

APPLICATION OF THE THINK-TALK-WRITE MODEL OF COOPERATIVE LEARNING FOR IMPROVING PARAGRAPH WRITING ABILITIES

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Abstrak

The purpose of this study was to analyze the ability of paragraph writing abilities by using the Think-Talk-Write Model of cooperative learning in IV graders of MI Darul Ma'arif, Tangerang City. The descriptive-qualitative study was conducted at MI Darul Ma'arif Tangerang City to achieve this objective. The data in this study were in the form of the application of the Think-Talk-Write Model of Cooperative Learning, the ability to write paragraphs, and data sources (Indonesian language teachers and fourth-grade students of MI Darul Ma'arif). Data collection techniques were carried out through interviews and documentation. Data analysis techniques included data reduction through the application of the Think-Talk-Write Model of Cooperative Learning and paragraph writing abilities. Data presentation, critically analyzing the data presented with relevant theories and juxtaposing it with several related studies, conclusion drawing, and verification. The results showed that the fourth-grade students of Madrasah Ibtidaiyah Darul Ma'arif, Tangerang City, had diverse potential, namely 62% of students in the good category and 38% of students in the bad category, in making free essays focused on paragraph writing abilities. Based on the data analysis, it can be concluded that the paragraph text written by fourth-grade students of MI Darul Ma'arif still needs development in terms of learning models, self-motivation, the surrounding environment, and the teacher's ability to provide teaching to students. The importance of good cooperation between teachers and parents.

Keywords

Cooperative Learning, , Indonesian Language, Learning Model, MI Darul Ma'arif, Paragraph Writing Abilities, TTW



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INTRODUCTION

All residents must have access to education, as it is vital to human survival and reflects the character of a nation's education system (Dabukke et al., 2022). Through education, global civilization and culture must be preserved. Education is a phenomenon and an individual's responsibility that occurs wherever an individual is. Nonetheless, this phenomenon and trend in education cannot be neglected. Education is essential for individual and social human development, as well as the advancement of humanity as a whole (Suciwati, 2021). According to Ramadhan & Meilana (2022), education is a deliberate and planned endeavor that can provide guidance and assistance to adults and children in the development of their physical and spiritual abilities in order to help them accomplish their objectives and become moral, upright individuals. Education is defined as a social process in which individuals are exposed to carefully selected and controlled environmental influences, primarily at school, in order to obtain or experience optimal social and individual development (Ikhsan, 2021). This process involves a person developing abilities, attitudes, and other forms of behavior in the society in which he lives. In addition, both academic and informal language acquisition processes heavily depend on language as a medium of communication. Learning is an ongoing process that produces long-term changes in student behavior through experience, observation, and language. Information, attitudes, or abilities that students develop based on what they have obtained or understand are related to learning outcomes or changes in behavior. It is the teacher's responsibility to design learning activities and environments that can inspire and encourage active student engagement. Regarding the influence of the attitudes and circumstances of students or children in learning Indonesian, what is a challenge for teachers is related to students' language abilities. Teachers who supervise learning activities are required to be able to change students' attitudes toward learning Indonesian (Fishal Putra Abda & Setiawan, 2023). Students are definitely expected to face challenges in higher education if they already feel valued for learning Indonesian in elementary school. Therefore, teachers can take advantage of one of the learning components, namely, by using an interesting learning model.

The lecture learning method, in which the learning process is teacher-centered, is still in use by Indonesian language teachers at MI Darul Ma'arif today. In the learning process, the teacher still writes on the blackboard while explaining, summarizing, and giving examples of problems and their solutions. This type of teaching tends to stifle students' creativity, which may bore them and deprive them of opportunities to express themselves while experimenting and generating ideas. In addition,

teacher-centered learning can result in one-way exchanges between teachers and students, where students have limited opportunities to express their thoughts or practice the topics they have studied either individually or in groups. For this reason, the use of the Indonesian language learning model at MI Darul Ma'arif requires a number of things that must be considered to avoid this problem.

Facts in the field, when the researcher visited MI Darul Ma'arif school, there were several IV graders of MI Darul Ma'arif children whose writing abilities did not meet the requirements for writing good paragraphs. The requirements for writing good paragraphs were unity, coherence, and sequence. Students have difficulty pouring their thoughts into words, which then become sentences and form good and clear paragraphs. In addition, there are several problems with the writing abilities of IV graders of MI Darul Ma'arif who are trying to articulate their thoughts. They do not understand proper Indonesian grammar, and because of a slight change in words, their writing is less effective. There need to be writing exercises in order to train writing abilities in IV graders of MI Darul Ma'arif. The benefits of writing practice have many advantages, including the ability to (1) explore students' potential and abilities and (2) allow students to hone their ideation abilities.

Based on the problems that have been described, the solution that teachers can take to overcome these problems is that the teacher must be able to create an interesting and fun learning atmosphere, where fun learning activities can be realized if the teacher is able to manage the class well so that learning is more effective and efficient. Teachers must be able to use a variety of learning models to create a fun learning environment and involve students actively in improving their ability to write descriptive paragraphs so that they are more enthusiastic and motivated in the learning process. So that the learning process is more meaningful, the targeted learning objectives are fulfilled, and the learning outcomes of students' descriptive writing increase.

Writing abilities can be taught using the Think-Talk-Write (TTW) model of cooperative learning. The TTW cooperative learning approach is a paradigm for teaching students how to write paragraphs. According to Nopita et al. (2023), The Think Talk Write learning paradigm begins with considering the reading language, and the results of the reading are communicated through presentations. The TTW learning strategy emphasizes the significance of students communicating their thought processes.

To accomplish the required competencies, the TTW model is the organization and implementation of learning activities as a whole, including pondering, speaking/discussing, exchanging thoughts (talk), and writing the results of the conversation (write). Mapaccin et al. (2022)

stated that the Think Talk Write (TTW) model of cooperative learning has some advantages, such as 1) developing problem-solving abilities that are relevant to understanding the subject matter independently; 2) improving students' critical and creative thinking abilities through interaction and discussion during the learning process; 3) familiarizing students to think and communicate with friends, teachers, and even with themselves.

In light of this, the authors are interested in implementing learning activities based on the Think Talk Write (TTW) model of learning to enhance the quality of student mastery of paragraph writing abilities. The Think Talk Write learning paradigm was selected because it is deemed suitable for encouraging student participation in class. Using the Think Talk Write (TTW) model of learning can pique the interest of students in reading and writing. Additionally, this technique is a cooperative learning model that can assist students in enhancing their communication abilities.

In previous research regarding the problem of paragraph writing abilities in Indonesian language subjects in IV graders of Madrasah Ibtidaiyah, namely, researchers found the same problem in journals (Rinawati et al., 2020) with the findings of the study that reading abilities are very closely related to writing abilities, the more and better at reading, the better the writing results. Reading has a substantial impact on students' writing abilities, so it is reasonable to assume that students have strong reading abilities based on the findings of this study.

Researchers found the same problem in research by Nopita et al. (2023) with the results. The results of effective sentence writing abilities in the first cycle showed there were 13 students (61.90%) who completed and eight students (38.10%) who did not complete the KKM with an average acquisition of 66.10. Cycle II had 19 students (90.48%) who completed and two students (9.52%) who did not complete KKM, with an average of 78.23. Thus it is proven that there is an increase in students' effective sentence writing abilities by using the Think Talk Write model of cooperative learning.

Research by Mapaccin et al. (2022) with the results on the application of the Think Talk Write (TTW) model of cooperative learning can improve the learning process of writing descriptive paragraphs for class V UPTD SD Negeri 150 Barru, Barru Regency. (2) The application of the Think Talk Write (TTW) model of cooperative learning can improve student learning outcomes in writing descriptive paragraphs for class V UPTD SD Negeri 150 Barru, Barru Regency.

Research by Purwaty et al. (2022) resulted from the learning outcomes of fourth-grade students at SDN 2 Merauke. The application of the Think Talk Write model of learning can improve students' narrative writing abilities. The Think Talk Write model of the learning paradigm can be used to assist elementary school students in developing narrative writing abilities.

Subsequent research conducted by Kusmayadi (2020) resulted that the cooperative learning model of the "think-talk-write" form is an alternative to increase the ability intensity and effective involvement of students in writing abilities with editorial texts and critical thinking in order to prepare students for future environmental problems.

This research is novel in that it employs the Think-Talk-Write Model of cooperative learning to improve students' paragraph writing abilities. The purpose of this study was to analyze the application of the Think-Talk-Write Model of cooperative learning to paragraph writing abilities in the Indonesian language subject at IV graders of Madrasah Ibtidaiyah. With this learning model, it is possible to cultivate cohesion in children so that the teachers can determine which students are actively participating in the discussion and which are not. The objective of the research conducted by academics is to examine the application of the Think-Talk-Write Model of cooperative learning to paragraph writing abilities.

METHOD

This qualitative descriptive investigation was conducted at MI Darul Ma'arif in Tangerang. The research data consisted of the Think-Talk-Write Model of cooperative learning and the capacity to write paragraphs and data sources (Indonesian Language Teachers and IV graders of MI Darul Ma'arif in Tangerang City). Interviews and documentation served as the data collection techniques. This study's respondents included one Indonesian language instructor. This research was documented through interviews with instructors of the Indonesian language, recordings of information or objective conditions of the research site, and samples analyzed by obtaining all data directly from references describing the research subject.

The application of the Think-Talk-Write Model of cooperative learning and the capacity to write paragraphs in Indonesian language courses for IV graders of MI Ma'arif Tangerang City was then analyzed through data reduction, data presentation, drawing conclusions, and verification. Data reduction, or the reduction of data by the researcher. The researchers presented data regarding the application of the Think-Talk-Write Model of cooperative learning and the capacity to write

paragraphs in Indonesian language courses for the fourth grade at MI Ma'arif Tangerang City. Relevant theories were used to conduct a critical analysis of the data concerning the application of the Think-Talk-Write Model of cooperative learning and the capacity to write paragraphs in Indonesian language courses for IV graders of MI Ma'arif Tangerang City. In addition, the researchers compared it to a number of related studies.

FINDINGS AND DISCUSSION

Findings

The researchers describe the results and research data to determine the analysis of the Think-Talk-Write Model of cooperative learning on paragraph writing abilities in IV graders of Madrasah Ibtidaiyah on an Indonesian language course. This study employed a qualitative descriptive approach to investigate the natural state of a phenomenon. According to Fadli (2021), Before beginning the research process, a researcher must be aware of and comprehend the characteristics of qualitative research in order to make the process simpler and enable them to express qualitative information in a descriptive-analytical and meaningful manner. Qualitative research is conducted using characteristics that represent real-world facts or events, but reports must adhere to scientific interpretations to ensure the validity of the findings.

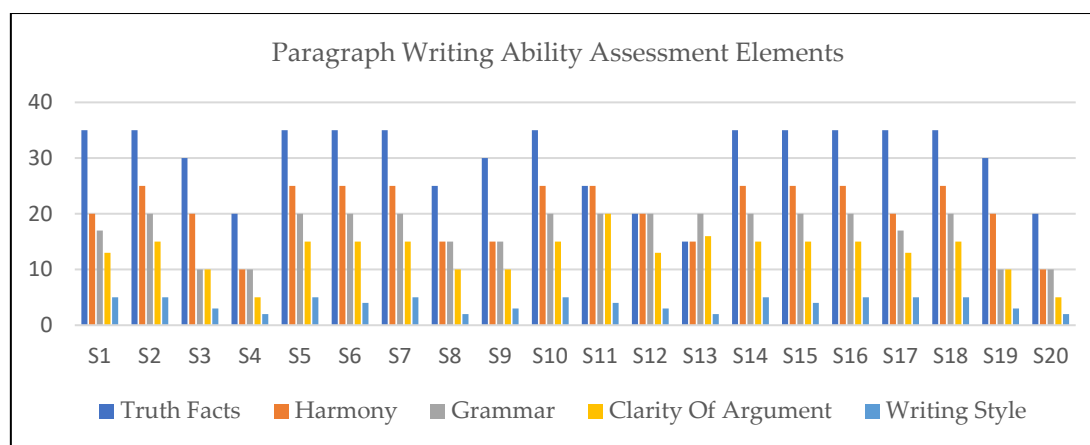
It is supported by Table 1 based on the above description. Students in IV graders of MI Darul Ma'arif, Tangerang City, were required to write at least two paragraphs of free essays. The assessment score is determined by the following indicators:

Table 1. Results of the Writing Ability Assessment of IV Graders of MI Darul Ma'arif

No.	Student's Name	Elements of Paragraph Writing Ability Assessment				
		Fact truth	Conformity	Grammar	Argument Clarity	Writing Style
		(35)	(25)	(20)	(15)	(5)
1.	S1	35	20	17	13	5
2.	S2	35	25	20	15	5
3.	S3	30	20	10	10	3
4.	S4	20	10	10	5	2
5.	S5	35	25	20	15	5
6.	S6	35	25	20	15	4
7.	S7	35	25	20	15	5
8.	S8	25	15	15	10	2
9.	S9	30	15	15	10	3
10.	S10	35	25	20	15	5
11.	S11	25	25	20	20	4
12.	S12	20	20	20	13	3

13.	S13	15	15	20	16	2
14.	S14	35	25	20	15	5
15.	S15	35	25	20	15	4
16.	S16	35	25	20	15	5
17.	S17	35	20	17	13	5
18.	S18	35	25	20	15	5
19.	S19	30	20	10	10	3
20.	S20	20	10	10	5	2

Figure 1. Paragraph Writing Ability Assessment Elements



Based on the results of the study, it was shown that fourth-grade students at Madrasah Ibtidaiyah Darul Ma'arif, Tangerang City, have diverse potential in making free essays focused on paragraph writing abilities. Based on data analysis, it is clear that the paragraph texts produced by IV graders of MI Darul Ma'arif still require improvement in terms of learning models, self-motivation, the environment, and the teacher's capacity to instruct students. The importance of good cooperation between teachers and parents.

The following are the results of writing essays that are good and those that are not good for IV graders of MI Darul Ma'arif, based on the results of the research:

Table 2. Results of the Assessment of students' Writing Abilities Who are Good and Who are not Good at IV Graders of MI Darul Ma'arif.

	IV A	IV B	IV C	Total	Total in %
Good	17	18	19	54	62%
Yet Good	12	11	10	33	38%
Total	29	29	29	87	

Based on the results of the discussion in the previous chapters, the researcher will draw conclusions regarding the research "Implementation of the Think-Talk-Write Model of Cooperative Learning for Improving Paragraph Writing Abilities," which the researchers carried out at MI Darul

Ma'arif with the data collection process using interviews and questionnaires as well as giving assignments to students to write free essays of at least two paragraphs. The conclusions from this study are as follows:

1. The application of the Think-Talk-Write Model of cooperative learning to the paragraph writing abilities of IV graders of MI Darul Ma'arif went well. In class IV-A, 17 out of 29 students have quite good writing abilities. In class IV-B, 16 out of 29 students have quite good writing abilities. In class IV-C, 14 out of 29 students have quite good writing abilities.
2. From the results of a questionnaire filled out by all IV graders of MI Darul Ma'arif students, several children are and are not interested in these writing abilities. 87 students take part in this writing abilities activity. 79 students among them liked this paragraph's writing ability activity, and 8 students did not.
3. 84 students respond to the questionnaire from all classes of IV grade (A, B, and C) at MI Darul Ma'arif. They are satisfied with the think, talk, and write model of cooperative learning. The cooperative learning model is synonymous with discussion; 83 students like to discuss with their group mates. Discussing with a group of friends can solve existing problems; one example is when filling out questions given by the teacher. In the results of the questionnaire, 82 students acknowledge that the cooperative learning model makes it easier for students to fill in the questions given by the teacher.
4. Success in the learning process depends on the fact that students enjoy participating in the process. In the results of the questionnaire, from 87 students of all classes of IV grade (A, B, and C) attended, 85 students were happy with the think, talk, and write model of cooperative learning.
5. Students' paragraph writing abilities are improved by applying the cooperative learning type Think-Talk-Write Model of learning in all classes of IV grade (A, B, and C) students of MI Darul Ma'arif because of the cohesiveness and sense of responsibility to each other towards a common goal in the group.

1) Obstacles in the Problem of Students' Writing Abilities

The obstacle that researchers found when researching at MI Darul Ma'arif was the lack of interest of students in paragraph writing abilities because there were still many students who had difficulty expressing their thoughts in a neatly arranged piece of writing so that it became a paragraph.

The use of good and correct language is standard in essay paragraphs. Many students are still confused about good and correct Indonesian grammar, and the different words they use make their writing less effective.

It is important to practice writing abilities from the age of five while still attending *Madrasah Ibtidaiyah* school. The writing structure must be considered during the writing process so that the reader understands the message the writer wants to convey. Therefore, writers must use writing structures such as words, phrases, paragraphs, and others correctly. There are several important things that must be considered when practicing writing abilities. It is related to the importance of paying attention to the quality of children's writing. Writing abilities require a lot of work and practice. The ability to write can be described as a characteristic of an educated individual or nation.

2) Applying the Think-Talk-Write Model of Cooperative Learning

The application of think, talk, and write model of cooperative learning in the classroom is very much in the interest of students, as can be seen from the results of the questionnaire that the researchers obtained from IV graders of MI Darul Ma'arif. The learning and teaching process runs effectively and efficiently. The students were very enthusiastic about the small group discussion. By forming small groups, students can discuss and exchange ideas. When researchers examined MI Darul Ma'arif, they found that there were many students who were interested in the learning process using the think, talk, and write cooperative learning model. Researchers found this through the learning and teaching process directly and through students filling out questionnaires.

Table 3. The Results of The Assessment of Students' Thinking, Speaking, and Writing Skills
In Grade IV Students of MI Darul Ma'arif

Name	Thinking Ability (Think)	Talking Ability (Talk)	Writing Ability (Write)	Total
	(30)	(20)	(50)	(100)
S1	30	20	50	100
S2	30	20	40	90
S3	30	20	40	90
S4	30	20	50	100
S5	20	10	20	50
S6	30	20	40	90
S7	30	20	50	100
S8	30	20	50	100
S9	30	20	20	70
S10	30	20	30	80
S11	30	20	30	80
S12	30	20	50	100
S13	30	10	30	70

S14	30	10	40	80
S15	30	10	10	50
S16	30	10	30	70
S17	30	20	50	100
S18	30	10	40	80
S19	20	20	50	90
S20	30	10	30	70

The data obtained by researchers in this study are the results of questionnaires, interviews, and observations. From the results of the questionnaire above, it can be explained that the average of the results of the questionnaire assessment is 83. This number is still very good, although it needs to be improved again. There is a need for stimulating activities for children so that they can like writing with the cooperative learning type of thinking, talking, and writing.

The Think-Talk-Write Model of cooperative learning is a model of learning process activities that uses the thinking stage by studying the reading material (Think), then discussing reading results with delivery (Talk), and making the results of reports that have been discussed (Write). Through this learning, students can participate in finding solutions to existing problems by submitting ideas in the discussion process. However, in this way, students' ability to solve problems in a structured way is increasing. This ability is needed to support paragraph writing abilities in the Indonesian language in IV graders of MI Darul Ma'arif. The preparation of this paragraph is one way of conveying ideas in writing in a way that is precise and clear to the readers.

Cooperative learning allows students to work in groups. The goal of the group is the common goal. Cooperative situations are part of achieving student group goals. Students must have a sense of responsibility in the group because they have the same goals. In this case, there is cohesion between students; that is, each group member is able to work with all group members so that the learning atmosphere is more effective.

3) Students must Master Paragraph Writing Abilities in Indonesian Language Subjects

Language lessons, especially Indonesian, are very important in the world of education. Listening, speaking, writing, and reading are the four language abilities that must be mastered by students when learning Indonesian (Fishal Putra Abda & Setiawan, 2023). Indonesian language subjects are studied to strengthen students' ability to use good and correct Indonesian in writing and orally, as well as to increase their understanding of Indonesian literary works.

The teacher's creativity in presenting and packaging reading and writing clearly influences student interest and leads to student success in mastering these abilities. The literacy movement that has been held since the beginning seems to be weak, so of course, other efforts are needed that are more direct and touch students directly.

Discussion

Based on research conducted at the MI Darul Ma'arif School with IV graders utilizing the Think Talk Write (TTW) model for Indonesian language subjects. The researchers discovered that students had difficulty putting their thoughts into words, which were then arranged into coherent sentences and rearranged to form paragraphs. A student's lack of interest in writing talent. Writing is the activity of communicating thoughts and ideas in written form so that others can comprehend them. (Sari et al., 2021). Argumentative paragraph composition is one of the writing abilities that must be taught in schools (Waruwu, 2022).

The application of the Think Talk Write model of learning by the teachers in Indonesian language learning in IV graders of MI Darul Ma'arif, where the teachers constantly strive to enhance every learning activity, resulting in an increase in student learning outcomes, according to the findings of the research. This is reflected in the role of the teacher, who functions as a facilitator, guide, and motivator for students rather than a dominant figure in the learning process. Effective learning is learning that encourages students to make the finest behavioral modifications feasible (Salsabila & Puspitasari, 2020).

Students are encouraged to actively participate in learning. Effective teaching requires students to be involved in searching, discovering, and solving core problems. In addition, this increase in teacher involvement occurs because teachers understand the student learning process and can provide suggestions and an appropriate learning environment for students (Kusmayadi, 2020). Teachers can create the right learning situation or environment for students to get real-world experience (Yulianto & Nugraheni, 2021). That is, teachers do not fully teach subjects to students, but teachers can develop students who are able to learn and actively participate in learning. It has the potential to make learning more meaningful.

The researcher concluded that this learning model is one in which students actively participate in groups. In addition, this learning model is able to encourage students to think, communicate, and write in their own language and in writing, which they combine with the ideas they get. When done in groups of 3–4 students, the environment will be more effective. Students in

this group will observe, make short notes, explain, listen, and discuss ideas with their peers before putting them into writing. This increase in student involvement is also related to the strong motivation for student learning and the use of all their basic talents to complete the learning process. This is because students are used to it and do not experience confusion when participating in learning activities using the Think-Talk-Write Model of learning applied by the teacher. The purpose of cooperative learning is to improve students' academic achievement (Kusmayadi, 2020).

Furthermore, this increase in student activity occurs as a result of the Think-Talk-Write Model of learning approach, which can increase the number of students who are actively learning. An increase in student activity is defined as an increase in the number of students who are actively learning, an increase in the number of students who ask and answer questions, and an increase in the number of students who interact with each other to discuss the subject matter (Mapaccin et al., 2022). Students can become more active and directly involved in the learning process by using the Think, Talk, and Write model of learning (Rusyani et al., 2021).

This increase in student activity occurs because there are three activities that must be carried out in the Think, Talk, and Write model of learning, which are the hallmarks of this learning model: thinking (Think), speaking or discussing (Talk), and writing (Write) (Purwaty et al., 2022). The thinking activity is the process of reading the text; at this stage, students consider the answers to complete the task; through reading, students can understand the task; and what is learned from the reading will be discussed in the group afterward. The next activity is talking. This model allows students to develop their speaking abilities (Purwaty et al., 2022). Students can give reasons for the solutions they find through discussion. Students carry out discussions in their various groups. Student activities at this stage include group discussions to explain, listen, and share ideas with group members. The last activity is writing, where students record the results of the discussion on the worksheets provided. At this stage, the activity carried out is to write down the results of group discussions. When writing down the results of the discussion, students use simple language.

Students' paragraph writing abilities increased after applying the Think-Talk-Write Model of learning, according to student learning outcomes. Obtained data from the results of the assessment of students' writing abilities who were good and who were not good at IV graders of MI Darul Ma'arif students, namely 62% were good, and 38% were still not good. The data shows that the Think-Talk-Write Model of learning can improve students' ability to write paragraphs based on their learning outcomes. This increase is inseparable from the Think-Talk-Write Model of learning,

in which students are trained to construct thoughts by creating ideas, expressing ideas, sharing ideas with friends, and writing down the results of their thoughts in the learning process. Apart from the learning model, there are also factors on the teacher and student sides. The Think, Talk, Write (TTW) model of learning emphasizes group collaboration among students. IV graders of MI Darul Ma'arif are expected to be more active during the learning process. In addition, training students' involvement in thinking after reading or debating with themselves. In addition, before writing, they talk and share ideas with their peers. According to student learning outcomes, students' paragraph writing abilities improved after using the Think-Talk-Write Model of learning (Dluhawi et al., 2021).

In addition, this increase occurred as a result of students' strong attention to learning activities. Furthermore, the Think, Talk, and Write model of learning supports this. One of the advantages of the Think, Talk, and Write model of learning is that it teaches students how to express themselves orally and in writing (Mapaccin et al., 2022). The Think-Talk-Write Model of Learning is a cooperative learning model in which various members of one group are responsible for understanding part of the learning material and are able to teach that material to other members of their group (Kusmayadi, 2020). The Think, Talk, Write (TTW) model of learning is based on three components: thinking, speaking, and writing (Nopita et al., 2023).

Language, especially Indonesian, is an important tool to master because it functions as a bridge to express ideas and patterns of community communication (Suriani, 2022). This is clearly related to the mastery of the four language abilities, namely listening, speaking, reading, and writing (Erniati et al., 2021). Therefore, it is evident that teaching Indonesian in schools must result in the mastery of the four language abilities, namely listening, speaking, reading, and writing, which are all interconnected and have implications for students' ability to solve social problems (Fairini et al., 2021).

It is essential for Madrasah Ibtidaiyah students to acquire the language, particularly Indonesian. Effective use of Indonesian can facilitate students' learning, particularly in terms of communication. Communication includes not only speaking directly but also writing.

CONCLUSION

Conclusions can be derived regarding the application of the Think-Talk-Write Model of Cooperative Learning for improving paragraph writing abilities based on the results and discussion. This study concludes that the application of the think, speak, write model of cooperative learning to

the paragraph writing abilities of fourth-grade MI Darul Ma'arif students is proceeding effectively. Applying the Think-Talk-Write Model of Cooperative Learning in all classes of IV grade (A, B, and C) of MI Darul Ma'arif students has an important beneficial effect on students' paragraph writing abilities due to the group's cohesiveness and sense of responsibility towards a common goal.

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