DEVELOPMENT OF DISCOVERY LEARNING LEARNING MODEL WITH THINK, TALK, WRITE STRATEGY IN IMPROVING NARRATIVE TEXT WRITING SKILLS OF GRADE V STUDENTS AT UPT SDN 16 BANGKALA, JENEPONTO REGENCY

PENGEMBANGAN MODEL PEMBELAJARAN DISCOVERY LEARNING DENGAN STRATEGI THINK, TALK, WRITE DALAM MENINGKATKAN KETERAMPILAN MENULIS TEKS NARASI SISWA KELAS V DI UPT SDN 16 BANGKALA KABUPATEN JENEPONTO

Mufliha Khaeratih Agus[1*], Munirah[2], Rosmini[3]

[1*]University of Muhammadiyah Makassar, Email: mufliha.r@yahoo.com
[2]University of Muhammadiyah Makassar, Email: munirah@unismuh.ac.id
[3]University of Muhammadiyah Makassar, Email: minimadeamin@unismuh.ac.id

*email koresponden: mufliha.r@yahoo.com

Abstract

This research aims to develop a Discovery Learning learning model with the Think, Talk, Write (TTW) strategy to improve the application of narrative text writing learning in grade V students at UPT SDN 16 Bangkala, Jeneponto Regency. This research uses a Research and Development (R&D) approach by adapting a 4D development model which includes the define, design, develop, and disseminate stages. The research instruments consisted of expert validation sheets, observations, teacher and student practicality questionnaires, and writing ability tests. The results of expert validation showed that the developed learning model was in the very feasible category, with a feasibility score of 92%. The practicality test also showed high results, namely 91% of teachers and 89% of students, which indicates that this learning model is easy to understand, easy to apply, and encourages active involvement of students in the learning process. Descriptively, the results of the pre-test and post-test illustrate a change in students' ability to write narrative texts, from an initial average score of 62.50 to 82.30 after the application of the developed learning model. Thus, this study concludes that the Discovery Learning learning model with the Think, Talk, Write strategy is feasible, practical, and has the potential to support the improvement of the writing skills of elementary school students. This model is recommended to be implemented more widely in Indonesian language learning, especially in narrative writing skills, and can be used as a reference for the development of literacy learning at the elementary education level.

Keywords : Discovery Learning, Think Talk Write, Model Development, Narrative Text, Indonesian Language Learning.

Abstrak

Penelitian ini bertujuan mengembangkan model pembelajaran Discovery Learning dengan strategi Think, Talk, Write (TTW) untuk meningkatkan keterterapan pembelajaran menulis teks narasi pada siswa kelas V di UPT SDN 16 Bangkala, Kabupaten Jeneponto. Penelitian ini menggunakan pendekatan Research and Development (R&D) dengan mengadaptasi model pengembangan 4D yang meliputi tahap define, design, develop, dan disseminate. Instrumen penelitian terdiri atas lembar validasi ahli, observasi, angket kepraktisan guru dan siswa, serta tes kemampuan menulis. Hasil validasi ahli menunjukkan bahwa model pembelajaran yang dikembangkan berada pada kategori sangat layak, dengan skor kelayakan mencapai 92%. Uji kepraktisan juga menunjukkan hasil yang tinggi, yaitu 91% dari guru dan 89% dari siswa, yang mengindikasikan bahwa model pembelajaran ini mudah dipahami, mudah diterapkan, serta mendorong keterlibatan aktif peserta didik dalam proses pembelajaran. Secara deskriptif, hasil pre-test dan post-test menggambarkan adanya perubahan kemampuan siswa dalam menulis teks narasi, dari nilai rata-rata awal 62,50 menjadi 82,30 setelah penerapan model pembelajaran yang dikembangkan. Dengan demikian, penelitian ini menyimpulkan bahwa model pembelajaran Discovery Learning dengan strategi Think, Talk, Write layak, praktis, dan berpotensi mendukung peningkatan kemampuan menulis siswa sekolah dasar. Model ini direkomendasikan untuk diimplementasikan secara lebih luas dalam pembelajaran Bahasa Indonesia, khususnya pada keterampilan menulis narasi, serta dapat dijadikan rujukan pengembangan pembelajaran literasi di jenjang pendidikan dasar.

Kata Kunci : Discovery Learning, Think Talk Write, Pengembangan Model, Teks Narasi, Pembelajaran Bahasa Indonesia.

1. INTRODUCTION

Education is a conscious effort made by humans to grow and develop various physical and spiritual skills in accordance with the development of society (Faridah et al., 2023). Through education, children are guided to grow into individuals who are able to face life challenges independently, both intellectually and morally (Wirati et al., 2024). Education not only functions as a means of knowledge transfer, but also as a process of character formation and development of students' potential to become competitive individuals with good personalities. Thus, education is the main foundation in producing future generations who are qualified and able to adapt to the changing times.

At the elementary school level, education has a very strategic role in building students' basic skills, including language skills. Language skills, especially writing, are an important part of literacy competencies that determine students' ability to organize ideas, think logically, and convey ideas in a coherent manner. Writing is a complex productive skill because it involves high-level thinking skills, such as analysis, synthesis, and creativity (Pardede, 2021). The ability to write narrative texts is one of the indicators to measure creativity and students' ability to express their imagination and convey experiences or events in a structured manner (Wiguna & Lestari, 2022).

The importance of literacy in an educational perspective is also in line with religious values. The Qur'an in Surah Al-Alaq verses 1–5 affirms the urgency of reading and writing as a way to acquire knowledge. This verse illustrates that literacy activities are a direct command from Allah SWT which is the foundation for the progress of human civilization. Thus, reading and writing are not only academic activities, but also intellectual worship with spiritual and

moral value. This reinforces the importance of fostering writing skills from an early age, especially at the elementary school level.

However, the reality in the field shows that learning to write narrative texts still faces various challenges. Based on initial observations at UPT SDN 16 Bangkala, it was found that students' narrative writing skills were not optimal. Many students have difficulty starting writing, have difficulty developing a storyline, and have not been able to close the narrative cohesively. This phenomenon is in line with the findings of previous research that showed that students tend to be passive and less motivated in writing activities (Susanti & Fitriani, 2021). This low enthusiasm has an impact on students' lack of ability to express ideas freely and creatively through writing.

In addition, the quality of student narrative writing in general has not met the expected standards. The resulting narrative text often lacks a clear structure, such as orientation, complications, and resolution. The development of ideas is still very limited, the use of vocabulary is less varied, and spelling and punctuation errors are still dominant (Rahayu & Santoso, 2022). This condition indicates that the learning methods used so far have not been able to fully facilitate the needs of students in developing writing skills. Learning that is too teacher-centered and relies only on lecture methods or assignments does not provide enough space for students to think critically, discuss, and build their own knowledge (Gunawan & Prasetyo, 2021).

For this reason, a learning model is needed that is able to arouse interest, increase participation, and facilitate students in the creative process of writing narrative texts. Narrative texts are basically texts that tell events in sequence so that they demand students' ability to arrange plots, connect events, and express ideas logically (Hasanah & Latifah, 2020). Learning to write narratives should be designed in such a way that students can learn through experience, exploration, and active interaction. Therefore, learning innovation is an urgent need to improve the quality of students' writing skills.

One of the learning models that is believed to be effective is Discovery Learning. This model places students at the center of learning and invites them to discover concepts through exploration, investigation, and hands-on experience (Widyastuti & Lestari, 2020). Discovery Learning encourages students to actively learn, develop curiosity, and build understanding independently. On the other hand, the Think, Talk, Write (TTW) strategy can support the writing process through individual thinking stages, discussions with friends to expand ideas, and write down thoughts in a structured manner (Supriadi & Nurhayati, 2020). The combination of these two approaches is considered to be able to create an interactive, collaborative, and meaningful learning environment for students in the writing process.

The integration between the Discovery Learning model and the TTW strategy provides an opportunity for students to construct knowledge independently while deepening understanding through discussion. The process of thinking (Think) allows students to formulate initial ideas, discussion (Talk) helps to enrich perspectives and clarify ideas, while writing (Write) is the final stage to realize ideas in the form of a complete narrative text (Yusuf & Hadi, 2021). This approach not only makes it easier for students to develop their writing, but also reduces anxiety and confusion when it comes to writing in person. Thus, learning to write narratives can be more interesting, challenging, and meaningful (Dewi & Putra, 2023).

The development of the Discovery Learning learning model with the TTW strategy is expected to be an innovative solution in improving the narrative text writing skills of grade V students. In addition, this study also provides input for the development of a curriculum that is more adaptive and contextual to the needs of students (Standards Agency, Curriculum, and Education Assessment, 2021). The successful implementation of this model is expected to strengthen literacy culture and improve the quality of Indonesian learning at the elementary school level.

Thus, the development of the Discovery Learning learning model with the Think, Talk, Write strategy at UPT SDN 16 Bangkala is expected to be able to provide positive changes in learning to write narrative texts. Through a more varied, collaborative, and exploratory approach, students are not only skilled in writing, but also have high motivation and a love for literacy. This is an important step in creating a generation that thinks critically, creatively, and is able to communicate effectively in the future.

2. RESEARCH METHOD

a. Research Methods

This study uses a research and development (R&D) approach with a descriptive quantitative analysis method (Amelia et al., 2023). The R&D approach was chosen because it was in line with the main objective of the study, which was to develop and test the feasibility of a new learning model that integrates *Discovery Learning* with *the Think, Talk, Write* (TTW) strategy to improve the narrative writing skills of elementary school students. According to Sudjana (2007), research and development is a systematic process to design, produce, and improve educational products until they are suitable for use in learning. In line with that, Gay (in Sugiyono, 2017) emphasized that R&D aims to produce effective learning products without having to test certain scientific theories.

In this study, the development model used is the 4D model (Four-D Model) from Thiagarajan, Semmel, and Semmel (1974), which consists of four stages, namely: define, design, develop, and disseminate. This model was chosen because it is systematic, simple, and effective for the development of learning tools and learning models that can be tested for validity, practicality, and effectiveness in the classroom context.

b. Research and Development Model

This research is a research and development (Research and Development / R&D) oriented to product development in the form of a Discovery Learning learning model with the Think, Talk, Write (TTW) strategy to improve the motivation and learning outcomes of writing narrative texts for students in grade V UPT SDN 16 Bangkala. The R&D approach was chosen because it allows researchers to systematically develop products, conduct expert validation, test practicality, and evaluate product effectiveness based on empirical data.

The development model used is the ADDIE Model (Analysis, Design, Development, Implementation, Evaluation). The selection of this model is based on its characteristics of being systematic, comprehensive, flexible, and allows formative evaluation in each phase. Compared

to other R&D models such as Borg & Gall or 4D, ADDIE is more relevant because it provides room for continuous revision, so product quality is more guaranteed.

The stages of ADDIE are described as follows.

1) **Analysis**

    The analysis phase aims to identify learning needs and problems. Its activities include:
    a) Analysis The need to identify the problem of low motivation and learning outcomes of students' narrative texts.
    b) Student Analysis includes the initial abilities, learning styles, interests, and cognitive characteristics of grade V students.
    c) Curriculum and Assignment Analysis to examine KD, indicators, and skills that students must master.
    d) Formulation of Learning Objectives based on SMART (Specific, Measurable, Achievable, Relevant, Time-bound) principles.

2) **Design**

    The design stage produces a conceptual design of learning products. Its activities include:
    a) Preparation of Discovery Learning learning syntax integrated with TTW.
    b) Design of learning tools in the form of lesson plans, teaching materials, and LKPD.
    c) Design of research instruments, such as motivation questionnaires, narrative writing assessment rubrics, and learning outcome tests.
    d) Literature study to strengthen the theoretical foundation of the model.

3) **Development**

    The development stage produces the initial product and ensures its feasibility. Activities include:
    a) Production of learning tools according to the design results.
    b) Expert validation (materials, media, and learning) to assess the feasibility of content, design, language, and technicality.
    c) Product revisions are carried out based on validators' suggestions.
    d) The trial was limited, involving 6–8 students to assess the practicality, practicality, and appeal of the media.
    e) Further revisions according to the findings of the trial are limited.

4) **Implementation**

    Products that have been valid and practical are then implemented on a real scale. Activities include:
    a) The implementation of learning using the Discovery Learning–TTW model in class V.
    b) Collection of motivation data and learning outcomes through questionnaires, pre-tests, and post-tests.
    c) Implementation observation to assess the implementation of the model and student activities.

5) **Evaluation (Evaluasi)**

Evaluation is carried out formative (in each phase) and summative (end of implementation). Activities include:

a) Formative evaluation to improve products at the analysis, design, and development stages.

b) Summative evaluation through an analysis of increased motivation and student learning outcomes.

c) Qualitative and quantitative data analysis to assess the validity, practicality, and effectiveness of the model.

d) Final revision to produce a final product that is ready for dissemination.

c. **Research and Development Procedures**

The research and development procedures in this study adapt a simplified R&D model, which includes the stages of needs analysis, product design, product development, expert validation, limited trials, revision, and extensive implementation. At the needs analysis stage, the researcher identified problems with the ability to write narratives and the needs of teachers and students through observation and interviews. The design stage is carried out by developing a design of a Discovery Learning learning model that is integrated with the Think, Talk, Write strategy, including the preparation of learning tools and evaluation instruments. The initial product is then developed into a complete learning model and ready to be validated by material experts, learning experts, and linguists. After obtaining feedback, revisions are made to produce a more viable product. The next stage is a limited trial of a small group of students to see the initial feasibility, practicality, and effectiveness of the model. The results of the trial became the basis for further revision before the product was implemented more widely in class V to measure the effectiveness of the model in improving narrative writing skills.

d. **Product Trials**

The product trial in this study was carried out through two stages, namely a limited trial and a field trial. A limited trial was conducted on a small number of grade V students to determine the initial response, level of understanding of the learning steps, and practical obstacles that arise when applying the Think, Talk, Write based Discovery Learning model. Data was obtained through observation, questionnaires, and analysis of student writing results. After revision, the model was then tested again in a field trial involving a full class to assess the effectiveness of the product in the context of actual learning. At this stage, the researcher measured the improvement of students' narrative writing skills through pre-test and post-test assessments and observed the smooth learning process. The results of the field trial became the basis for determining the feasibility of the product and recommendations for the implementation of the model for Indonesian learning in elementary schools.

e. **Instrumen Pengumpulan Data**

The data collection instruments in this study consisted of observation sheets, questionnaires, expert validation sheets, and narrative writing ability tests. Observation sheets are used to record student activities during the implementation of the Discovery Learning

model with the Think, Talk, Write strategy, especially on the aspects of participation, interaction, and engagement in each stage of learning. A questionnaire was given to students and teachers to find out the level of practicality, attractiveness, and acceptance of the developed learning model. Expert validation sheets are used to obtain assessments from subject matter experts, learning experts, and linguists regarding content suitability, model syntax structure, feasibility of learning steps, and product language quality. Meanwhile, narrative writing ability tests in the form of pre-tests and post-tests are used to measure the improvement of students' writing skills quantitatively after the application of the developed learning model.

f. Teknik Analisis Data

The data analysis technique in this study was carried out with a quantitative and descriptive approach to assess the validity, practicality, and effectiveness of the learning model. Expert validation data is analyzed using a Likert scale which is then converted to a percentage form to determine the product's eligibility category, such as very feasible, feasible, less feasible, or unfeasible. The data of the practicality and attractiveness questionnaire was processed by calculating average scores and percentages, so that it could be interpreted in the categories of very practical, practical, less practical, or impractical. Meanwhile, the effectiveness of the model was analyzed through a comparison of pre-test and post-test scores using gain score calculation to see the improvement of students' narrative writing skills. All the results of the analysis were then interpreted descriptively to provide a comprehensive picture of the quality and success of the Discovery Learning learning model based on the Think, Talk, Write strategy developed.

3. RESULT AND DISCUSSION

This development research resulted in a *Discovery Learning* learning model with *the Think, Talk, Write* strategy designed to assist grade V students in producing narrative texts in a more structured manner. At the initial test stage, students' basic writing skills are illustrated through the pre-test scores listed in Table 1. Pre-test and Post-test results. The average pre-test score of 62.50 gives an idea that students' initial abilities are still in the sufficient category and require the support of a more directed learning model.

Table 1. Pre-test and Post-test results

Aspects	Value
Rata-rata Pre-test	62.50
Post-test average	82.30
Gain Score	0.65
Expert Validation (%)	92
Teacher Practicality (%)	91
Student Practicality (%)	89

Table 1 presents an initial overview of students' basic abilities in writing narrative texts through an average pre-test score of 62.50. This score shows that students are in the sufficient category and still need more targeted learning support. This information is also visualized in a bar chart that shows the position of the pre-test value as the initial data before the development

product is tested. The diagram clarifies the condition of students' initial abilities and reinforces the need for a systematic learning model.

After the product was applied, the average post-test score was recorded at 82.30. The visual differences shown in the diagram between pre-test and post-test scores illustrate that students show better writing performance after participating in learning using the developed model. Although the focus of this study was not to measure improvement, the presentation of the diagram helped to show the change in the profile of students' abilities as a result of the use of the Discovery Learning learning model based on *the Think, Talk, Write* strategy.

In addition to the pre-test and post-test scores, Table 1 contains a gain score of 0.65, which is also visualized in the effectiveness diagram to show the proportion of changes in student learning performance. The diagram helps the reader understand how the development model contributes to the student learning process, particularly in terms of organizing ideas and writing structures. The gain score in the context of development research serves as an additional mapping to show that the designed product has a positive impact on the learning process.

Table 1 also includes expert validation results with a value of 92%, which is depicted in the pie chart as a representation of the product's feasibility level. This diagram shows the dominance of the "very feasible" category, providing a visual representation that the learning model meets the content criteria, learning design, and suitability of the TTW strategy in the context of writing skills. The expert assessment is a solid foundation that the product can be continued at a wider trial stage.

The practicality assessments of teachers and students who obtained scores of 91% and 89% respectively are also visualized in the comparison diagram. The diagram shows positive responses from direct users to the ease of application of the model, the flow of learning syntax, and the comfort of students in participating in Think, Talk, Write activities. These tables and diagrams as a whole provide a thorough picture that the resulting development product is not only theoretically valid, but also practical and easy to use in the context of learning to write class V narrative texts.
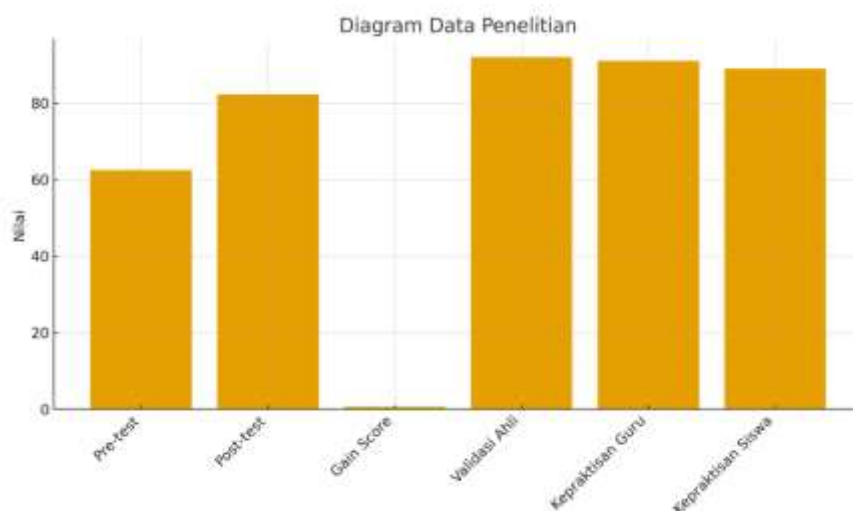

Figure 1. Output Research

The diagram above presents a summary of the research results in one visual that illustrates six main aspects, namely the average score of pre-test, post-test, gain score, expert validation, and practicality of teachers and students. The diagram shows a clear increase from a pre-test score of 62.50 to a post-test score of 82.30 after the implementation of the learning model, which indicates a positive change in students' writing skills. The gain score of 0.65 also reflects the effectiveness of the model in supporting learning development. In addition, expert validation reaches 92%, indicating that the product is considered very feasible to use. The practicality aspect also appears to be high, with teacher ratings of 91% and students of 89%, which illustrates that the learning model is easy to understand, implement, and accept by direct users. Overall, this diagram provides a strong visual picture of the quality, effectiveness, and feasibility of the developed learning model.

Discussion

The results of this study show that the Discovery Learning learning model with the Think, Talk, Write (TTW) strategy developed is able to provide a more structured learning alternative and in accordance with the characteristics of elementary school students in writing narrative texts. The development process through 4D models produces learning tools that have been validated by experts and tested for practicality and suitability in the classroom. Expert validation that gave a score of 92% showed that the developed model had met the feasibility in terms of content, language, presentation systematics, and suitability with learning objectives. These findings indicate that development products are already in the category of being very valid to be applied in the context of writing learning.

The results of the initial test in the form of pre-test scores provide an objective overview of students' basic abilities in writing narratives before using the developed learning model. The average pre-test score of 62.50 shows that some students still have difficulties in developing ideas, composing storylines, and applying language rules consistently. This condition is in line with the field findings at the dedefine stage, that students need help in the form of systematic thinking stages that can guide them to develop ideas gradually before producing a text. Thus, the need for a structured learning model becomes particularly relevant in this context.

After applying the developed learning model, the average post-test score increased to 82.30. Although this study did not aim to test causal effectiveness, the achievement of these scores showed a descriptively significant change in ability. These changes not only appear in the aspect of the content of the story, but also in the logic of the plot, the choice of words, and the neatness of the narrative structure. In the *talk stage*, students have the opportunity to discuss, exchange ideas, and verify understanding with friends. This interaction process has been proven to help students enrich their ideas so that their writing becomes more mature.

In addition to increasing grades, the data also shows that the developed learning model can be applied practically in learning. This can be seen from the results of the teacher practicality questionnaire of 91%, which indicates that the learning steps are easy to understand and apply by educators. The teacher assessed that the stages in the Discovery Learning model – Think, Talk, Write have been systematically arranged and support the achievement of learning

objectives without significantly increasing the workload. The practicality of students which reached 89% also showed that students felt comfortable, helped, and able to follow the learning flow well.

The support of the practical data is in line with the findings of observations during the learning. Students seem to be more active in discussing, asking questions, and writing the results of their thoughts independently. The Discovery Learning model with the Think, Talk, Write strategy provides space for students to experience the learning process gradually starting from exploration, analysis, discussion, to knowledge construction in the form of writing. Writing activities that were previously considered difficult became easier because students have *scaffolding* in the form of clear thinking stages.

Overall, the discussion shows that the development product in the form of a Discovery Learning learning model with the Think, Talk, Write strategy is an innovative alternative that is able to make a positive contribution to learning to write narratives. The high validity of the model, the practical support of teachers and students, and changes in writing skills based on test results provide evidence that this model is feasible to be applied on a wider scale. Nonetheless, further implementation still requires further research in different contexts to reinforce the generalization of results.

4. CONCLUSION

This research produced a learning model based on Discovery Learning with the Think, Talk, Write (TTW) strategy which is designed to help grade V students develop the ability to write narrative texts in a more structured manner. The development process through a 4D model (define, design, develop, disseminate) produces learning products that have been validated by experts and declared very suitable for use, with a validity rate of 92%. These results show that the designed learning model has met the aspects of substance feasibility, presentation, language, and suitability with the objectives of Indonesian learning in elementary schools.

The implementation of limited trials and field trials shows that this learning model has a high level of practicality, both from the perspective of teachers and students. Teachers give a practicality score of 91%, while students give a score of 89%. This data shows that learning steps are easy to understand, easy to implement, and provide a comfortable and meaningful learning experience for students. This model also facilitates continuous thinking, discussion, and writing activities so as to support the process of independent knowledge construction.

Descriptively, the results of the initial test (pre-test) and final test (post-test) show a change in students' ability to write narrative texts after using the learning model as a result of development. The average pre-test score of 62.50 which then changed to 82.30 in the post-test gives an idea that students are better able to develop ideas, develop storylines, and apply linguistic rules better when receiving support from the Discovery Learning – Think, Talk, Write learning steps. These findings reinforce that the model can be a solution to overcome the problems of writing learning that were previously identified in the needs analysis stage.

Overall, it can be concluded that the Discovery Learning learning model with the Think, Talk, Write strategy is feasible, practical, and has the potential to make a positive contribution to learning to write narrative texts in elementary schools. This development product is recommended to be applied more widely, while still taking into account the characteristics of the students and the learning context. Further research is recommended to test the effectiveness of this model in different contexts as well as look at its implications for other literacy skills such as reading, comprehension and speaking.

5.　REFERENCES

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