Improving the Ability of Writing Exposition Text Using the Think-Talk-Write Strategy

Nur Alfin Hidayati[1*], Agus Darmuki[1], Mukti Widayati[2], Suryantoro[3], Yoga Alfaridzi[1]

[1]Universitas Muria Kudus, 59327, Indonesia

[2]Uniersitas Veteran Bantara Sukoharjo, Indonesia

[3]Universitas PGRI Kanjuruhan Malang, Indonesia

*Corresponding Author: nur.alfin@umk.ac.id

Available online 31 December 2020

Abstract: This research aims to (1) improve the quality of the learning process for writing expository texts for class X3 students at SMA Negeri 1 Kudus using the ThinkTalk-Write strategy; and (2) to improve the quality of learning outcomes for writing expository texts for class X 3 students at SMA Negeri 1 Kudus using the ThinkTalk-Write strategy. This type of research is Classroom Action Research (PTK) with qualitative descriptive techniques carried out in class X3 of SMA Negeri 1 Kudus. Research data collection uses planning, action, observation and reflection procedures. The results of this research prove that the expository text writing skills of class X3 students at SMA Negeri 1 Kudus have improved after learning to write expository texts using the Think-Talk-Write strategy. The results of the expository text writing test in cycle I showed an average score of 77.42 and in cycle II showed an average score of 84.06. From these results it can be seen that the increase in students' skills in writing expository texts from cycle I to cycle II was 6.64 points or 18.44%. Apart from improving skills, the behavior of class X3 students at SMA Negeri 1 Kudus also experienced changes in a more positive direction after learning to write expository texts using the Think-Talk-Write strategy.

Keywords: Writing, Strategy, Think-Talk-Write, Exposition

1. Introduction

The development of the 2013 curriculum requires students to have the ability to think and act productively and creatively. Minister of Education and Culture Regulation 59 of 2014 outlines that the 2013 curriculum is centered on student-centered and interactive learning patterns. The 2013 curriculum was developed by improving individual and group learning patterns while still paying attention to the development of the special potential of each student. One of them is students' ability to write various kinds of texts in learning Indonesian. In accordance with the basic competencies in Indonesian language subjects that must be mastered by high school students in class.

Writing is the process of conveying messages (ideas, thoughts, opinions, information and knowledge) in writing to other people, (Hairuddin, et al, 2007); Ahsin, et. al (2020); Ahsin, et. al (2020); Al Mabruroh, et. al (2020); Angelia, et. al (2020). With writing skills, someone can express their thoughts or feelings in writing so that writing skills are very useful, (Cintiandini, Nahdi, & Susilo, 2019); Arukah, et. al (2020); Arukah, et. al (2020); Devi, et. al (2020); Fathurohman, et. al (2020). Writing is a language skill that is used to express ideas or ideas that are in the mind through written language so that other people can read and understand them, (Yunsirno, 2010); Fathurohman, et. al (2020); Kara, et. al (2020); Kara, et. al (2020); Lestari, et. al (2020); Nisa, et. al (2020). Writing is a language skill that has a very important role in the world of education. Writing involves various aspects of language which include: use of punctuation and spelling, use of diction, structuring sentences, developing paragraphs, processing ideas, and developing essay models, (Ibrahim and Wahyuni, 2012); Nugraheni, et. al (2020); Nugraheni, et. al (2020); Nurhadi, et. al (2020); Prayogo, et. al (2020); Purnaningtyas, et. al (2020). Writing can make students accustomed to composing writing in the form of words

that form sentences, groups of sentences that form systematic, logical and effective paragraphs through exercises in writing paragraphs in essays, (Helmawati, Raja & Samhati, 2014); Purnaningtyas, et. al (2020); Rodli, et. al (2019); Roysa, et. al (2020); Satria, et. al (2020); Sofia, et. al (2020).

Writing ability can be said to be a primary activity that is productive and creative. Even though writing is a primary activity, the process of writing activities at SMA Negeri 1 Kudus is not optimal. Based on data analysis obtained by researchers, class X3 students at SMA Negeri 1 Kudus in August 2019, it was discovered that students were less interested in writing activities. This is shown in the process of writing expository text, students have difficulty developing ideas into complete writing. Many students have difficulty writing down material or materials that will be used as writing.

So far, learning to write expository texts at SMA Negeri 1 Kudus has been carried out by teachers/researchers by freeing students to choose the topic to write about. However, this makes students unable to express ideas for writing because students' knowledge is still lacking and students' vocabulary mastery is still minimal. Even though learning to write expository texts has been carried out in a structured manner, students tend to feel bored with the learning process. And it is known that teachers/researchers still use lecture and modeling methods. Teachers/researchers still use conventional methods.

2.   Structure of References

Learning is a process of activities to teach students with learning resources and a learning environment, (Darmuki et al., 2019); Sulistyowati, et. al (2020); Tamarudin, et. al (2020); Umah, et. al (2020); Widianto, et. al (2019). Learning is a process of changing behavior as a result of learning, (Darmuki et al., 2017); Ahsin, et. al (2019); Ahsin, et. al (2019); Cahyono, et. al (2020); Kurniasih, et. al (2020). Learning success cannot be separated from the use of learning methods or strategies (Darmuki & Hidayati, 2019). The Think-Talk-Write (TTW) strategy is a strategy that is thought to improve writing abilities. Think Talk Write is a learning that begins with thinking through reading material (listening, criticizing, and alternative solutions), the results of the reading are communicated through presentations, discussions, and then making a report on the results of the presentation, (Hamdayama, 2014); Ristiyani, et. al (2019); Wanabuliandari, et. al (2019); Wanabuliandari, et. al (2019). In Think Talk Write, action planning is carried out carefully regarding learning activities, namely through thinking, exchanging opinions, and writing down discussion results so that learning objectives can be achieved (Iru & Arihi, 2012).

Think-Talk-Write (TTW) facilitates students to practice speaking and writing Indonesian fluently. This strategy is based on the understanding that learning is a social behavior. The TTW strategy encourages students to think, talk, and then write about a certain topic. This model is used to develop writing fluently and practice language before writing it. The TTW strategy allows students to influence and manipulate ideas before expressing them in written form. This strategy also helps students collect and develop ideas through structured conversations (Huda, 2014: 218). Several previous research results, including those by Suryadi (2017), Alfianika (2017), Sianturi & Ambarita (2016) and Uliana, Dananjaya, & Primandhika (2019) showed that the Think-Talk-Write strategy was successful in improving students' writing skills.

The problems that arose in the expository text writing skills of class X3 students at SMA Negeri 1 Kudus became the basis for researchers in conducting classroom action research. This research aims to improve expository text writing skills using the Think-Talk-Write (TTW) strategy in class X3 students at SMA Negeri 1 Kudus. The Think-Talk-Write learning strategy is expected to encourage students to think and express the ideas that students have in learning to write expository texts.

3.   Research Methodology

The type of research used by researchers in this research is Classroom Action Research (PTK). The focus of this research is to improve the ability to write expository texts oriented to learning settings using the Think-Talk-Write learning strategy. Kemmis and Taggart (in Arikunto 2010: 138), explain that the series of classroom action research are planning, implementing actions, observing and reflecting.

The respondents who were the research subjects were class X 3 students at SMA Negeri 1 Kudus with the problem being studied, namely the ability to write expository texts. Class determination is based on the level of existing problems according to the results of interviews with teachers conducted before the research, namely, it is still difficult for students to find ideas to develop into complete writing, students' lack of knowledge about expository texts, students' lack of mastery of vocabulary, and the majority of students in class does not meet the KKM value. The object of this research includes the learning process of writing expository texts and assessing the ability to write expository texts of class X 3 students at SMA Negeri 1 Kudus. The object of the event in the form of a process is the implementation of the learning process to write expository texts using Think-Talk-Write in class X 3 SMA Negeri 1 Kudus. The result object or research product is the score obtained by students during learning to write expository texts using the Think-Talk-Write learning strategy.

The data analysis technique used in this PTK is a qualitative descriptive analysis technique. The data analysis technique in this research is seen from process analysis and results analysis. Process analysis was taken when learning to write expository texts using the Think-Talk-Write learning strategy was implemented. Results analysis is carried out when students collect the results of writing expository texts.

4.   Result and Discussion

Based on observations, the learning process has been carried out in accordance with the steps in learning planning. Preliminary activities are carried out sequentially starting from giving greetings, checking student attendance, providing motivation, conveying basic competencies and learning objectives, and conveying activity plans at the meeting. The core activities, TTW syntax applied by the teacher have been fulfilled. The teacher applies three stages of TTW sequentially, starting from the think stage through providing worksheets. The worksheets provided contain questions in the form of problems that students must solve. These questions relate to the elements and language that students must look for in the examples of expository texts that have been given previously. Students start solving problems/questions in the LKS individually first. In its implementation, in general students can search for and determine appropriate structure and language in expository text examples. Next, in the second stage, namely talk, students begin to exchange opinions and express the results of thinking that have been obtained previously in the groups that have been formed. Apart from that, at the talk stage, students discuss to determine and formulate new ideas that will be made into exposition texts and write them individually (write). The writing stage was also used as a test so that researchers knew how students were able to write expository texts.

Based on observations during the learning process, using the TTW model can develop students' thinking skills. Providing worksheets is a stimulus for students to develop their minds. This can be seen from the reactions of students who are able to answer the questions in the LKS. TTW also provides opportunities for students to actively exchange opinions with their groups in discussion activities. However, some students do not take advantage of the opportunity to play an active role. Some students in the group still seemed less confident in expressing their opinions. Apart from that, students' lack of vocabulary and knowledge of linguistic rules is also an obstacle. Some students still show a lack of understanding regarding the use of language in writing exposition texts, especially in the use of technical words according to the theme of the exposition texts they write.

Learning that has been carried out in cycle I and cycle II shows that there has been an increase in skills in writing expository texts and changes in students' learning behavior in a more positive direction after following the learning process of writing expository texts using the Think Talk Write strategy.

To determine the improvement in students' skills in writing expository texts after learning to write expository texts using the Think Talk Write strategy, a test of expository text writing skills in cycle I and cycle II was carried out. The test results in cycle I and cycle II will also be compared with the results of the initial condition test carried out by the subject teacher, to determine changes in students' skills from the initial condition to after learning to write expository texts using the Think Talk Write strategy. The results obtained were an increase in the average test score. skills in writing expository texts from cycle I and cycle II

From the results of this discussion, it can be concluded that there has been an increase in the skills of X 3 SMA Negeri 1 Kudus students in writing expository texts after learning to write expository texts by applying the Think-Talk-Write strategy.

5.   Conclusion

Based on the data, analysis and discussion in the research that has been described, the researcher concluded that: (1) The Think-Talk-Write strategy is a learning strategy that requires students to be active in the process of writing expository texts. This strategy is applied in learning in three stages; The first is the thinking process, namely students are instructed to form small groups then read and make notes individually. The second stage is talk, namely interacting in a group to discuss small notes that have been discussed previously. The third stage of writing, namely the construction of the think and write stages. This strategy was implemented in two cycles in class X 3 of SMA Negeri 1 Kudus. After this strategy was implemented, in the teaching and learning process it was proven that students' skills in writing expository texts increased. (2) The skills of writing expository texts in class X 3 students at SMA Negeri 1 Kudus have improved after learning to write expository texts using the Think-Talk-Write strategy. The results of the expository text writing test in cycle I showed an average score of 77.42 and in cycle II showed an average score of 84.06. From these results it can be seen that the increase in students' skills in writing expository texts from cycle I to cycle II was 6.64 points or 18.44%. Teaching and learning outcomes apart from improving skills, the behavior of class These changes in student behavior can be proven from the results of non-test data in the form of observations, journals and interviews. Changes in student behavior can be seen clearly during learning. Based on the results of non-test data in cycle I, negative behavior was still visible during learning. In cycle II, students' negative behavior decreased and students' positive behavior increased.

References

Ahsin, M. N., & Ristiyani, R. (2019). Penerapan model sinektik untuk meningkatkan kemampuan menulis cerpen bagi mahasiswa. *KREDO: Jurnal Ilmiah Bahasa dan Sastra*, *3*(1), 148-156. https://doi.org/10.24176/kredo.v3i1.4060

Ahsin, M., Ristiyani, R., & Lusianti, D. (2019, October). Making Speech Therapy Aids for Children with Special Needs. In Proceeding of the 2nd International Conference Education Culture and Technology, ICONECT 2019, 20-21 August 2019, Kudus, Indonesia. http://dx.doi.org/10.4108/eai.20-8-2019.2288162

Ahsin, M. N., & Fathurohman, I. (2020). Penerapan Blended Learning dengan Moodle dan Media Website dalam Pembelajaran Jurnalistik Daring. Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal, 3(2), 33-46. https://doi.org/10.24905/sasando.v3i2.126

Ahsin, M. N., & Roysa, M. (2020). Pendampingan Pembuatan Media Pembelajaran Dengan Aplikasi Video Scribe Untuk Guru Ma Nu Hasyim Asy'Ari 2. Muria Jurnal Layanan Masyarakat, 2(2). https://doi.org/10.24176/mjlm.v2i2.4423

Alfanika, N. (2017). Pengaruh Penggunaan Teknik Think Talk Write (TTW) Terhadap Kemampuan Menulis Cerpen Siswa Kelas X SMA N 1 Painan. Jurnal Gramatika, 3(1), 101-118

Al Mabruroh, Z., Kanzunuddin, M., & Nugraheni, L. (2020, November). Penggunaan Bahasa Iklan Barang Dan Jasa Sebagai Bahan Ajar Jual Beli Dalam Mata Kuliah Bipa Di Universitas Muria Kudus. In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 157-161). https://conference.umk.ac.id/index.php/semarbipa/article/view/285

Alwasilah, A. Chaedar dan Senny Suzanna Alwasilah. (2007). Pokoknya Menulis. Bandung: PT Kiblat Buku Utama.

Amalia, A. F., Roysa, M., & Ismaya, E. A. (2020). Penerapan Model Time Token Berbantuan Media Kartu Kuartet Untuk Meningkatkan Hasil Belajar Siswa Sekolah Dasar. Naturalistic: Jurnal Kajian dan Penelitian Pendidikan dan Pembelajaran, 5(1), 643-649. https://doi.org/10.35568/naturalistic.v5i1.867

Angelia, B., Widianto, E., & Fathurohman, I. (2020). Kohesi Dan Koherensi Pada Buku Pengajaran Bipa Tingkt C1. In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 31-37). https://conference.umk.ac.id/index.php/semarbipa/article/view/269

Arikunto, Suharsimi. (2010). Prosedur Penelitian Suatu Pendekatan Praktik. Jakarta: Rineka Cipta.

Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020, October). Peningkatan Hasil Belajar Siswa dengan Menggunakan Media Ledu. In Prosiding Seminar dan Diskusi Pendidikan Dasar. https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17738

Arukah, D. W., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar Siswa Kelas IV Sekolah Dasar Negeri 2 Karangbener Menggunakan Model Think Pairs Share. EduBase: Journal of Basic Education, 1(2), 127-135. https://doi.org/10.47453/edubase.v1i2.141

Cahyono, T. A., Ulya, H., & Ristiyani, R. (2020). Media Konkret Sebagai Upaya Meningkatkan Kemampuan Mengungkapkan Kalimat Permintaan Maaf pada Kelas II SD. Jurnal Prakarsa Paedagogia, 3(2). https://doi.org/10.24176/jpp.v3i2.5858

Cintiandini, A., Nahdi, D. S., & Susilo, S. V. (2019). Mengembangkan Keterampilan Menulis Puisi Siswa Melalui Metode Pembelajaran Tipe Estafet Writing. Prosiding Seminar Nasional Pendidikan FKIP Universitas Majalengka, 146-153. http://prosiding.unma.ac.id/index.php/semnasfkip/article/view/21 Retrieved from

Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2017). Cooperative, Synectics, and CTL Learning Models Toward Speaking Ability Viewd from Students Motivation. Proceeding International Conference on Intellectuals'Global Responsibility (ASSEHR). Vol. 125, 75-79.

Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2017). Evaluating Information-Processing-Based Learning Cooperative Model on Speaking Skill Course. Journal of Language Teaching and Reasearch, 8(1), 44-51.

Darmuki, A., Andayani, Joko Nurkamto, Kundharu Saddhono. (2018). The Development and Evaluation of Speaking Learning Model by Cooperative Approach. International Journal of Instruction, 11(2), 115-128.

Darmuki, A. & Ahmad Hariyadi. (2019). Eksperimentasi Model Pembelajaran Jucama Ditinjau Dari Gaya Belajar Terhadap Prestasi Belajar Mahasiswa Mata Kuliah Berbicara Di Prodi PBSI IKIP PGRI Bojonegoro [Experimental Research on Jucama Learning Model viewed from Students' Learning Styles towards Their Learning Achievement in the Subject of Speaking]. Kredo, 3(1), 62-72.

Darmuki, A. & Hidayati N.A. (2019). An Investigation of The Cooperative Learning Using Audio Visual Media in Speaking Skill Subject. ICSTI, 121-126.

Darmuki, A. & Hidayati, N.A. (2019). Peningkatan Kemampuan Berbicara Menggunakan Model Kooperatif Tipe NHT pada Mahahasiswa Tingkat I-A Prodi PBSI IKIP PGRI Bojonegoro Tahun Akademik 2018/2019 [The Improvement of Speaking Skill using NHT Cooperative Model at First Year Students of Indonesian Language and Literature Department]. *Jurnal Pendidikan Edutama,* 6(2), 9-18.

Darmuki, A., Ahmad H. (2019). Peningkatan Keterampilan Berbicara Menggunakan Model Kooperatif Tipe Jigsaw pada Mahasiswa PBSI Tingkat IB IKIP PGRI Bojonegoro Tahun Akademik 2018/2019 [The Improvement of Speaking Ability using Jigsaw Cooperative Model at First Year Studetns of Indonesian Language and Literature Department. *Kredo*, 2(2), 256-267.

Devi, I., Fakhriyah, F., & Roysa, M. (2020). Implementasi model problem solving berbantuan media komik tematik untuk meningkatkan kemampuan berpikir kritis siswa. Jurnal Kreatif: Jurnal Kependidikan Dasar, 11(1), 9-16. https://doi.org/10.15294/kreatif.v11i1.25956

Endiawan, A. S., Fathurohman, I., & Santoso, S. (2020). PENGEMBANGAN MEDIA PEMBELAJARAN LITERASI CERGAM BERBASIS E-BOOK ANDROID TERHADAP MINAT BACA SISWA KELAS III SD. Primary: Jurnal Pendidikan Guru Sekolah Dasar, 9(4), 564-570.

Fathurohman, I., & Setiawan, D. (2020). The Utilization Of Culture Map Board Media To Improve Teachers' Skills In Elementary School. Journal of Education Technology, 4(3), 279-284. https://doi.org/10.23887/jet.v4i3.28456

Fathurohman, I., & Purbasari, I. (2020). Peningkatan Hasil Belajar Siswa SDN 5 Gondoharum Kudus Melalui Model TGT dan Media DaperR. Jurnal Ilmiah Wahana Pendidikan, 6(3), 264-274. https://doi.org/10.5281/zenodo.3960155

Hairuddin; Puspita; E.; Mirizon,S.; Zahra. (2007). Pembelajaran Bahasa Indonesia. Jakarta: Direktorat Jenderal Pendidikan tinggi Departemen Pendidikan Nasional. Jurnal Educatio FKIP UNMA, Volume 6, No. 1, June 2020, pp. 132-139 139

Hamdayama, J. (2014). Model Dan Metode Pembelajaran Kreatif Dan Berkarakter. Bogor: Ghalia Indonesia.

Hamzah, B. (2009). Model Pembelajaran. Menciptakan Proses Belajar Mengajar yang Kreatif dan Efektif. Jakarta: Bumi Aksara.

Helmawati, Raja, P & Samhati, S. (2015). Peningkatan Kemampuan Menulis Melalui Pendekatan Saintifik Pada Peserta Didik SMA. J-Simbol (Bahasa, Sastra, dan Pembelajarannya), 2 (1), 1-13.

Huda, M. (2013). Model-Model Pengajaran Dan Pembelajaran. Pustaka Jaya: Yogyakarta.

Ibrahim, AS & Wahyuni, S. (2012). Asesmen Pembelajaran Bahasa. Bandung: PT Reika Aditama.

Iru, L & Arihi L.S. (2012). Analisis Penerapan Pendekatan, Metode, Strategi, dan Model-model Pembelajaran. Jogjakarta: Multi Presindo.

Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Improving Poem Writing Skill Through Smart Ludo Media For Grade IV Students. Jurnal Ilmiah Sekolah Dasar, 4(3), 496-504. https://doi.org/10.23887/jisd.v4i3.27538

Kara, R. B., Fathurohman, I., & Fajrie, N. (2020). Upaya Meningkatkan Keterampilan Menulis Puisi melalui Media Ludo Pintar. Journal of Education Action Research, 4(3), 363-370. https://doi.org/10.23887/jear.v4i3.27231

Kuncoro, M. (2009). Mahir Menulis. Erlangga: Jakarta.

Kurniasih, N., Wanabuliandari, S., & Ristiyani, R. (2020). Bibliometrics analysis in articles of verbal bullying in schools. Library Philosophy and Practice, 2020, 1-10.

Lestari, E. E., Roysa, M., & Purbasari, I. (2020). Implementasi Media Permainan Codaka dalam Meningkatkan Hasil Belajar Ranah Keterampilan Siswa di Kelas IV SDN Sambung. Trihayu: Jurnal Pendidikan Ke-SD-an, 7(1). https://doi.org/10.30738/trihayu.v7i1.8394

Nisa, K., Kanzunnudin, M., & Nugraheni, L. (2020, November). Pengenalan Pembelajaran Sastra Melalui Novel Hujan Karya Tere Liye Bagi Mahasiswa Bipa Di Universitas Muria Kudus. In Prosiding Seminar Internasional Seminar Kepakaran Bahasa Indonesia Untuk Penutur Asing (SEMAR BIPA) (Vol. 3, No. 1, pp. 183-193). https://conference.umk.ac.id/index.php/semarbipa/article/view/288

Nugraheni, L., & Ahsin, M. N. (2020). Pendidikan Karakter dalam Pementasan Drama "Pelayaran Menuju İbu" Karya Ramli Prapanca sebagai Bahan Ajar Pengkajian Drama Mahasiswa PBSI. Jurnal Educatio FKIP UNMA, 6(2), 684-689. https://doi.org/10.31949/educatio.v6i2.730

Nugraheni, L., Suyitno, Ekowardani, N., & Waluyo, H. J. (2020, September). Pictures Series As Learning Media Of Folklore At Elementary School. In Proceedings of the 4th International Conference on Learning Innovation and Quality Education (pp. 1-4). https://doi.org/10.1145/3452144.3453760

Nurhadi, M., & Utaminingsih, S. (2020). Pengaruh Model Pembelajaran Inquiry terhadap Hasil Belajar Siswa Materi Operasi Hitung Bilangan Cacah di Kelas VI Sekolah Dasar. VIVABIO: Jurnal Pengabdian Multidisiplin, 2(1), 44-60. https://doi.org/10.35799/vivabio.2.1.2020.28804

Prayogo, W., Roysa, M., & Widianto, E. (2020). Alih kode dan campur kode dalam interaksi jual beli di pasar tradisional prawoto sukolilo pati. ALFABETA: Jurnal Bahasa, Sastra, dan Pembelajarannya, 3(2), 1-12. https://doi.org/10.33503/alfabeta.v3i2.891

Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020, October). Pemanfaatan Media Unos dan Model Pembelajaran Teams Games Tournament untuk Peningkatan Keterampilan Mengajar Guru di Sd Negeri Geritan Pati. In Prosiding Seminar dan Diskusi Pendidikan Dasar. https://journal.unj.ac.id/unj/index.php/psdpd/article/view/17737

Purnaningtyas, A. R. I. D., Fathurohman, I., & Kuryanto, M. S. (2020). Peningkatan Hasil Belajar melalui Model Teams Games Tournament Berbantuan Media Unos pada Siswa Kelas IV Sekolah Dasar. Jurnal Pendidikan Dasar Borneo (Judikdas Borneo), 2(2), 15-23. https://doi.org/10.35334/judikdas%20borneo.v2i2.1479

Ramadhani, I. R., Fathurohman, I., & Fardani, M. A. (2020). Efek Penggunaan Smartphone Berkelanjutan pada Masa Pandemi Covid-19 terhadap Perilaku Anak. Jurnal Amal Pendidikan, 1(2), 96-105.

Ristiyani, R., & Roysa, M. (2019). BULLYING VERBAL SEBAGAI BENTUK DISFEMISME TUTURAN DI SEKOLAH. Jurnal Educatio FKIP UNMA, 5(2), 174-181. https://doi.org/10.31949/educatio.v5i2.276

Rohmadi, M. & Nugraheni, S. (2011). Belajar Bahasa Indonesia Upaya Terampil Berbicara dan Menulis Karya Ilmiah. Surakarta: Cakrawala Media.

Rodli, R., Nugraheni, L., & Ediyono, S. (2019). Pemikiran Filsafat dalam Novel "Gerak-Gerik" Karya AH. J. Khuzaeni. Pentas: Jurnal Ilmiah Pendidikan Bahasa dan Sastra Indonesia, 5(1), 15-23. https://e-jurnal.unisda.ac.id/index.php/pentas/article/view/1515

Roysa, M., & Ahsin, M. N. (2020). Inovasi Pembelajaran Digital Menggunakan Model Poe pada Mata Kuliah Jurnalistik di Prodi PBSI Universitas Muria Kudus. Sasando: Jurnal Bahasa, Sastra Indonesia, dan Pengajarannya Lembaga Penelitian dan Pengabdian Masyarakat Universitas Pancasakti Tegal, 3(2), 99-107. https://doi.org/10.24905/sasando.v3i2.133

Satria, E. P., Fathurohman, I., & Ardianti, S. D. (2020). Meningkatkan hasil belajar siswa SD melalui model teams games tournament dan media scrapbook. EduBasic Journal: Jurnal Pendidikan Dasar, 2(1), 45-51. https://doi.org/10.17509/ebj.v2i1.26954

Sianturi, EO. & Ambarita, B. (2016). Pengaruh Model Pembelajaran Think Talk Write (Ttw) Terhadap Kemampuan Menulis Puisi Oleh Siswa Kelas X SMA Negeri 14 Medan Tahun Pembelajaran 2015/2016. Basastra, 5(2), 1-12.

Sofia, E. M., Fathurohman, I., & Purbasari, I. (2020). Penerapan Model Contextual Teaching And Learning Terhadap Peningkatkan Keterampilan Menulis Pendapat Pribadi. Kredo: Jurnal Ilmiah Bahasa dan Sastra, 3(2), 249-262. https://doi.org/10.24176/kredo.v3i2.4783

Sulistyowati, T., & Surachmi, S. W. (2020). Introducing Local Wisdom through Narrative: Teaching English in Higher Education. Indonesian EFL Journal, 6(1), 81-88. https://doi.org/10.25134/ieflj.v6i1.2641

Suryadi, A. (2017). Penerapan Model Pembelajaran Think Talk Write (Ttw) Untuk Meningkatkan Kemampuan Menulis Karangan Deskripsi Siswa Kelas V SDN Ketintang II/410 Surabaya. Jurnal Penelitian Pendidikan Guru Sekolah Dasar, 5(3), 1582-1596.

Tamarudin, A. (2020). Analisis faktor otentik kesulitan belajar program linier berbasis problem-based learning. ANARGYA: Jurnal Ilmiah Pendidikan Matematika, 3(1), 8-14. https://doi.org/10.24176/anargya.v3i1.4142

Uliana, I. Dananjaya, HF. & Primandhika, RB. (2019). Penerapan Metode Think Talk Write Dalam Pembelajaran Menulis Teks Cerpen Pada Siswa Menengah Atas. Parole (Jurnal Pendidikan Bahasa Dan Sastra Indonesia), 2 (4), 495-500.

Umah, S. W., Suad, S., & Roysa, M. (2020). Model Group Investigation Berbantuan Media Diorama Peristiwa Untuk Meningkatkan Hasil Belajar Siswa. DIDAKTIKA: Jurnal Pendidikan Sekolah Dasar, 3(2), 89-100. https://doi.org/10.21831/didaktika.v3i2.33744

Wanabuliandari, S., & Ristiyani, R. (2019). Program Hypnomathematics melalui Kata-Kata Positif untuk Guru SD 4 Bae, Kudus. Jurnal Pengabdian Pada Masyarakat, 4(3), 249-254. https://doi.org/10.30653/002.201943.150

Wanabuliandari, S., Ardianti, S. D., Ristiyani, R., Bintoro, H. S., & Sutiksno, D. U. (2019, July). e-Jas module: effort to improvement the environmental care and responsibility character. In 1st International Conference on Life, Innovation, Change and Knowledge (ICLICK 2018) (pp. 118-123). Atlantis Press. https://www.atlantis-press.com/proceedings/iclick-18/125913282

Widianto, E., & Fathurohman, I. (2019). Variasi Tunggal Bahasa dalam Interaksi Penjual dan Pembeli di Kawasan Makam Sunan Muria. KREDO: Jurnal Ilmiah Bahasa dan Sastra, 3(1), 164-170. https://doi.org/10.24176/kredo.v3i1.3403

Yunsirno. (2010). Keajaiban Belajar. Pontianak: Pustaka Jenius Publishing.