's thoughts. However, in practice, learning to write narratives still faces various obstacles. Many students have difficulty determining story ideas, developing plots sequentially, choosing appropriate vocabulary, and composing cohesive sentences so that the writing results do not meet the learning objectives.

Based on initial observations conducted in grade IV of UPT SD Negeri 102 Pinrang, it was found that students' narrative writing skills are still relatively low. The average score of the narrative writing test only reached 65.57, whereas the Learning Goal Achievement Criteria (KKTP) was set at 75. Out of 21 students, only 5 students (23.81%) met the completeness criteria, while the remaining 16 students (76.19%) had not yet reached the specified standard. This low level of writing ability is influenced by several factors. From the teacher's side, learning activities are still dominated by the lecture method, writing exercises have not been carried out in stages, and the use of learning media is still limited. From the students' side, most of them lack confidence, struggle to develop ideas into engaging stories, and have low motivation in writing activities.

These issues indicate the need for a learning model that can actively engage students in thinking, discussing, and writing activities. One model that can be applied is Think Talk Write (TTW). Harefa (2020: 36) The Think Talk Write

(TTW) learning model is employed to enhance students' writing skills. Think Talk Write (TTW) strongly emphasizes the importance of students sharing the results of their thinking. Think Talk Write (TTW) activities can be used to improve students' understanding of concepts and their communication skills.

In order for the implementation of the Think Talk Write model to run well, the support of learning media is very important. The use of media in the Think Talk Write model is essential to support the implementation of the model. According to Selvianingsih & Rigianti, (2023), the use of picture word card media can make the learning process more interesting. This media belongs to the group of visual media, which utilizes students' sense of vision during learning activities . With this media, educators can convey material more clearly, overcome space limitations, and increase student learning motivation. Students gain hands-on learning experience through observation of these media. This hands-on experience makes the material presented not abstract, so that learning becomes more concrete, interesting and fun.

Based on this explanation, the purpose of this study is to enhance the narrative writing abilities of fourth-grade students at SD Negeri 102 Pinrang by implementing the Think Talk Write (TTW) learning model with the support of picture word cards in Indonesian language instruction.

LITERATURE REVIEW

Learning Model

A learning model is a conceptual framework that serves as a guideline in designing the curriculum, developing learning tools, organizing teaching and learning activities, and evaluating learning outcomes so that learning objectives can be achieved effectively (Mirdad, 2020). This opinion is strengthened by Gultom & Sitepu, (2025) explaining that the learning model is a systematic pattern or procedure that becomes a reference for teachers in determining strategies, methods, media, and evaluation techniques in accordance with the characteristics of students and the learning goals to be achieved. Based on this opinion, the learning model can be understood as a framework or guideline used by teachers in designing and implementing the learning process so that learning activities take place in a directed, effective manner, and able to achieve the goals that have been set.

Think Talk Write (TTW) Learning Model

The Think Talk Write (TTW) learning model is a model that facilitates the development of thinking, speaking, and writing skills in a gradual manner. Through this model, students are given the opportunity to understand information, discuss it with friends, and then pour the results of their thoughts into writing (Marzuki, 2023). Furthermore, according to Hasbi et al., (2023) the TTW model emphasizes the active involvement of students in building knowledge through thinking, discussing, and writing activities so that learning becomes more meaningful. This model is also able to improve communication and cooperation skills between students.

Siswanto and Ariani (in Aralaha & Paulus, 2023) explain that the steps of the TTW model consist of three stages, namely think, talk, and write. At the think

stage, students read or observe problems and then make notes about the ideas obtained. The talk stage is carried out through group discussions to exchange opinions, while the write stage is an activity of writing the results of discussions using one's own language. The TTW model has advantages, namely being able to improve students' critical thinking, cooperation, communication, and writing skills. However, this model requires good time management and the readiness of teachers to guide discussions so that all students can actively participate (Hastuty, 2023). Based on some of these opinions, the TTW model is a cooperative learning model that facilitates students to think independently, discuss with friends, and then write down the results of their thoughts so that they can improve their comprehension and writing skills.

Picture Word Card Media

Picture word cards are visual learning media that combine pictures and words to help students understand concepts and improve memory of the material being studied (Nenu et al., 2024). This media presents information in a concrete manner so that it makes it easier for students to connect images with the vocabulary or concepts they learn. According to (Hakim, 2020), picture word cards have the characteristics of being easy to use, able to attract students' attention, and helping to connect concrete objects with the vocabulary learned so that the learning process becomes more meaningful. The use of picture word cards can also stimulate students' imagination and creativity in developing ideas, especially in writing activities. With the help of images and keywords that are systematically arranged, it is easier for students to arrange a sequence of events, develop a storyline, and pour ideas into a coherent form of writing. Thus, pictorial word cards not only serve as a medium to improve material understanding, but also become an effective means of supporting the development of narrative writing skills through the presentation of interesting and contextual visual stimuli.

Picture word card media has advantages because it can increase learning motivation, enrich vocabulary, and help students understand the material more concretely. However, this medium has limitations because it only relies on the sense of vision and the size of the images used is relatively limited (Jovanda et al., 2025). Based on this opinion, picture word cards are an effective visual medium used to help students understand the material as well as develop ideas in writing activities.

Writing Skills

Writing skills are productive language skills used to express ideas, thoughts, experiences, and information in the form of systematic written text (Sukma & Puspita, 2023). The writing process includes several stages, namely pre-writing, drafting, revision, editing, and publication. Each stage is interconnected so as to produce good and easy-to-understand writing. The writing process includes several stages, namely pre-writing, drafting, revision, editing, and publication. Each stage is interrelated so that it produces good and easy-to-understand writing (Kiuk, et al., 2021).

Namely content suitability, writing organization, word choice, language use, and writing mechanics (Maulina et al., 2021). Based on the opinions of these experts, writing skills can be understood as an individual's ability to express ideas, thoughts, feelings, and information in written form through a systematic and organized process. This process involves several essential aspects, including the relevance and completeness of the content, the logical organization of ideas, the appropriate selection of words, the correct use of language, and adherence to writing conventions such as spelling, punctuation, and grammar. Therefore, effective writing skills are not only reflected in the ability to produce written texts but also in the ability to communicate ideas clearly, coherently, and accurately while following established writing standards.

Narrative

Narration is a form of writing that tells a series of events in a sequence so that the reader seems to experience the events narrated for themselves (Dewi & Krismawati, 2022). The structure of narrative texts consists of orientation, complications, resolutions, and codes. The structure forms a complete storyline so that it makes it easier for the reader to understand the content of the story (Turnip & Lubis, 2022).

Writing a narrative requires several essential stages, including determining the theme, developing a story outline, organizing the plot, and paying close attention to the use of linguistic elements to ensure that the story is coherent, engaging, and easy to understand (Hasriani, 2021). In the writing process, the writer is expected not only to express ideas but also to organize them systematically so that each event is logically connected and contributes to the overall storyline. Determining the theme helps the writer maintain the main focus of the story, while preparing a story outline facilitates the development of characters, settings, and sequences of events. In addition, a well-developed plot enables the events to be presented chronologically, allowing readers to follow the storyline with ease. The appropriate use of linguistic elements, such as accurate word choice, effective sentence construction, and correct punctuation, also plays a significant role in producing a clear, coherent, and engaging narrative. Based on this opinion, narrative is a form of writing that presents a sequence of events in chronological order by paying attention to its structure and linguistic elements, thereby producing a story that is coherent, interesting, and easy for readers to understand.

Frame of Mind

The low narrative writing skills of fourth-grade students were influenced by several factors. First, teachers had not applied innovative learning models, had not organized writing activities in stages, and had relied on limited learning media. Second, students faced difficulties in generating and developing ideas, lacked confidence, and showed low motivation to write. To solve these problems, the Think Talk Write (TTW) learning model was implemented with the help of picture word cards. The learning process ran through three stages: think, talk, and write. These stages allowed students to think independently, discuss ideas together, and express their ideas in written form in an organized way. The picture

word cards also gave students visual support that helped them come up with ideas, build their vocabulary, and arrange narratives more coherently. Therefore, applying the Think Talk Write (TTW) learning model assisted by picture word cards was expected to improve the narrative writing skills of fourth-grade students at UPT SD Negeri 102 Pinrang.

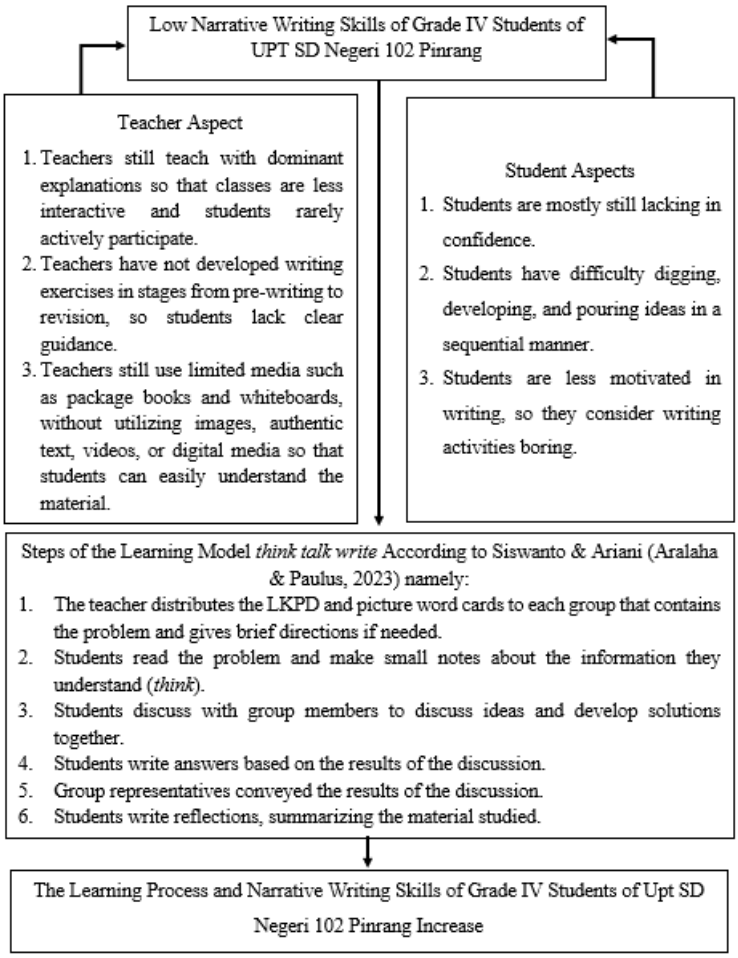


Figure 1. Frame of mind chart

Action Hypothesis: Based on the problem formulation and the literature review, this study proposes a hypothesis if the Think Talk Write (TTW) learning model assisted by picture word cards is implemented appropriately and effectively in narrative writing instruction, then both the learning process and the narrative writing skills of fourth-grade students at UPT SD Negeri 102 Pinrang will improve.

METHODOLOGY

This study employed a qualitative approach with a Classroom Action Research (CAR) design. The research was carried out in two cycles, with each cycle comprising the stages of planning, implementation, observation, and reflection. The subjects of the study were 1 teacher and 21 fourth-grade students at UPT SD Negeri 102 Pinrang, consisting of 11 male and 10 female students. The research was conducted in the even semester of the 2025/2026 academic year at UPT SD Negeri 102 Pinrang, located in Lappa-lappae, Suppa District, Pinrang Regency, South Sulawesi Province.

Each cycle starts with the planning stage, which involves preparing teaching modules, Student Worksheets (LKPD), illustrated word card media, narrative writing skills test instruments, teacher and student observation sheets, and documentation tools. The implementation stage is carried out by applying the Think Talk Write (TTW) learning model through three stages: think, talk, and write. In the think stage, students observe picture word cards and independently note down the main ideas. In the talk stage, students hold group discussions to develop ideas and construct a storyline. Then, in the write stage, students individually compose narrative texts based on the results of the group discussion. The observation stage is conducted by observers using teacher and student observation sheets throughout the learning process, while the reflection stage is carried out to evaluate the implementation of the actions and determine improvements for the next cycle.

The data collection methods employed in this study include observation, tests, and documentation. Observation is carried out to obtain information about the activities of the teacher and students during the ongoing learning process. Tests are administered at the end of each cycle to improve students' narrative writing skills. Meanwhile, documentation consists of photographs of learning activities, students' work products, and field notes used as supporting material that enriches the research findings. Data analysis is conducted using the Miles and Huberman model, which comprises three stages: data condensation, data display, and data verification.

The results of this study are determined based on two factors: the success of the learning process and students' narrative writing ability. The learning process is considered successful if the Think Talk Write (TTW) learning model is implemented with a minimum implementation rate of 76% and a Good (B) qualification. Meanwhile, narrative writing skills are considered successful if 76% of students meet the predetermined learning criteria. Table 1 presents the criteria for the overall success of the study.

$$Score = \frac{Obtained\ Score}{Maximum\ Score} \text{x } 100\%$$

So that there are standard criteria for success rates for student narrative writing skill indicators, which can be seen in the following table:

Table 1. Success Rate Indicators

Success Rate	Qualifications
76%-100%	Good (B)
60%-75%	Sufficient (C)
0%-59%	Less (K)

Source: adapted Djamarah & Zain (Halik et al., 2023)

RESEARCH RESULTS

Result of Cycle I

In Cycle I, the observation results of teacher activities showed a learning implementation percentage of 50% at the first meeting with a Less (K) qualification, which then increased to 61.11% at the second meeting with a Sufficient (C) qualification. Student activity also showed improvement, from 56.08% at the first meeting to 61.37% at the second meeting, yet it still remained at the Sufficient (C) qualification. These findings indicate that the implementation of the Think Talk Write (TTW) learning model assisted by picture word cards had not yet reached the predetermined success indicators, namely a minimum of 76% with a Good (B) qualification.

Based on the results of the evaluation test at the end of Cycle I, out of 21 students, there were 9 students (42.86%) who obtained scores according to the Learning Goal Achievement Criteria (KKTP) ≥75, while 12 students (57.14%) have not achieved completeness. The average score of students' narrative writing skills is 69.28, so the learning outcomes are still at the Sufficient (C) qualification and have not met the indicators of research success.

In the student aspect, some students still have difficulty understanding the problems given, are not able to make notes of ideas independently, are less active in group discussions, and are not confident when presenting the results of discussions. In addition, students' narrative writing skills are also still low because students have difficulty developing story ideas, arranging plots in order, choosing the right vocabulary, using spelling and punctuation correctly, and developing stories according to the structure of the narrative text. Therefore, the results of the reflection of Cycle I are the basis for improving the implementation of learning in Cycle II so that the indicators of research success can be achieved.

Results of Cycle II

Based on the reflection results from Cycle I, several improvements were made in Cycle II, namely: teachers provide clearer explanations at each stage of the Think Talk Write (TTW) learning model, guide students more intensively during the think, talk, and write stages, ensure that all group members actively participate in discussions, and provide reinforcement and clarification of students' answers. In addition, the use of picture word cards is optimized to help students develop ideas and compose narrative texts more systematically.

The observation results in Cycle II showed an increase in teacher and student activity during the learning process. Teacher activity rose from 77.77% at the first meeting to 88.88% at the second meeting, both of which fell into the Good (B) category. Student activity also increased from 83.59% at the first meeting to 88.35% at the second meeting, placing it in the Good (B) category. This improvement indicates that students became increasingly active in reading, discussing, developing ideas, and writing narrative texts through the stages of the TTW learning model.

The improvement in the learning process had an impact on students' narrative writing skills. The final evaluation results of Cycle II showed that 17 out of 21 students (80.95%) had met the Learning Goal Achievement Criteria (KKTP) with a score of ≥75, while the remaining 4 students had not yet achieved

completeness. The class average score rose to 80.00, meaning that learning completeness had exceeded the established research success indicator of ≥76%. Therefore, the implementation of the Think Talk Write (TTW) learning model assisted by picture word cards proved capable of improving students' narrative writing skills, and the research was concluded in Cycle II since the success indicators had been achieved.

Table 2. Process Recapitulation (Teacher and Student Success Rate) Increased

Implementation	Cycle I		Cycle II	
	I	II	I	II
Teacher Activities	50%	61%	77,77%	88,88%
Student Activities	56,08%	61,37%	83,59%	88,35%

Table 3. Value Recapitulation

Grade Standards	Cycles			
	I		II	
	Quantity	Average	Quantity	Average
Accomplished students (≥ 76%)	1.455	69,28	1.680	80
Qualification of learning completeness (According to the level of success)	Sufficient (C)		Good (B)	

DISCUSSION

The findings showed that implementing the Think Talk Write (TTW) learning model supported by picture-word cards contributed to the gradual improvement of fourth-grade students' narrative writing skills at UPT SD Negeri 102 Pinrang across the two research cycles. In Cycle I, the learning activities had incorporated the three stages of TTW, namely think, talk, and write. However, students' writing performance had not yet met the established success criteria, since the learning mastery rate was only 39.13%, with a class average score of 62.28. This condition was influenced by students' limited familiarity with the TTW learning process, their difficulties in transforming information from picture-word cards into coherent story ideas, and their insufficient involvement in group discussions.

The improvements carried out in Cycle II, such as providing clearer directions at each stage of TTW, offering more intensive guidance during group discussions, optimizing the use of picture word cards, and giving reinforcement and feedback on student work, had a positive impact on the learning process. Teacher activity increased from 77.77% at the first meeting to 88.88% at the second meeting, while student activity rose from 83.59% to 88.35%, all of which

were in the Good (B) category. The improvement in the quality of the learning process was followed by an increase in student learning outcomes, namely 17 out of 21 students (80.95%) had achieved the KKTP with an average score of 80.00, so that the research success indicators had been achieved.

The improvement in Cycle II was also marked by students' increasing activity at each stage of learning. In the think stage, students were better able to identify important information and compose a story outline based on picture word cards. In the talk stage, students were more active in discussing, exchanging opinions, and collaborating in developing story ideas. Furthermore, in the write stage, students were able to compose narrative texts that were more comprehensive, complete, and in accordance with the narrative structure. These findings are in line with the opinion of Muhsin et al., (2024) As stated the Think Talk Write (TTW) learning model encourages students to think independently, discuss in groups, and then express the results of their thinking in writing, thereby enabling them to improve their thinking, communication, and writing skills. In addition to the learning model, the use of picture word cards also contributes to improving students' narrative writing skills. The media helps students find ideas, sequence events, and develop storylines more systematically so that the writing process becomes easier. This is in line with the opinion of (Azzahra & Muthi, 2024) who stated that picture cards are an effective visual medium to help students understand the material, stimulate imagination, and make it easier to compose sentences and paragraphs into a complete text.

The results of this study are consistent with and provide further support for previous research conducted by Hastuty, (2023) which showed that the application of the Think Talk Write (TTW) learning model is effective in improving students' writing skills because it is able to encourage active involvement, group cooperation, and the ability to develop ideas systematically. Thus, it can be concluded that the application of the Think Talk Write (TTW) learning model assisted by picture word cards is an effective alternative learning strategy to improve the narrative writing skills of elementary school students through increased learning activities, group cooperation, and the ability to develop ideas into coherent writing.

CONCLUSIONS AND RECOMMENDATIONS

Based on the research results and discussion, it can be concluded that: (1) the implementation of the Think Talk Write (TTW) learning model assisted by picture word cards was able to improve the Indonesian language learning process, particularly narrative writing skills among fourth-grade students at SD Negeri 102 Pinrang. This is evidenced by the increase in the percentage of teacher activity from 66.66% and 77.77% in Cycle I to 77.77% and 88.88% in Cycle II, and student activity from 73.01% and 80.15% in Cycle I to 83.59% and 88.35% in Cycle II, both falling under the Good qualification (B); and (2) the implementation of the Think Talk Write (TTW) learning model assisted by picture word cards was proven to enhance students' narrative writing skills. This is shown by the increase in the percentage of learning outcome completeness from 39.13% in

Cycle I to 80.95% in Cycle II, with the average student score rising from 62.28 to 80.00, thereby meeting the research success indicators.

Based on the research findings, teachers are encouraged to implement the Think Talk Write (TTW) learning model supported by picture word cards effectively by ensuring that the think, talk, and write stages are carried out optimally. Teachers should also facilitate group interactions and provide constructive feedback and guidance to help students improve their writing skills. Schools are expected to support the adoption of innovative teaching approaches by providing adequate learning resources, appropriate facilities, and professional development opportunities for teachers. Future researchers may extend this study by examining different subject materials, educational levels, or research variables. Exploring the integration of the TTW model with alternative instructional media may also be considered to achieve more effective learning outcomes.

ADVANCED RESEARCH

This study has several limitations that need to be taken into account. The research was conducted in only one fourth-grade classroom and consisted of two cycles, which limits the extent to which the findings can be generalized to other settings. In addition, the study specifically focused on improving students' narrative writing skills in Indonesian language learning through the implementation of the Think Talk Write (TTW) model supported by picture word cards. Future researchers are encouraged to explore the use of this learning model with picture word cards across different learning materials, grade levels, or subject areas. Further studies may also adopt quantitative or experimental research designs to obtain broader evidence regarding the effectiveness of the model in improving students' learning outcomes.

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