

# Development of Softskill Competencies in Writing Student Description Texts Using Learning Model Think Talk Write (TTW) Learning Model for Students of Grade VI

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**Abstract.** The problems in this study are how is the ability to write descriptive text in class VI SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model? And how is the development of the ability to write descriptive text in grade VI SD Negeri 104185 Semayang by using the Think Talk Write (TTW) learning model? This research aims to develop the competence of writing description text using Think Talk Write (TTW) learning model in grade VI students of SD Negeri 104185 Semayang. This research is an experimental research (pre-experimental design) with a one group pretest-posttest design using descriptive analysis and inferential statistical analysis conducted four times a meeting. The sample in the study was class VI SD Negeri 104185 Semayang as many as 31 people. The results of the study found two important things, namely. First, the level of ability to write descriptive text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang obtained an average score of 62.90 with a mastery level of 55-65% with sufficient qualifications. Second, the level of ability to write descriptive text by using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang obtained a score of 81.18 with a mastery level of 76%-85% with Good (B) qualifications. It is concluded that the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang by using the Think Talk Write (TTW) learning model is better than not using the Think Talk Write (TTW) learning model.

**Keywords:** skill, writing, Think Talk Write (TTW) learning model, development

## I. INTRODUCTION

According to Badudu (1996), humans are required to be able to carry out social interactions as a form of application of the educational process that has been done before. In line with this, language skills are a fundamental basis in undergoing social interactions of each individual. When associated with education in schools, Indonesian language subjects become an important means of developing the language skills of Indonesian society in particular.

According to Susanto (2012), Indonesian language learning, especially in elementary schools, will not be separated from the four language skills, namely listening, speaking, reading, and writing. The four language skills greatly affect the learning outcomes of Indonesian language. Primary education or primary school is the initial momentum for children to develop their abilities. Good language skills are one of the skills that students are expected to have while at the elementary school level. According to the National Education Standards Agency (BNSP, 2006), the content standard of Indonesian language is directed to develop the ability of students to communicate with good and correct language orally and in writing and foster appreciation for the works of human literature, to the works of Indonesian human literature.

The increasingly complex subjects taught in elementary schools require teachers to be able to deliver material clearly and interestingly so that the material can be understood optimally by students and get maximum learning results as well. The development of language skills is not only from the model or method of learning but also must pay attention to the characteristics of students in order to be able to direct students to master language skills. The use of learning models that pay attention to student activeness will improve the quality and increase student experience in conveying information to others in writing. But in reality, the Indonesian learning process in elementary schools is still oriented towards transferring knowledge from teachers to students with activities dominated by teachers. Students' involvement in learning is still limited to receiving material delivered by the lecture method.

Tarigan (2018) says that writing is to reduce or describe graphic symbols that describe an understood language that is understood by someone, so that other people can read these graphic symbols if they understand the language and graphic images. Writing skills need to be trained and developed through the educational process, writing skills are not automatically mastered by students. Skills can only be acquired and mastered through practice and a lot of training.

Supriyadi (2018) defines writing as an activity of delivering messages (communication) using written language as a tool and medium. In the world of education, writing activities are very important in training a person (student) to pour and develop ideas, experiences, and thinking abilities into writing.

In elementary schools, writing learning is one of the language skills that must be mastered well by students. Writing learning in elementary school is expected to help students to think critically and logically, and to be able to express feelings, ideas, and ideas in the form of written language.

Learning to write a description essay should be delivered in a coherent manner, the teacher first explains what a description essay is, then gives examples of description essays, after which students try to make their own description essays. But the reality in the field, students have not been able to write descriptive essays well, the implementation of learning to write descriptive essays in elementary schools is still less than optimal, because it still uses conventional learning methods, namely the learning process that uses the monotonous lecture method.

This has an impact on student learning outcomes, from the data on the final exam results of grade VI students in semester 1 obtained, the average learning outcomes of Indonesian language, especially writing skills at SD Negeri 104185 Semayang, Sunggal District, Deli Serdang Regency in the 2023-2024 learning year are still low. One of the competencies that students must master is that students are able to write descriptions. The aspect that determines the success of students in writing is the creativity of the teacher. Teachers have the duty and responsibility to teach students to understand various concepts, including the concept of writing. However, in reality, writing skills are the lowest when compared to other language skills. Students experience problems when writing, especially writing description essays, especially in grade VI SD, students have difficulty in determining themes and are less able to develop their ideas, also in composing essays students pay less attention to the use of spelling (capitalization, full stops, commas and others). And also this is because learning is still teacher-centered, relying on the lecture method, and teachers are still minimal in using learning media. So that Indonesian is considered a boring lesson. This results in students becoming bored and bored in participating in Indonesian language learning in class, so that it also has an impact on the low learning outcomes of Indonesian language students in class VI of State Elementary School 104185 Semayang, Sunggal District, Deli Serdang Regency in the 2023-2024 Learning Year.

Overcoming these problems requires innovation from teachers to package Indonesian language learning so that Indonesian language learning can be favored by students. When following the learning process, creative innovation is needed so that students can follow the learning process well. One of the learning model innovations that can be used so that students can be actively involved in the learning process so that it has an impact on improving the learning outcomes of Indonesian language students in class VI of SD Negeri 104185 Semayang, Sunggal District, Deli Serdang Regency in the 2023-2024 Learning Year is using the Think Talk Write (TTW) model.

In learning to write descriptions, students are required to be able to write down what they see, hear, and feel. In order for learning to write descriptions to be more memorable, teachers must choose the right method and in accordance with the learning. In writing this description essay, the TTW learning model is used. The TTW model is expected to be an effective model for learning to write description essays.

The Think Talk Write (TTW) Learning Model is a learning model that facilitates oral language practice and writing in the form of writing. The Think Talk Write (TTW) learning model emphasizes communication skills and students' thinking creativity at the stages of its implementation. In the talk stage, that is talking, and developing creativity in think and write. According to Huda (2014: 218) "Think Talk Write (TTW) is a strategy that facilitates oral language practice and writes the language fluently. TTW encourages students to think, talk and write down a certain topic". Based on the explanation of the TTW learning model, it is suspected that the TTW learning model will be able to encourage students in learning so that student learning outcomes will be maximized.

The application of the Think Talk Write (TTW) learning model to the learning outcomes of writing description essays is thought to contribute to students' Indonesian learning outcomes. This is because the Think Talk Write (TTW) stage starts from student involvement in thinking or dialoguing with themselves after the reading process, then talking and sharing ideas with their friends before writing. This activity is more effective in groups of 3-5 students. Group members are arranged heterogeneously and in the group students are asked to read, make small notes, explain, listen, respond and complete it with writing in an active and fun atmosphere. The application of the Think Talk Write (TTW) learning model is expected to help teachers in overcoming various problems that arise when implementing Indonesian language learning.

## II. METHODS

This type of research is experimental research, which is a research method used to find the effect of certain treatments on others in controlled conditions Sugiyono (2006: 72). According to Gay (in Emzir 2007: 63) Experimental research is the only research method that can properly test hypotheses regarding causal relationships.

The research design used is One-Group Pretest-Posttest Design. If in design no.a, there is no pretest, then in this design there is a pretest, before being given treatment. Thus the results of the treatment can be known more accurately, because it can compare with the situation before treatment. This design can be described as follows:

**O<sub>1</sub> X O<sub>2</sub>**

Note:

O<sub>1</sub> = *pretest*

O<sub>2</sub> = *posttest*

X = Treatment using the learning model *Think Talk Write (TTW)*

The variables involved in this study are operationally defined as follows: Think Talk Write (TTW) learning model is a learning model that trains students to be able to build thoughts in creating ideas, expressing ideas and sharing ideas with their friends, and writing the results of their thoughts in the learning process, especially writing description essays. Students' Indonesian learning outcomes referred to in this study are the scores obtained by students in the initial test (pretest) and the scores obtained by students during the final test (posttest). Based on some of the above opinions, it can be concluded that description writing is a writing whose content describes something in accordance with the actual situation in detail. Describing, describing or explaining an object, place, atmosphere or situation in the form of words arranged systematically, all of this is done with the five senses so that the reader seems to be able to see, feel, hear, and smell something directly. The writing process requires several stages and various problems, so a special model is needed in order to produce quality written work. In writing this description essay, the TTW learning model is used. The TTW model is expected to be an effective model for learning to write description essays.

Population is a generalization area consisting of objects or subjects that have certain qualities and characteristics set by researchers to study and then draw conclusions (Sugiyono, 2017: 80). So the population is not only people, but also objects and other natural objects. The population in this study were all grade VI students of SD Negeri 104185 Semayang.

The sampling technique in this study was nonprobability sampling. According to Sugiyono (2017: 125), nonprobability sampling is a sampling technique that does not provide equal opportunities for each element (member) of the population to be selected as a sample member. Researchers in this study used saturated samples. Sugiyono (2017: 126) states that saturated samples are all populations involved to become research samples. Usually done if the population is considered small or less than 100 people.

Sugiyono (2017: 102) states that when conducting a study, you should use a good measuring instrument. The measuring instrument used in research is called a research instrument. A research instrument is a tool used to measure observed natural and social phenomena. The research instruments used in this study that "tests are generally used to assess and measure student learning outcomes, especially cognitive learning outcomes regarding mastery of teaching materials in accordance with teaching objectives." Tests are used to measure the knowledge and abilities of students' description writing skills.

Observation sheets are used to systematically observe and record teacher and student activities during the learning process. Observation is a research instrument used to find out some student activities in asking questions, courage to answer teacher questions, ability to do problems, enthusiasm for listening to the teacher and diligence in going to school. Documentation is a data collection technique by collecting and analyzing documents, both written, pictorial, and electronic documents (Sukmadinata, 2013: 221). Documents are records of events that have passed, can be in the form of writings, pictures, or monumental works of a person (Sugiyono, 2017: 240). The documents collected were selected according to the focus and purpose of the problem.

There are several tests carried out, namely the initial test and the final test. Pretest was conducted before giving treatment. The initial test was conducted to determine the ability possessed by students before the application of the Think Talk Write (TTW) Learning Model in class VI students. The next action is the posttest to determine the learning outcomes of writing descriptions in grade VI students by applying the Think Talk Write (TTW) Learning Model.

To find out the value of the ability to write descriptive text of grade VI students of SD Negeri 104185 Semayang without and by using the Think Talk Write (TTW) learning model obtained then entered into the frequency distribution table format. Student scores are written and sorted from highest to lowest. Fifth, determining the average of descriptive text writing skills without and with the use of Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang.

The next stage of the normality test is carried out to determine whether the data is normally distributed or not. Sudjana (2005: 466-467) uses that to carry out the normality test, the procedure is carried out using the Liliefors formula. The homogeneity test aims to determine whether the data has a homogeneous variant or not. The homogeneity test can be done by using the formula for comparing the largest variant with the smallest variant. According to Sudjana (2005: 249: 251), the formula can be done with the following steps. Find the variance of the data group, then calculate the price of Fhitung.

### III. RESULTS AND DISCUSSION

In this case, it will be discussed about the results of research on the effectiveness of the use of the Think Talk Write (TTW) learning model on the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang. The research results will be described in three ways, namely data description, data analysis, and discussion. Data description means describing the data that has been collected. Data analysis is carried out based on data analysis that has been described in chapter III. Furthermore, the discussion is carried out based on the analysis of data results in relation to the theoretical references used.

This research was conducted at SD Negeri 104185 Semayang in January 2024, this research data was obtained by giving performance tests without using the Think Talk Write (TTW) learning model and by using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang.

Students' writing ability was corrected according to the indicators studied, namely based on the text structure consisting of title, topic sentence, description and noun. Each aspect of the study was given a score between 1-3 with a maximum score of 3.

Test data on students' writing ability without using the Think Talk Write (TTW) learning model was obtained through a performance test. In the test, students were asked to write a description text with the title "Library of SD Negeri 104185 Semayang" without using the Think Talk Write (TTW) learning model. After the data was collected, the data was assessed based on the description text indicators consisting of title, topic sentence, description and nouns.

All aspects of the research were given a score of 1-3. After the data was analyzed, the highest score was 10 and the lowest score was 4. The maximum score obtained by students in full is as follows. First, a score of 10 was obtained by 4 students. Second, a score of 9 was obtained by 6 students. Third, a score of 8 was obtained by 7 students. Fourth, score 7 was obtained by 5 students. Fifth, score 6 was obtained by 5 students. Sixth, score 5 was obtained by 3 students. And seventh, score 4 was obtained by 1 student.

Each indicator of description text writing skills without using the Think Talk Write (TTW) learning model can be described as follows.

a. Indicator (Title)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model for indicator 1 Title, the data scores ranged from 1 to 3. The acquisition of scores for the Title indicator is as follows. First, score 1 was obtained by 5 students, second, score 2 was obtained by 6 students, and third, score 3 was obtained by 20 students.

b. Indicator (Topic Sentence)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model for indicator 2 Topic Sentence, the data scores ranged from 1 to 3. The acquisition of scores for indicator 2 Topic Sentence is as follows. First, score 1 was obtained by 9 students, second, score 2 was obtained by 13 students, and third, score 3 was obtained by 9 students.

c. Indicator (Description)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model for indicator 3 description, the data scores ranged from 1 to 3. The acquisition of scores for indicator 3 description is as follows. First, score 1 was obtained by 21 students, second, score 2 was obtained by 8 students, and third, score 3 was obtained by 2 students.

d. Indicator (Noun)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model for indicator 4 Nouns, the data scores ranged from 1 to 3. The acquisition of scores for indicator 4 Nouns is as follows. First, score 1 was obtained by 16 students, second, score 2 was obtained by 9 students, and third, score 3 was obtained by 6 students.

Data on student writing ability tests using the Think Talk Write (TTW) learning model were obtained through performance tests. In the test, students were asked to write a description text with the title "Library of SD Negeri 104185 Semayang" using the Think Talk Write (TTW) learning model. After the data was collected, the data was assessed based on the description text indicators consisting of Title, Topic Sentence, Description and Noun.

All aspects of the research were given a score of 1-3. After the data is analyzed, the highest score is 12 and the lowest score is 7. The maximum score obtained by students in full is as follows. First, a score of 12 was obtained by 5 students. Second, a score of 11 was obtained by 7 students. Third, score 10 was obtained by 6 students. Fourth, score 9 was obtained by 5 students. Fifth, score 8 was obtained by 4 students. And Sixth, score 7 was obtained by 4 students.

Each indicator of the ability to write description text using the Think Talk Write (TTW) learning model can be described as follows.

a. Indicator (Title)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang using the Think Talk Write (TTW) learning model for indicator 1 Title, the data scores ranged from 1 to 3. The acquisition of scores for indicator 1 title is as follows. First, score 1 was obtained by 3 students, second, score 2 was obtained by 7 students, and third, score 3 was obtained by 21 students.

b. Indicator (Topic sentence)

Based on the test results of the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang using the Think Talk Write (TTW) learning model for indicator 2 Topic Sentences, the data scores ranged from 1 to 3. The scores for indicator 2 Topic Sentences are as follows. First, score 1 was obtained by 6 students, second, score 2 was obtained by 15 students, and third, score 3 was obtained by 10 students.

c. Indicator (Description)

Based on the test results of the ability to write description text of grade VI students of SD Negeri 104185 Semayang using the Think Talk Write (TTW) learning model for indicator 3 Description, the data scores ranged from 1 to 3. The

acquisition of scores for indicator 3 Description is as follows. First, score 1 was obtained by 3 students, second, score 2 was obtained by 14 students, and third, score 3 was obtained by 14 students.

d. Indicator (Noun)

Based on the results of the test of the ability to write description texts of grade VI students of SD Negeri 104185 Semayang using the Think Talk Write (TTW) learning model for indicator 4 Nouns, the data scores ranged from 1 to 3. The scores for indicator 4 Nouns are as follows. First, score 1 was obtained by 1 student, second, score 2 was obtained by 8 students, and third, score 3 was obtained by 22 students.

The data analysis on the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang and the ability to write description text by using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang, as well as the effectiveness of using the Think Talk Write (TTW) learning model on the ability to write description text.

The ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang is known after the scores are processed into scores with the percentage formula. The scores obtained for the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang ranged from 33.33-100. In full, those who obtained a score of 33.33 were 1 student with a percentage of 3.23%, students who obtained a score of 41.66 were 3 students with a percentage of 9.68%, students who obtained a score of 50 were 5 students with a percentage of 16.13%, students who obtained a score of 58, 33 were 5 students with a percentage of 16.13%, students who scored 66.67 were 7 students with a percentage of 22.58%, students who scored 75 were 6 students with a percentage of 19.35%, and students who scored 83.33 were 4 students with a percentage of 12.90%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang based on the calculated average.

Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang is 1,950. The next step is to classify the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang based on a scale of 10.

Tabel 1. Grouping the Ability to Write Descriptive Text without Using the Think Talk Write (TTW) Learning Model for Grade VI Students SD Negeri 104185 Semayang

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	0	0
2	86-85%	Very Good	0	0
3	76-85%	Good	4	12,90
4	66-75%	Good Enough	13	41,94
5	56-65%	Enough	5	16,13
6	46-55%	Not Enough	5	16,13
7	36-45%	Lower	3	9,68
8	26-35%	Very Low	1	3,22
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the title aspect that the ability to write description text is known after being processed into a value with the percentage formula. The scores obtained by the ability to write description text on the Title aspect ranged from 33.33-100, students who scored 33.33 were obtained by 5 students with a percentage of 16.13%, students who scored 66.67 were obtained by 6 students with a percentage of 19.35%, students who scored 100 were 20 students with a percentage of 64.52%. In accordance with the data analysis technique, the next step is to determine the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the Title aspect based on the calculated average.

Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the Title aspect is 1,566.67.

Furthermore, the classification of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the Title aspect based on a scale of 10 can be seen in the following table:

Tabel 2. Grouping the Ability to Write Descriptive Text without Using the Think Talk Write (TTW) Learning Model of Grade VI Students of SD Negeri 104185 Semayang Seen from the Title Aspect

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	20	64,52
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	6	19,35
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	5	16,13
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the topic sentence aspect, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the Topic Sentence aspect ranged from 33.33-100. In full, students who obtained a score of 33.33 were obtained by 9 students with a percentage of 29.03%. Students who scored 66.67 were obtained by 13 students with a percentage of 41.94%. Students who scored 100 were obtained by 9 students with a percentage of 29.03%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of topic sentences based on the average count.

Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the aspect of topic sentences is 2,066.68. Furthermore, the classification of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the aspect of topic sentences based on a scale of 10 can be seen in the following table.

Tabel 3. Grouping the Ability to Write Descriptive Text without Using the Think Talk Write (TTW) Learning Model for VI grade students of SD Negeri 104185 Semayang Seen from the Topic Sentence Aspect

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	9	29,03
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	13	41,94
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	9	29,03
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the description aspect, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the description aspect ranged from 33.33-100. In full, students who obtained a score of 33.33 were obtained by 21 students with a percentage of 67.74%. Students who scored 66.67 were obtained by 8 students with a percentage of 25.81%. Students who scored 100 were obtained by 2 students with a percentage of 6.45%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the description aspect based on the calculated average.

Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the description aspect is 1,433.29. Furthermore, the classification of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI

students of SD Negeri 104185 Semayang seen from the description aspect based on a scale of 10 can be seen in the following table.

Tabel 4. Grouping the Ability to Write Descriptive Text without Using the Think Talk Write (TTW) Learning Model for VI grade students of SD Negeri 104185 Semayang Seen from the Description Aspect

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	2	6,45
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	8	25,81
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	21	67,74
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the aspect of nouns ranged from 33.33-100. In full, students who scored 33.33 were obtained by 16 students with a percentage of 51.61%. Students who scored 66.67 were obtained by 9 students with a percentage of 29.03%. Students who scored 100 were obtained by 6 students with a percentage of 19.36%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns based on the average count.

Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns is 1,733.31. Furthermore, the classification of the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns based on a scale of 10 can be seen in the following table.

Tabel 5. Grouping the Ability to Write Descriptive Text without Using Think Talk Write (TTW) Learning Model for 6th grade students of SD Negeri 104185 Semayang Seen from the Aspect of Nouns

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	6	19,36
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	9	29,03
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	16	51,61
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang is known after the scores are processed into scores with the percentage formula. The scores obtained for the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang ranged from 33.33 - 100. In full, those who obtained a score of 58.33 were 4 students with a percentage of 12.90%, students who obtained a score of 66.67 were 4 students with a percentage of 12.90%, students who obtained a score of 75 were 5 students with a percentage of 16.13%, students who obtained a score of 83.33 were 6 students with a percentage of 19.36%, students who obtained a score of 91.67 were 7 students with a percentage of 22.58%, and students who obtained a score of 100 were 5 students with a percentage of 16.13%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang based on the calculated average. Based on the table, the value of the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang is 2,516.67. The next step is to classify the ability to write descriptive text

using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang based on a scale of 10 can be seen in the following table.

Tabel 6. Grouping the Ability to Write Descriptive Texts by Using the Think Talk Write (TTW) Learning Model for 6th grade students of SD Negeri 104185 Semayang

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	12	38,71
2	86-85%	Very Good	0	0
3	76-85%	Good	6	19,36
4	66-75%	Good Enough	9	29,03
5	56-65%	Enough	4	12,90
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	0	0
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>Perfect</b>

The ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the title aspect that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained by the ability to write description text on the Title aspect ranged from 33.33-100, students who scored 33.33 were obtained by 3 students with a percentage of 9.68%, students who scored 66.67 were obtained by 7 students with a percentage of 22.58%, students who scored 100 were 21 students with a percentage of 67.74%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the Title aspect based on the average count. Based on the table, the value of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the Title aspect is 2,666.68. Furthermore, the classification of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the Title aspect based on a scale of 10 can be seen in the following table.

Tabel 7. Grouping the Ability to Write Descriptive Texts by Using the Think Talk Write (TTW) Learning Model for VI grade students of SD Negeri 104185 Semayang Seen from the Title Aspect

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	21	67,74
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	7	22,58
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	3	9,68
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the topic sentence aspect, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the Topic Sentence aspect ranged from 33.33-100. In full, students who obtained a score of 33.33 were obtained by 6 students with a percentage of 19.35%. Students who scored 66.67 were obtained by 15 students with a percentage of 48.39%. Students who scored 100 were obtained by 10 students with a percentage of 32.26%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text using the learning model of Think Talk Write (TTW) class VI students of SD Negeri 104185 Semayang seen from the aspect of topic sentences based on the average count.

Based on the table, the value of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of topic sentences is 2,200.03. Furthermore, the classification of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the topic sentence aspect based on a scale of 10 can be seen in the following table.

Tabel 8. Grouping the Ability to Write Descriptive Texts by Using the Think Talk Write (TTW) Learning Model for VI grade students of SD Negeri 104185 Semayang Seen from the Topic Sentence Aspect



No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	10	32,26
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	15	48,39
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	6	19,35
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the description aspect, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the description aspect ranged from 33.33-100. In full, students who obtained a score of 33.33 were obtained by 3 students with a percentage of 9.68%. Students who scored 66.67 were obtained by 14 students with a percentage of 45.16%. Students who scored 100 were obtained by 14 students with a percentage of 45.16%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the description aspect based on the calculated average.

Based on the table, the value of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the description aspect is 2,433.37. Furthermore, the classification of the ability to write description texts using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the description aspect based on a scale of 10 can be seen in the following table.

Table 9. Grouping the Ability to Write Descriptive Texts by Using the Think Talk Write (TTW) Learning Model for VI grade students of SD Negeri 104185 Semayang Seen from the Description Aspect

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	14	45,16
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	14	45,16
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	3	9,68
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

The ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns, that the ability to write description text is known after the score is processed into a value with the percentage formula. The scores obtained from the ability to write description text on the aspect of nouns ranged from 33.33-100. In full, students who obtained a score of 33.33 were obtained by 1 student with a percentage of 3.22%. Students who scored 66.67 were obtained by 8 students with a percentage of 25.81%. Students who scored 100 were obtained by 22 students with a percentage of 70.97%.

In accordance with the data analysis technique, the next step is to determine the ability to write description text by using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns based on the average count.

Based on the table, the value of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns is 2,766.69. Furthermore, the classification of the ability to write description text using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang seen from the aspect of nouns based on a scale of 10 can be seen in the following table.

Tabel 10. Grouping the Ability to Write Descriptive Texts by Using the Think Talk Write (TTW) Learning Model of Grade VI Students of SD Negeri 104185 Semayang Seen from the Aspect of Nouns

No	Mastery Level	Qualification	Freq	Percentage
1	96-100%	Perfect	22	70,97
2	86-85%	Very Good	0	0
3	76-85%	Good	0	0
4	66-75%	Good Enough	8	25,81
5	56-65%	Enough	0	0
6	46-55%	Not Enough	0	0
7	36-45%	Lower	0	0
8	26-35%	Very Low	1	3,22
9	16-25%	Bad	0	0
10	0-15%	Worst	0	0
<b>Total</b>			<b>31</b>	<b>100</b>

Based on the data description and data analysis, the following points are discussed further. First, the ability to write description text without using Think Talk Write (TTW) learning model. Second, the ability to write description text by using Think Talk Write (TTW) learning model. Third, the effectiveness of Think Talk Write (TTW) learning model on the ability to write description text of grade VI students of SD Negeri 104185 Semayang.

Based on the results of data analysis, it is known that the level of testing the ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang is classified as Fair (C). According to Dalman (2014: 3), states that writing is a communication activity in the form of conveying messages (information) in writing to other parties using written language as a means of communication.

To other parties by using written language as a tool or medium. The ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang is grouped into 5 qualifications, namely:

- Students who are classified as good qualifications are 4 people with sample codes 08, 13, 17, and 28.
- Students who are classified as more than sufficient qualifications 13 people with sample codes 03, 04, 05, 07, 09, 16, 18, 20, 22, 23, 24, 25, and 26.
- Students who are classified as sufficient qualifications 5 people with sample codes 02, 06, 14, 27, and 29.
- Students who are classified as less qualified are 3 people with sample codes 12, 15, and 31.
- Students who are classified as very poor qualifications 1 person with sample code 30.

Students' writing ability in the control class is in the Fair qualification (C) because, it does not apply the Think Talk Write (TTW) learning model. According to Huda (2014:218), Think Talk Write (TTW) is a strategy that facilitates oral language practice and writing the language fluently. this strategy is used to develop writing fluently and practice language before it is written down.

Based on the student work test to write descriptive texts that get a score of 1-3 seen based on the theory according to Priyatni (2014: 72), descriptive text is a text that describes an object / thing / situation so that the reader sees as if hearing, seeing or feeling the thing described. The following will describe the ability to write description text using the Think Talk Write (TTW) learning model per indicator.

In indicator 1 there are three criteria for the title to be brief, concise and directly refer to the object to be described, students only score 1-3. Students who score 1 on indicator 1 without using the Think Talk Write (TTW) learning model in student writing.

Based on the measurement indicators of the ability to write description texts for indicator 1 title, score 1 is given because students write the title of the description text with the title "Library" only fulfills one of the three title criteria, namely brief. Priyatni (2014: 72) the title of the description text is usually short, concise, and directly refers to the object being described.

Based on the measurement indicators of the ability to write descriptive text for indicator 1 title, score 2 is given because students write the title of the description text with the title "School Library" only fulfills two of the three title criteria, namely brief and pata. Priyatni (2014: 72) descriptive text titles are usually short, concise, and directly refer to the object being described.

Based on the measurement indicators of the ability to write descriptive text for indicator 1 title, a score of 3 is given because students write the title of the description text with the title "Library Room of SD Negeri 104185 Semayang" fulfilling three title criteria namely brief, concise, and directly referring to the object described. Priyatni (2014: 72) the title of the description text is usually short, concise, and directly refers to the object being described.

In indicator 1, it can be concluded that the average ability to write descriptive text for indicator 1 title is in perfect qualification, so it can be said that students have been able to write. Based on the title score obtained by students with the highest indicator of 3, it means that students also understand the purpose of writing so that students gain knowledge, direction and confidence about the structure of description text in indicator 1 title.

Priyatni (2014: 72) revealed that each paragraph of description text begins with a topic sentence in the form of a general statement that is able to attract readers to read the full description. The results showed that the ability to write description text without using the Think Talk Write (TTW) learning model indicator 2 topic sentences students got a score of 1-3.

Based on the measurement indicators of the ability to write description text for indicator 2 topic sentences, score 1 is given because students write description text at the beginning of the paragraph there is no topic sentence in the form of a general statement and unable to attract readers' interest to read the description with the topic sentence "The library is all neatly arranged". Priyatni (2014: 72) topic sentences, each paragraph in the description text begins with a topic sentence in the form of a general statement that is able to attract the reader's interest to read the full description.

According to Priyatni (2014:72) description is describing things/objects/states specifically and in detail about the picture. The results showed that the ability to write descriptive text without using the think talk write (TTW) learning model for indicator 3 description students scored 1-3.

Based on the measurement indicators of the ability to write description text for indicator 3 description, score 1 is given because students write description texts that do not describe things/objects/circumstances specifically and in detail about the picture with the description "There are many books to read and borrow on the bookshelves, inside it is quiet not fussing specifically for reading only". Priyatni (2014:72) description is further details of the topic sentence. Description describes things/objects/circumstances specifically, in detail, as it is, as if the reader hears, sees, and feels the things described.

The results showed that the ability to write description text without using the Think Talk Write (TTW) learning model for indicator 4 there is the use of nouns students scored 1-3. For more clarity, the following will explain the acquisition of scores for indicator 4. students only score 1-3. Students who scored 1 on indicator 4 without using the Think Talk Write (TTW) learning model in student writing.

Based on the measurement indicators of the ability to write description texts for indicator 4 nouns, score 1 is given because students write description texts there are 1-2 uses of nouns "There are many books that can be read, you can find them on the shelves of books that are neatly arranged". Priyatni (2014:73) uses nouns, related to the object being described.

Based on the linguistic rules in the form of using nouns obtained by students with the highest indicator, namely score 3, it means that students also understand the purpose of writing until students gain knowledge, direction and confidence about the linguistic rules of description text.

Based on the results of data analysis, it is known that the level of understanding of the ability to write description texts using the Think Talk Write (TTW) learning model for grade VI students of SD Negeri 104185 Semayang is classified as Good (B). According to Dalman (2014: 3), states that writing is a communication activity in the form of delivering messages (information) in writing to other parties using written language as a tool or medium. The ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang is grouped into 5 qualifications, namely; (a) students who are classified as perfect qualifications 12 people with sample codes 01, 03, 09, 13 14, 15, 20, 24, 27, 28, and 30, and 28, (b) students who are classified as more than good qualifications 6 people with sample codes 04, 11, 22, 26, 29, and 31, (c) students who are classified as more than sufficient qualifications 9 people with sample codes 05, 06, 08, 09, 12, 16, 17, 21, and 25, (d) students who are classified as sufficient qualifications 4 people with sample codes 02, 18, 19, and 23.

The students' writing ability in the experimental class was in the Good (B) qualification because, applying the Think Talk Write (TTW) learning model. According to Huda (2014: 218), Think Talk Write (TTW) is a strategy that facilitates oral language practice and writing the language fluently. this strategy is used to develop writing fluently and practice language before it is written down.

Based on the student work test to write descriptive texts that get a score of 1-3 seen based on the theory according to Priyatni (2014: 72), descriptive text is a text that describes an object / thing / situation so that the reader sees as if hearing, seeing or feeling the thing described. The following will describe the ability to write description text without using the Think Talk Write (TTW) learning model per indicator.

In indicator 1 of the title, there are three criteria for the title to be brief, concise and directly refer to the object to be described, students only score 1- 3.

Based on the measurement indicators of the ability to write descriptive text for indicator 1 title, score 1 is given because students write the title of the description text with the title "Library" only fulfills one of the three title criteria, namely brief. Priyatni (2014: 72) descriptive text titles are usually short, concise, and directly refer to the object being described.

In indicator 1, it can be concluded that the average ability to write descriptive text for indicator 1 title is in perfect qualification, so it can be said that students are able to write. Priyatni (2014: 72) states that descriptive texts have a description text title structure that is usually short, concise, and directly refers to the object being described. Based on the title score obtained by students with the highest indicator of 3, it means that students also understand the purpose of writing so that students gain knowledge, direction and confidence about the structure of description text in indicator 1 title.

Priyatni (2014: 72) revealed that each paragraph of description text begins with a topic sentence in the form of a general statement that is able to attract readers to read the full description. The results showed that the ability to write description text using the Think Talk Write (TTW) learning model indicator 2 topic sentences students got a score of 1-3.

Based on the measurement indicators of the ability to write description text for indicator 2 topic sentences, score 1 is given because students write description text at the beginning of the paragraph there is no topic sentence in the form of a general statement and is unable to attract readers to read the description with the topic sentence "A clean and tidy library where we add knowledge". Priyatni (2014: 72) topic sentence, each paragraph in the description text begins with a topic sentence in the form of a general statement that is able to attract the reader's interest to read the full description.

Based on the topic sentence indicator, the score obtained by students with the highest is 3, which means that students also understand the purpose of writing so that students gain knowledge, direction and confidence about the structure of description text in indicator 2 topic sentences.

According to Priyatni (2014: 72) description is describing things/objects/states specifically and in detail about the picture. The results showed that the ability to write descriptive text using the Think Talk Write (TTW) learning model for indicator 3 description students scored 1-3.

Based on the measurement indicators of the ability to write description text for indicator 3 description, a score of 3 is given because students write description text describing things/objects/circumstances specifically and in detail about the picture with the description "The tiled floor is white and clean, not only clean but all neatly arranged. To the right of the entrance is a long, right-angled brown table where books are borrowed. Behind it there is a long table on which there are 2 computers used by teachers, in the middle of the room there are 3 round brown tables with red carpet underneath for reading. There are many books neatly arranged on 4 bookshelves lined up in brown color at the end of the library room ".Priyatni (2014: 72) description is further details of the topic sentence. Description describes things/objects/circumstances specifically, in detail, as it is, as if the reader hears, sees, and feels the thing described.

In indicator 3, it can be concluded that the average ability to write description text is in perfect qualification, it can be said that students are quite capable of writing description text and have achieved the purpose of writing. The results showed that the ability to write descriptive text using the Think Talk Write (TTW) learning model for indicator 4 there was the use of nouns students scored 1-3. For more details. The following will explain the acquisition of scores for indicator 4. students only score 1-3. Students who scored 1 on indicator 4 without using the Think Talk Write (TTW) learning model in student writing.

Based on the measurement indicators of the ability to write description texts for indicator 4 nouns, a score of 3 is given because students write description texts there are more than 5 uses of nouns "This library has 2 teachers in it. To the right of the entrance there is a long, right-angled table where books are borrowed. In the middle of the room there are 3 brown round tables with red carpets for sitting where books are read there. In the corner there are 4 brown bookshelves made of wood containing books that are neatly arranged according to their names ". Priyatni (2014:73) uses nouns, related to the object being described.

Based on the linguistic rules in the form of using nouns obtained by students with the highest indicator, namely score 3, it means that students also understand the purpose of writing until students gain knowledge, direction and confidence about the linguistic rules of description text.

Based on the value of the ability to write description text using the Think Talk Write (TTW) learning model is better than the value of the ability to write description text without using the Think Talk Write (TTW) learning model. This is evident from the results of the ability to write description text using the Think Talk Write (TTW) learning model because it can improve teamwork and make students help each other in the learning process to train students' skills in writing, and emphasize the need for students to communicate the results of their thoughts. This is inversely proportional when without using the Think Talk Write (TTW) learning model, students only listen to explanations from the teacher, so students are not active in the learning process.

The results of data analysis in this study show in general that the average ability to write descriptive text of grade VI students of SD Negeri 104185 Semayang without using the Think Talk Write (TTW) learning model is at sufficient qualification (C) with an average score of 62.90. While the ability to write descriptive text of grade VI students of SD Negeri 104185 Semayang by using the Think Talk Write (TTW) learning model is in good qualification (B) with an average score of 80.18.

The results showed that the Think Talk Write (TTW) learning model is suitable for use in learning writing skills, especially the ability to write description text. The Think Talk Write (TTW) learning model can provide opportunities for students to practice cooperation and appreciate the abilities of each student in learning, because this learning model contains to train students' skills in writing, and emphasizes the need for students to communicate the results of their thoughts. The Think Talk Write (TTW) model is used to develop writing fluently and practice language before writing. This is in line with Huda's opinion (2014:218).

#### IV. CONCLUSIONS

Based on the data analysis and discussion in chapter IV, the following conclusions can be drawn. First, the level of ability to write description text without using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang obtained an average score of 62.90 with a mastery level of 55-65% with sufficient qualifications. The level of ability to write descriptive text by using the Think Talk Write (TTW) learning model of grade VI students of SD Negeri 104185 Semayang obtained a score of 81.18 with a mastery level of 76%-85% with Good (B) qualifications. It is concluded that the ability to write descriptive texts of grade VI students of SD Negeri 104185 Semayang by using the Think Talk Write (TTW) learning model is better than not using the Think Talk Write (TTW) learning model.

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