KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya

P-ISSN: 2442-7632 | E-ISSN: 2442-9287 | Vol. 12, No. 1, April 2026, pp. 280 – 300

10.22219/kembara.v12i1.42561 | http://ejournal.umm.ac.id/index.php/kembara

Integrating think-pair-share and mind mapping as an effective strategy to develop response text writing skills

(Mengintegrasikan metode berpikir-berpasangan-berbagi dan pemetaan pikiran sebagai strategi efektif untuk mengembangkan keterampilan menulis teks respons)

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Article History **Accepted: August 27, 2025** **Revised: March 25, 2026** **Available Online: April 30, 2026**

Abstract: The low skill in writing response texts among junior high school students is often caused by limited enthusiasm and difficulty in organizing ideas systematically. This study aims to examine the effectiveness of the Think-Pair-Share model, assisted by mind mapping, in improving response-text writing skills and to identify students' perceptions and the challenges teachers face during its implementation. The research employed a quantitative, pre-experimental design with a one-group pretest–posttest. The sample consisted of 30 seventh-grade students at SMP Asshidiqiyah in Garut Regency, Academic Year 2024/2025, selected via cluster random sampling. Data were collected through tests, questionnaires, and interviews, and analyzed using the Wilcoxon test and normalized gain calculations with SPSS version 25.0. The results indicate that the Think-Pair-Share model with mind mapping effectively enhanced students' writing skills, as evidenced by an Asymp. Sig. (2-tailed) value of 0.000 < 0.05 and an average normalized gain of 73.33%, which falls into the medium category. Furthermore, 75.3% of students responded positively to the use of the model and media, while technical and classroom management obstacles were successfully addressed through appropriate instructional strategies. It is concluded that the Think-Pair-Share model, supported by mind mapping, is recommended as an alternative for Indonesian language instruction, particularly for teaching narrative-genre text writing.

Keywords **Mind Mapping, Response Text, Think Pair Share, Writing Skill**

Abstrak: *Rendahnya keterampilan menulis teks tanggapan pada siswa sekolah menengah pertama menunjukkan perlunya strategi pembelajaran yang mampu mengintegrasikan proses berpikir, kolaborasi, dan pengorganisasian ide secara sistematis. Penelitian ini bertujuan untuk menguji efektivitas integrasi model Think Pair Share berbantuan mind mapping dalam meningkatkan keterampilan menulis teks tanggapan, menganalisis respons siswa terhadap penerapan model tersebut, serta mengidentifikasi hambatan implementasi dari perspektif guru. Penelitian menggunakan pendekatan kuantitatif dengan desain pra-eksperimen one-group pretest–posttest. Subjek penelitian adalah 30 siswa kelas VII SMP. Data dikumpulkan melalui tes menulis, angket respons siswa, observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan uji Wilcoxon dan perhitungan gain ternormalisasi. Hasil analisis menunjukkan adanya peningkatan signifikan keterampilan menulis setelah penerapan model, dengan kategori peningkatan berada pada tingkat sedang. Respons siswa terhadap pembelajaran bersifat dominan positif, dan hambatan yang muncul bersifat teknis serta manajerial yang dapat diatasi melalui penyesuaian strategi pengajaran. Kesimpulan penelitian ini menegaskan bahwa integrasi Think Pair Share dan mind mapping efektif dalam mengembangkan keterampilan menulis teks tanggapan, sekaligus meningkatkan keterlibatan belajar dan kualitas pengorganisasian gagasan siswa secara lebih terstruktur dan argumentatif.*

Kata Kunci ***Mind Mapping, Teks Tanggapan, Think Pair Share, Keterampilan Menulis***

How to Cite Nurwahidah, L. S., Falah, A., Naida, W., & Kartini, A. (2026). Integrating think-pair-share and mind mapping as an effective strategy to develop response text writing skills. *KEMBARA: Jurnal Keilmuan Bahasa, Sastra, dan Pengajarannya*, *12*(1), 280-300. https://doi.org/10.22219/kembara.v12i1.42561

INTRODUCTION

The writing response skills of junior high school students remain suboptimal, particularly in idea development, argumentative coherence, and accuracy in linguistic conventions. This is documented in various Indonesian literacy studies, which emphasize the low quality of students' structural and analytical depth in evaluative texts (Leola et al., 2024; Sa'diyah, 2022). This condition is further complicated by the fact that writing instruction is often still oriented toward the final product, leaving insufficient space for reflective and collaborative thinking processes that could help students build arguments systematically (Prihatin, 2021; Hasanudin et al., 2024). Furthermore, conventional, teacher-centered learning approaches result in low student engagement in idea exploration; consequently, writing is perceived as a burdensome individual activity rather than a dynamic social process (Sufiani & Marzuki, 2021; Suprayogi et al., 2021). Formative assessment results across various schools also indicate that students struggle to organize evidence-based responses and frequently present opinions without structured argumentation (Rizka, 2023; Widarsih et al., 2018). This situation indicates an urgent need for instructional strategies that not only improve academic scores but also build critical and systematic thinking skills in constructing response texts (Nurjamin et al., 2023; Milenia et al., 2022). The integration of the Think-Pair-Share (TPS) model and Mind Mapping techniques has been proven to significantly improve students' writing of response texts by systematically organizing their critical ideas through concept visualization. Active collaboration in paired discussions, combined with mind mapping, effectively sharpens analytical skills and promotes objectivity in drafting a complete, logical text structure. Thus, this empirical reality confirms that the problem of writing response texts is not merely a technical linguistic issue but a pedagogical one that requires more integrative and participatory instructional innovations (Meilana et al., 2020; Kartini et al., 2025).

Theoretically, various cooperative learning approaches have been developed to increase student participation in language learning, including the Think-Pair-Share model, which effectively encourages individual reflection before collective sharing (Meilana et al., 2020; Siagian, 2024). However, the implementation of this model in writing is often lacking visual tools to help students systematically organize ideas; thus, discussions do not fully translate into structured texts (Milenia et al., 2022; Rahayu, 2021). On the other hand, while the use of mind mapping as a visualization strategy is recognized for enhancing memory and the ability to connect concepts, its application in writing response texts remains relatively limited and often stands alone without a strong social interaction framework (Widiyono, 2021; Alamsyah, 2020). International literature also shows that integrating cognitive and collaborative strategies has a greater impact than using a single strategy in isolation, especially in critical literacy-based learning (Agustina, 2021; Amalia, 2020). Nevertheless, empirical studies that explicitly integrate Think-Pair-Share and mind mapping in the context of junior high response text writing remain rare in both national and international publications (Nur et al., 2024; Diniyasih et al., 2023). Therefore, despite the growth of cooperative and visual learning theories, conceptual and practical gaps persist in addressing the need for comprehensive instruction in response text (Kartini et al., 2025; Hasanudin et al., 2024).

Based on these empirical realities and literature limitations, this study aims to:

1. Analyze the effectiveness of integrating the Think-Pair-Share (TPS) learning model and Mind Mapping in improving students' response text writing skills. This analysis includes a comparison of students' writing abilities before and after the model's application, as well as a measurement of improvements based on indicators of structure, language, and content.

2. Describe student responses to the implementation of the TPS model integrated with Mind Mapping in the process of learning to write response texts. Student responses are examined in terms of engagement, interest, motivation, and perceptions of the model's ease and usefulness in assisting the writing process.
3. Identify obstacles to implementing the TPS model integrated with Mind Mapping from the teacher's perspective. This identification includes constraints on planning, execution, classroom management, time availability, and students' and teachers' readiness to adapt to the model.

The research objectives align with previous studies that tested the effectiveness of the TPS model, assisted by mind mapping, in improving the writing skills of junior high school students (Meilana et al., 2020; Widiyono, 2021). In addition to quantitatively testing writing skill improvement through pre- and post-treatment comparative analysis, this study also aims to analyze student responses as an indicator of pedagogical acceptance (Nur et al., 2024; Milenia et al., 2022). Furthermore, identifying implementation hurdles from the teacher's perspective provides a comprehensive overview of the technical and managerial aspects of this integrative strategy (Hasanudin et al., 2024; Kartini et al., 2025). These objectives are designed so that the research not only tests statistical effectiveness but also explains learning dynamics in context (Burhanuddin et al., 2015; Buzan, 2006). Accordingly, this study seeks to provide a thorough understanding of how integrating cognitive, collaborative, and visual strategies can improve the quality of response text writing (Rahayu, 2021; Nurjamin et al., 2023). Overall, the research objectives are formulated to address practical classroom needs while enriching the academic discourse on innovations in integrative-based writing instruction (Siagian, 2024; Sufiani & Marzuki, 2021).

Previous studies have tended to test Think-Pair-Share in the context of reviews without systematically integrating it with visual media such as mind mapping (Diniyasih et al., 2023; Nur et al., 2024). Meanwhile, studies on mind mapping in language learning place more emphasis on increasing motivation or reading comprehension rather than developing argumentative structures in response texts (Milenia et al., 2022; Rahayu, 2021). This gap indicates that few studies explicitly integrate the dimensions of social interaction and visual representation into a single, integrated learning design to improve response text writing skills (Kartini et al., 2025; Hasanudin et al., 2024). The novelty of this research lies in the operational integration of the Think–Pair–Share phases with the construction of mind maps as an idea-organizing tool before writing, ensuring that both strategies reinforce each other rather than stand independently (Meilana et al., 2020; Widiyono, 2021). The urgency of this research is strengthened by the current curriculum, which emphasizes thinking skills and argumentative literacy as 21st-century competencies (Nurjamin et al., 2023; Deporter & Hernacki, 2016). Therefore, this study is relevant not only as a response to local school needs but also as a contribution to the development of adaptive and innovative literacy pedagogy (Dinamaryati, 2021; Siagian, 2024).

This study makes a theoretical contribution by expanding understanding of the integration of cooperative and visual strategies in writing instruction, particularly in the context of response texts that demand evaluative and argumentative abilities (Dini et al., 2023; Kartini et al., 2025). The application of the Think-Pair-Share (TPS) model and Mind Mapping techniques received positive responses from students, as it created an interactive learning atmosphere and facilitated the visual Mapping of ideas. Students felt more confident expressing their opinions and were better supported in composing structured arguments through a combination of collaborative discussion and creative concept grouping. Methodologically, this research employs a pre-experimental design to quantitatively test the model's effectiveness, complemented by student response analysis and teacher interviews to provide a comprehensive overview of implementation (Hasanudin et al., 2024; Nur et al., 2024). In practice, the results of this study can serve as a reference for Indonesian language teachers in designing more participatory, structured, and growth-oriented writing instruction (Sufiani & Marzuki, 2021; Widiyono, 2021).

Additionally, the integration of Think-Pair-Share and mind mapping has the potential to serve as an alternative model replicable across other text types that emphasize argumentation and reflection

(Meilana et al., 2020; Milenia et al., 2022). On the other hand, the study identifies primary obstacles faced by teachers, including time constraints in monitoring every stage of discussion and difficulties in guiding students with low literacy skills to construct mind maps. Furthermore, the lack of adequate supporting media and the administrative burdens of the curriculum often hinder teachers' consistency in implementing the full Think-Pair-Share syntax. Thus, the contribution of this research is not only contextual for the school involved but also has broader relevance for the development of written literacy at the secondary education level (Nurjamin et al., 2023; Frensivitasari et al., 2020). Overall, this research is expected to enrich teaching practices and strengthen the academic foundation for integrating cognitive–collaborative–visual strategies in writing instruction (Siagian, 2024; Huda, 2014).

METHOD

This research employs a quantitative, pre-experimental design. The specific design utilized is the one-group pretest-posttest design. The rationale for selecting this design is to assess the influence of a single instructional model rather than to compare the effectiveness of different models across multiple classes. This approach enables a clearer, more in-depth analysis of improvements in each aspect of the assessment, based on established indicators. In this design, a pretest is administered before the treatment, followed by a posttest after the treatment.

The population of this study consists of all seventh-grade students at SMP Asshiddiqiyah for the 2024/2025 academic year, totaling 69 students across two classes: Class VII-A (39 students) and Class VII-B (30 students). The sampling process used a cluster-randomized design. Based on the randomization results, Class VII-B was selected as the research sample. Consequently, the sample for this study comprises 30 students from Class VII-B of SMP Asshiddiqiyah for the 2024/2025 academic year.

Data collection in this study utilizes three techniques: tests, questionnaires, and interviews. The test instrument is a written essay test administered twice, during the pretest and posttest phases. The results of these tests are used to measure the effectiveness of the Think-Pair-Share (TPS) model assisted by mind mapping in improving response text writing skills. Furthermore, the questionnaire is administered to capture student responses regarding the use of the TPS model with mind mapping in the classroom. Meanwhile, interviews are conducted to identify the obstacles teachers face in implementing the model. To ensure the validity of the test, questionnaire, and interview instruments, they were reviewed and validated by two lecturers specializing in Writing Proficiency courses.

Table 1
Pretest Instrument
Writing Response Texts on Fiction and Non-Fiction Books

PRETEST QUESTIONS	
Name	:
Class	:
Attendance Number	:

Instructions: Create a response text based on the book "Itam dan U" by adhering to the following requirements:

1. Include the book's identity (bibliographic details).
2. Write a response text consisting of at least three paragraphs, which must include the context (introduction to the book), description (explanation of the book's content), and evaluation (assessment of the book: strengths, weaknesses, and recommendations).
3. Provide a title for the response text you have written.

Answer:

Table 2
Final Test Instrument (Posttest)
Writing Skills for Response Texts on Fiction and Non-Fiction Books

POSTTEST QUESTIONS	
Name	:
Class	:
Attendance Number	:

Instructions: Last week, you read the fiction books titled "Karena Anggrek Ibu" and "Putri di Dalam Hutan." Now, write a response text based on one of those books. While writing, pay close attention to the structure of a response text (context, description, and evaluation) and use proper linguistic conventions. Do not forget to include the book's identity and provide a title for your response text.
Answer**:**

Table 3
Assessment Rubric
Writing Skills of Response Texts on Fiction and Non-Fiction Books

No	Assessment Aspects	Description	Score	Category
1	Content of the Response Text	The response text directly refers to the reviewed book, demonstrates title consistency, exhibits careful development of ideas, and maintains high cohesion and coherence.	29 – 35	Excellent
		The response text refers to the reviewed book and demonstrates title consistency but shows limited idea development and moderate cohesion and coherence.	22 – 26	Good
		The response text only partially addresses the reviewed book, demonstrates inconsistent relevance to the title, and shows very limited development of ideas.	15 – 21	Fair
		The response text does not refer to the reviewed book, fails to maintain title consistency, and lacks any development of ideas.	7 – 14	Poor
2	Structure of the Response Text	The structure of the response text is complete, including a title, book identity, introduction, body (comprising synopsis, strengths, and weaknesses), and a conclusion.	21 – 25	Excellent
		The response text's structure is incomplete, with only the body and a few other elements.	16 – 20	Good
		The structure of the response text is incomplete and consists only of a single long paragraph.	11 – 15	Fair
		The text lacks a proper body structure. The response text consists of a single short, unelaborated paragraph.	5 – 10	Poor
3	Linguistic Conventions of the Response Text	Demonstrates varied vocabulary and effective sentence structures, while showing mastery of linguistic conventions in response texts, including the use of conjunctions, reference words, evaluative language (praise or criticism), and recommendations.	21 – 25	Excellent
		Vocabulary is somewhat limited with several ineffective sentences, and shows moderate mastery of the linguistic conventions required for writing response texts.	16 – 20	Good
		Vocabulary is very limited with frequent errors in sentence effectiveness, and demonstrates a lack of mastery regarding the linguistic conventions of response texts.	11 – 15	Fair
		Vocabulary variation is minimal and shows no mastery of the linguistic conventions used in writing response texts.	5 – 10	Poor
4	Writing Mechanics	Almost no errors in spelling and punctuation are found.	13 – 15	Excellent
		Contains some errors in spelling and punctuation, but they do not obscure the meaning of the text.	10 – 12	Good
		Contains errors in spelling and punctuation that obscure the meaning of the text.	7 – 9	Fair
		Contains numerous errors in spelling and punctuation, significantly obscuring the meaning of the text.	3 – 6	Poor

Tabel 3
Questionnaire Instrument

Observed Aspect	Statement	Nature of Statement	Item Number
Attitude	I feel enthusiastic about participating in response-text writing lessons using the TPS model, assisted by mind mapping.	Positive	1
Attitude	Learning to write response texts using the TPS model, with mind mapping assistance, is very boring.	Negative	2
Benefits	The TPS learning model provides me with opportunities to be more active during the learning process.	Positive	3
Benefits	Mind mapping as a learning medium makes it easier for me to summarize and remember the core of the stories I have read.	Positive	4
Process	I am unclear about the sequence of the TPS model used during the learning process.	Negative	5
Results	I can write response texts after participating in lessons using the TPS model.	Positive	6
Evaluation	The TPS model leaves a positive impression on learning to write response texts.	Positive	7

Tabel 4
Questionnaire Scoring Guidelines

Alternative Responses	Penskoran	
	Positive	Negative
Strongly Agree	4	1
Agree	3	2
Disagree	2	3
Strongly Disagree	1	4

Table 5
Interview Instrument

No	Observed Aspect	Interview Question Outline
1	Planning	How does lesson planning for writing response texts using the TPS model benefit from mind Mapping?
2	Planning	Do the school's facilities and infrastructure support the learning process?
3	Implementation	What are the obstacles encountered during the implementation of learning to write response texts using the TPS model assisted by mind Mapping?
4	Evaluation	What are the impressions of the learning process when using the TPS model assisted by mind Mapping?

The data analysis technique used in this study consists of prerequisite tests, specifically a normality test to determine whether the research data is normally distributed. If the data are normally distributed, a parametric statistical test is used, namely a hypothesis test (t-test). However, if the data are not normally distributed, the analysis proceeds with a nonparametric test, specifically the Wilcoxon test.

The normality test is conducted using the Statistical Package for the Social Sciences (SPSS) version 25.0, with the following criteria: if the obtained significance level is > 0.05, the data are normally distributed; whereas if the significance level is < 0.05, the data are not normally distributed. Meanwhile, the basis for decision-making for the t-test and the Wilcoxon test is presented in Table 1.

Table 6
Basis for Decision-Making Based on Significance

No	Criteria	Results	Conclusion
1	Asymp. Sig. (2-tailed) > 0.05	Ho accepted, and Ha rejected	There is no significant improvement in the writing of response texts by 7th-grade students at SMP Asshiddiqiyah after using the TPS learning model assisted by mind mapping.
2	Asymp. Sig. (2-tailed) < 0.05	Ho rejected, and Ha accepted	There is a significant improvement in the writing of response texts among 7th-grade students at SMP Asshiddiqiyah after using the TPS learning model with mind mapping.

After conducting the t-test or Wilcoxon test, the data is further analyzed to calculate the normalized gain. This gain analysis is performed to determine the improvement in response text writing skills before and after the treatment. The extent of the improvement is calculated using the formula developed by Hake (1999), as cited in Sundayana (2020), as follows:

$$\text{Gain Ternormalisasi (GT)} = \frac{Skor\ akhir - skor\ awal}{skor\ ideal - skor\ awal}$$

The interpretation categories for the normalized gain (NG), as defined by Hake (1999) and later modified by Sundayana (2020), are presented in Table 7.

Table 7
Modified Interpretation of Normalized Gain

Normalized Gain Value (NG)	Interpretation
-1,00 ≤ GT < 0,00	Decrease
GT = 0,00	Constant / No Change
0,00 ≤ GT < 0,30	Low
0,30 ≤ GT < 0,70	Moderate
0,70 ≤ GT ≤ 1,00	High

RESULTS AND DISCUSSION

Results

This study introduces a novel approach by combining the social collaborative structure of the Think-Pair-Share (TPS) model with the cognitive visualization of the Mind Mapping technique to overcome obstacles in composing response texts. This integration specifically addresses a methodological gap by using the Think stage as a space to construct ideas through mind mapping, so that students not only share opinions verbally but also develop a logical, systematic argument framework before writing. Through this approach, critical aspects of response texts, such as objectivity and the coherence of the evaluative structure, can be more effectively enhanced than when using the two methods separately.

The study was conducted at SMP Asshiddiqiyah, located on Jalan Pamekaran, Kampung Paledang, Desa Suci Kaler, Kecamatan Karangpawitan, Kabupaten Garut. The research took place over five meetings, with a 3 × 35-minute allocation per meeting. The first session was on April 23, 2025, which included a pretest on composing response texts before applying the TPS model assisted by mind mapping. The second session was on April 29, 2025, and involved Think-Pair learning activities: reading a fiction book, creating individual mind maps, and then completing the LKPD in pairs. The third session on April 30, 2025, included the Share activity, during which the LKPD and mind maps created in the previous session were presented. The fourth session on May 6, 2025, involved analyzing the structure and linguistic rules of response texts as evaluation and reinforcement. The fifth session on May 7, 2025, involved giving posttest questions and questionnaires to students.

Pretest Assessment Results

The researcher conducted a pretest to assess students' initial writing skills prior to treatment. Data were collected based on evaluation aspects: content (1), structure (2), language rules (3), and writing mechanics (4). Data were processed using SPSS version 25.0.

Table 8
Pretest Score Aspect I (Content)

Statistic	Value
Sample size	30
Sum	577
Ideal score	35
Mean	19.23
Maximum score	26
Minimum score	10
Range	16
Standard deviation	4.897
Median	20
Mode	14

The pretest scores for Aspect I, which evaluates the content of students' response texts, were collected from a sample of 30 students. The total score was 577, with an ideal maximum of 35. The mean score for the students was 19.23, indicating that they performed slightly above the midpoint of the scale. The highest score was 26, while the lowest was 10, resulting in a 16-point range.
The standard deviation of 4.897 indicates moderate dispersion around the mean, suggesting some variability in students' content development skills. The median score of 20 indicates that half of the students scored above this value, while the most frequently occurring score (mode) was 14. Overall, these results suggest that, before the intervention, students' ability to develop content in response texts was moderate, with noticeable differences in performance. This baseline provides a reference for evaluating the effectiveness of subsequent instructional interventions, such as the Think-Pair-Share model assisted by mind mapping.

Table 9
Pretest Score Aspect II (Structure)

Statistic	Value
Sample size	30
Sum	472
Ideal score	25
Mean	15.73
Maximum score	23
Minimum score	10
Range	13
Standard deviation	4.346
Median	15.5
Mode	16

The pretest scores for Aspect II, which assess the structural organization of students' response texts, were collected from a sample of 30 students. The total score was 472, with an ideal maximum of 25. The mean score was 15.73, suggesting that students' performance in structuring their response texts was slightly above the mid-range. The highest score was 23, and the lowest was 10, for a range of 13 points. The standard deviation of 4.346 indicates moderate variability in students' structural abilities. The median score of 15.5 shows that half of the students scored above this value, while the mode of 16 indicates the most frequently occurring score.

Overall, these findings indicate that before the intervention, students exhibited moderate skills in structuring their response texts, with some variation in performance. This baseline can be used to measure improvements after applying the Think-Pair-Share model combined with mind mapping.

Table 10
Pretest Score Aspect III (Language rules)

Statistic	Value
Sample size	30
Sum	389
Ideal score	25
Mean	12.97
Maximum score	20
Minimum score	5
Range	15
Standard deviation	3.577
Median	11
Mode	10

The pretest scores for Aspect III, which evaluate the students' adherence to language rules in their response texts, were collected from 30 students. The total score was 389, with an ideal maximum of 25. The mean score was 12.97, indicating that students' ability to apply language rules was slightly below the midpoint of the scoring range. The maximum score was 20, while the minimum was 5, for a total range of 15 points. The standard deviation of 3.577 reflects moderate variability in students' abilities to apply language rules correctly. The median score of 11 indicates that half of the students scored below it, while the mode of 10 indicates the most frequently occurring score. Overall, the results suggest that, prior to the instructional intervention, students had moderate difficulty applying language rules in their response texts. This baseline highlights areas for potential improvement through the TPS model assisted by mind mapping.

Table 11
Pretest Score Aspect IV (Writing mechanics)

Statistic	Value
Sample size	30
Sum	276
Ideal score	15
Mean	9.20
Maximum score	12
Minimum score	6
Range	6
Standard deviation	1.919
Median	9
Mode	9

The pretest scores for Aspect IV, which evaluate students' writing mechanics in response texts, were collected from 30 students. The total score was 276, with an ideal maximum of 15. The mean score was 9.20, indicating that students' writing mechanics skills were slightly above the midpoint. The maximum score was 12, and the minimum was 6, resulting in a 6-point range. The standard deviation of 1.919 suggests relatively low variability in students' writing mechanics, indicating that most students performed similarly. The median and mode were both 9, indicating that the central tendency of the scores closely aligns with the average performance. Overall, these results indicate that before the intervention, students demonstrated moderate competency in writing mechanics, providing a baseline for evaluating improvements after applying the Think-Pair-Share model assisted by mind mapping.

Table 12
Overall Pretest Writing Skills Scores

Statistic	Value
Sample size	30
Sum	1,713
Ideal score	100
Mean	57.10
Maximum score	81
Minimum score	31
Range	50
Standard deviation	14.325
Median	55.5
Mode	42

The overall pretest scores, which combined all aspects of students' response-text writing skills, were collected from a sample of 30 students. The total score was 1,713, with an ideal maximum of 100. The mean score was 57.10, indicating that students' overall writing skills were slightly above the midpoint of the scoring range. The highest score was 81, and the lowest was 31, for a 50-point range. The standard deviation of 14.325 reflects moderate variability among students' overall writing skills. The median score of 55.5 shows that half of the students scored above this value, while the mode of 42 indicates the most frequently occurring score. These results suggest that before the instructional intervention, students demonstrated moderate proficiency in writing response texts, highlighting the potential for improvement through targeted teaching strategies, such as the Think-Pair-Share model with mind mapping.

Posttest Assessment Results

After applying the TPS model, with mind mapping assistance, the posttest assessed students' final writing skills.

Table 13
Posttest Aspect I (Content)

Statistic	Value
Sample size	30
Sum	363
Ideal score	35
Mean	12.10
Maximum score	20
Minimum score	7
Range	13
Standard deviation	2.321
Median	11.5
Mode	10

The posttest scores for Aspect I, evaluating the content of students' response texts after the intervention, were collected from 30 students. The total score was 363, with an ideal maximum of 35. The mean score was 12.10, indicating an improvement in students' content development skills relative to the pretest. The maximum score achieved was 20, and the minimum score was 7, resulting in a score range of 13 points. The standard deviation of 2.321 indicates moderate variation in student performance. The median score of 11.5 indicates central tendency, while the mode of 10 represents the most frequent score. Overall, these results indicate that after applying the Think-Pair-Share model with mind mapping, students showed measurable improvement in developing response texts, though some variation in proficiency remains.

Table 14
Posttest Aspect II (Structure)

Statistic	Value
Sample size	30
Sum	618
Ideal score	25
Mean	20.60
Maximum score	24
Minimum score	15
Range	9
Standard deviation	2.749
Median	20
Mode	20

The posttest scores for Aspect II, which assess the structural organization of students' response texts after the intervention, were collected from 30 students. The total score was 618, with an ideal maximum of 25. The mean score was 20.60, indicating a clear improvement in students' ability to organize ideas compared to the pretest. The highest score was 24, and the lowest was 15, for a range of 9 points. The standard deviation of 2.749 shows moderate clustering around the mean, suggesting that most students improved consistently. The median and mode were both 20, indicating that the central and most frequent scores align with the mean. These results suggest that the TPS model, combined with mind mapping, effectively enhanced students' structural skills in response texts.

Table 15
Posttest Aspect III (Language rules)

Statistic	Value
Sample size	30
Sum	593
Ideal score	25
Mean	19.77
Maximum score	24
Minimum score	10
Range	14
Standard deviation	4.066
Median	20
Mode	23

For Aspect III, evaluating adherence to language rules, the posttest scores from 30 students totaled 593, with a maximum possible score of 25. The mean score of 19.77 represents a substantial improvement over the pretest mean of 12.97. Maximum and minimum scores were 24 and 10, respectively, yielding a range of 14 points. The standard deviation of 4.066 indicates moderate variation among students' language accuracy. The median score was 20, and the mode was 23. These results show that the intervention significantly improved students' use of proper language conventions in response texts.

Table 16
Posttest Aspect IV (Writing mechanics)

Statistic	Value
Sample size	30
Sum	300
Ideal score	15
Mean	10
Maximum score	13
Minimum score	6
Range	7
Standard deviation	1.554
Median	10
Mode	10

Posttest scores for Aspect IV, assessing writing mechanics, were collected from 30 students. The total sum was 300, with an ideal score of 15. The mean score was 10.00, slightly improved from the pretest mean of 9.20. Scores ranged from 6 to 13, with a standard deviation of 1.554, indicating relatively homogeneous improvement across students. Both median and mode were 10. These findings suggest modest gains in students' writing mechanics, indicating that while content, structure, and language improved significantly, mechanical accuracy showed limited but consistent progress.

Table 17
Overall Posttest Writing Skills Scores

Statistic	Value
Sample size	30
Sum	2,319
Ideal score	100
Mean	77.30
Maximum score	93
Minimum score	50
Range	43
Standard deviation	13.280
Median	75
Mode	75

The overall posttest scores, summing all aspects, totaled 2,319 for 30 students, with an ideal maximum score of 100. The mean score of 77.30 reflects a substantial increase from the pretest mean of 57.10. The maximum score was 93, and the minimum was 50, yielding a range of 43 points. The standard deviation of 13.280 indicates moderate variability, with a median and mode of 75. These results demonstrate that students' overall writing skills improved significantly following the TPS + mind-mapping intervention.

Comparison Analysis: Pretest and Posttest

The writing skills of seventh-grade students (Class VII-B) at SMP Asshiddiqiyah in composing response texts improved significantly following the implementation of the Think-Pair-Share (TPS) model assisted by mind mapping. This improvement is evident from the comparison of average scores between the pretest and posttest. The pretest mean score was 57.10, categorized as "fair," while the posttest mean increased to 77.30, categorized as "good." This 20.20-point increase demonstrates a substantial enhancement in students' overall ability to write response texts after the instructional intervention.

Improvements were observed not only in overall scores but also across individual assessment aspects. The content aspect increased by 7.7 points, structure by 4.87 points, language rules by 6.8 points, and writing mechanics by 0.8 points. The most notable gains were in content, structure, and

language rules, indicating that the TPS model, combined with mind mapping, effectively supports students in organizing ideas, developing logical arguments, and applying proper language conventions.

The greatest improvement in content development aligns with the instructional model's design, which emphasizes critical thinking through mind mapping during the "Think" phase. This approach allows students to construct a clear framework of ideas before sharing and writing, resulting in more coherent, structured, and linguistically accurate response texts.

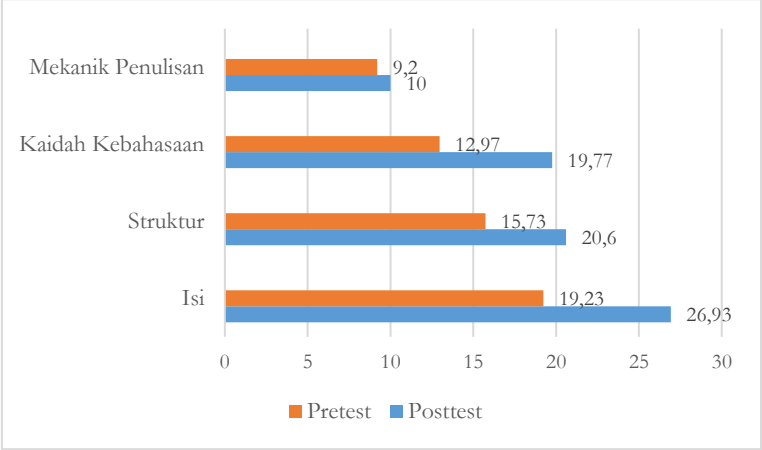

Figure 1 – Average Scores of Writing Skills (Graph shows an increase from pretest to posttest for each aspect)

Data Processing

Normality Test

A normality test was conducted on the pretest and posttest scores of students' response text writing skills using both the Kolmogorov-Smirnov and Shapiro-Wilk tests with a sample size of 30. For the pretest scores, the Shapiro-Wilk test yielded a p-value of 0.122, which is greater than the 0.05 threshold. This indicates that the pretest scores are normally distributed. In contrast, the posttest scores had a Shapiro-Wilk significance value of 0.014, which is less than 0.05, suggesting that the posttest data do not follow a normal distribution.

Because the posttest data did not meet the assumptions of normality, nonparametric statistical methods were used to analyze differences between pretest and posttest scores. Specifically, the Wilcoxon signed-rank test was used to determine whether the TPS model-assisted mind-mapping intervention significantly improved students' response text writing skills.

Tests of Normality

	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Statistic	df	Sig.	Statistic	df	Sig.
NilaiPretest	,126	30	,200*	,945	30	,122
NilaiPosttest	,131	30	,200*	,909	30	,014

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Figure 2. Normality Test Results

Wilcoxon Signed-Rank Test Interpretation

To evaluate the effectiveness of the TPS model assisted by mind mapping, the Wilcoxon signed-rank test was used because posttest scores were non-normal.

The null hypothesis (H_0) stated that there would be no improvement in students' response text writing skills after the intervention, while the alternative hypothesis (H_a) proposed that there would be a significant improvement.

The test results indicated an asymptotic significance (2-tailed) value of 0.000, which is less than the 0.05 threshold. Based on this criterion, H_0 is rejected, and H_a is accepted. This indicates a statistically significant improvement in students' writing skills in response texts following the implementation of the TPS model combined with mind mapping.

Test Statistics[a]

	NilaiPosttest - NilaiPretest
Z	-4,787[b]
Asymp. Sig. (2-tailed)	,000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.

Figure 3. Wilcoxon Signed-Rank Test Results

Normalized Gain (N-Gain) Interpretation

Normalized Gain (N-Gain) was calculated to quantify the magnitude of improvement from pretest to posttest. The mean N-Gain value was 0.4965, which falls within the medium category (0.30 < N-Gain < 0.70).

Table 18
Classification of Pretest and Posttest Scores

N-Gain Criteria	Frequency	Category	Percentage
0.00 ≤ N-Gain < 0.30	3	Low	10
0.30 ≤ N-Gain < 0.70	22	Medium	73.33
0.70 ≤ N-Gain ≤ 1.00	5	High	16.67
Total	30	–	100

These results show that most students (73.33%) achieved a moderate level of improvement, while a smaller portion (16.67%) reached a high level of improvement. Only 10% of students showed minimal gains. Overall, the Wilcoxon test and N-Gain analysis confirm that the TPS model, supported by mind mapping, effectively enhanced students' writing response skills, particularly in content development, structural organization, and language accuracy.

Questionnaire Analysis

Following the posttest, students in Class VII-B at SMP Asshiddiqiyah completed a questionnaire to evaluate their perceptions of using the TPS model assisted by mind mapping in learning to write response texts. The recapitulation of student responses is presented in Table 19.

Table 19
Recapitulation of Student Responses

Statement	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
1 (attitude)	21 (70%)	9 (30%)	0 (0%)	0 (0%)
2 (attitude)	0	6 (20%)	9 (30%)	15 (50%)
3 (benefit)	21 (70%)	9 (30%)	0	0
4 (benefit)	23 (76.7%)	7 (23.3%)	0	0
5 (process)	2 (6.7%)	4 (13.3%)	7 (23.3%)	17 (56.7%)
6 (result)	19 (63.3%)	8 (26.7%)	3 (10%)	0
7 (evaluation)	16 (53.4%)	13 (43.3%)	1 (3.3%)	0

Overall, most students provided positive feedback on the intervention. Statements related to attitude and benefits received high agreement, with 70%–76.7% of students responding "Strongly Agree" and 20%–30% responding "Agree" for most items. For instance, 70% of students strongly

agreed that the intervention improved their attitude toward writing, while 76.7% strongly agreed that it improved their understanding and organization of ideas.

Some items related to the learning process (Statement 5) received mixed responses: only 6.7% strongly agreed, 13.3% agreed, and the majority expressed disagreement (23.3%) or strong disagreement (56.7%). This suggests that, while students recognized the value and benefits of the TPS + mind-mapping approach, some challenges emerged during the process. Statements regarding results and evaluation (Statements 6 and 7) also showed strong positive feedback, with 53.4%–63.3% strongly agreeing and 26.7%–43.3% agreeing. Overall, the data indicate that 75.3% of student responses were positive, while 24.7% were negative. This suggests that students generally perceived the TPS model, when supported by mind mapping, as effective, engaging, and beneficial for improving their writing response skills.

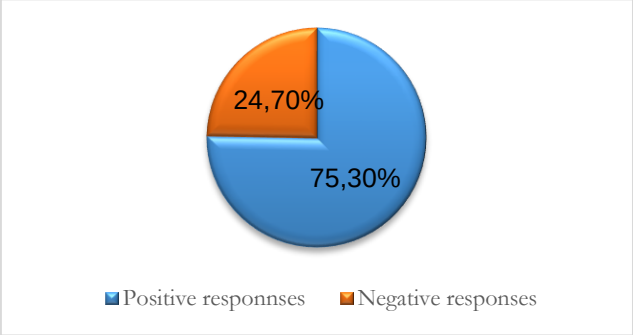

Figure 5 – Comparison of Positive vs. Negative Responses

Teacher Interview Analysis

Following the student questionnaire, open-ended interviews were conducted with the teacher who implemented the TPS model, using mind mapping assistance. The interview results revealed several key insights:

1. Lesson Planning and Structure: The teacher reported that the lesson planning, using the TPS model with mind mapping, was well-organized. This included preparing reading materials and structured pair-discussion activities, ensuring that students had clear guidance throughout the learning process.
2. Facilities and Resources: The school's facilities were sufficient to support the learning activities. Although access to online reading materials was limited due to restrictions on bringing mobile devices to school, these challenges were mitigated by using the computer laboratory.
3. Technical and Management Challenges: Some technical and management issues were noted, including supervising students in the computer lab and occasional lapses in focus during presentations. However, these challenges did not significantly disrupt the overall learning process.
4. Positive Impact on Learning: The teacher observed that the TP, S model, assisted by mind mapping, made the learning process more engaging and interactive. It effectively increased students' active participation, particularly in composing response texts, and encouraged them to consider content, structure, and language accuracy more carefully.

Overall, the teacher's feedback supports the effectiveness of the TPS model with mind mapping in enhancing students' writing skills while maintaining a structured and engaging learning environment.

Summary Table – Pretest vs Posttest (Aspects Scores)

Aspect	Pretest	Posttest
Content	19.23	26.93
Structure	15.73	20.60
Language rules	12.97	19.77
Writing mechanics	9.20	10

The comparison of pretest and posttest scores across all assessed aspects demonstrates clear improvements in students' response text writing skills after the TPS model assisted by mind mapping.

1. Content: The mean score increased from 19.23 in the pretest to 26.93 in the posttest, indicating a 7.7-point improvement. This suggests that students enhanced their ability to generate ideas and incorporate relevant content into their response texts.
2. Structure: Scores improved from 15.73 to 20.60, a 4.87-point increase, reflecting better organization and logical sequencing of ideas in students' writing.
3. Language Rules: The mean score rose from 12.97 to 19.77, showing a 6.8-point improvement, demonstrating that students applied language conventions and grammar more accurately after the intervention.
4. Writing Mechanics: The score increased slightly from 9.20 to 10, indicating modest improvements in spelling, punctuation, and handwriting consistency.

Overall, these results highlight that the TPS model combined with mind mapping was particularly effective in improving content development, structural organization, and adherence to language rules, while mechanical accuracy showed smaller gains. This pattern aligns with the intervention's focus on cognitive organization and idea development through mind mapping.

Discussion

Based on the formulated problem statements, three points can be highlighted. First, based on the research results, the TPS learning model assisted by mind mapping has proven effective in improving seventh-grade students' writing skills at SMP Asshiddiqiyah. This is evidenced by the data processing results using the Statistical Package for the Social Sciences (SPSS) version 25.0, which showed an Asymp. Sig. (2-tailed) value of 0.000 < 0.05. Furthermore, it was found that the calculated z value (zhitung) = 4.787 > z table (ztabel) = 1.96, indicating that H_0 is rejected and H_a is accepted, meaning there is an improvement in response text writing skills in seventh-grade students at SMP Asshiddiqiyah after using the TPS learning model assisted by mind mapping. In addition, the normalized gain calculation results showed that the average improvement in students' response text writing skills falls into the moderate category, at 73.33%.

Second, based on the student survey results, the majority of seventh-grade students at SMP Asshiddiqiyah responded positively to the use of the TPS learning model, assisted by mind mapping, to improve their writing reshowe skills. Th that 48.6% of students chose strongly agree, 26.7% chose agree, 9.5% chose disagree, and 15.2% chose strongly disagree. From these results, it can be concluded that 75.3% of students gave positive responses, while 24.7% of students gave negative responses.

Third, based on interviews with teachers, several obstacles to implementing the TPS learning model assisted by mind mapping were identified, namely technical and classroom management issues, such as supervision in the computer laboratory and a lack of focus during presentation sessions. However, these obstacles can be overcome with the right strategies so that they do not disrupt the overall smoothness of the learning process.

The findings in this study substantively indicate that the integration of the Think Pair Share model assisted by mind mapping not only resulted in an improvement in writing scores but also changed students' thinking patterns in composing response texts in a more systematic and argumentative manner, as evidenced by the strengthening of content, structure, and language rule aspects in the student work documents analyzed during the research (Leola et al., 2024; Nurjamin et al., 2023). This improvement cannot be separated from the learning dynamics observed through classroom observation, where the independent thinking phase provided space for the activation of initial ideas, the paired phase elicited clarification and negotiation of meaning, and the sharing phase expanded the horizon of argumentation through collective feedback (Kastiyawan et al., 2017; Kosasih & Restuti, 2018). Teacher interview data reinforced these findings by showing that students became more directed in composing response frameworks before writing in full. so that the writing process is no longer spontaneous without structure (Hasanudin et al., 2024; Widiyono, 2021). In addition, student questionnaire responses show a positive tendency towards a learning model that combines

discussion and idea visualization, indicating pedagogical acceptance of this integrative approach (Nur et al., 2024; Milenia et al., 2022). Analytically, these results affirm that the model's effectiveness lies not only in quantitative improvement but also in transforming cognitive and social processes that support the skills of writing response texts. This shows that integrating a cod visual strategy improves overall writing quality.

Compared to previous studies that examined Think-Pair-Share in the context of review or critique texts, this study offers an advantage in the integrative aspect by combining social interaction with idea-visualization tools in an operational, structured manner (Diniyasih et al., 2023; Nur et al., 2024). Previous studies generally reported increased participation and learning outcomes through TPS, but did not explicitly explain how students organize ideas before the writing process begins (Meilana et al., 2020; Siagian, 2024). Meanwhile, research on Mind Mapping has mostly focused on increasing motivation and conceptual understanding, without linking it to the process of meaning negotiation in collaborative discussions (Milenia et al., 2022; Rahayu, 2021). The advantage of this research lies in synthesizing both approaches into a single learning design that mutually reinforces them, so that discussions do not stop at the exchange of ideas but are converted into a logical and coherent text structure (Widiyono, 2021; Lie, 2008). These findings align with the international literature, which emphasizes the importance of integrating cognitive and social strategies in critical literacy-based writing instruction (Mulyadi, 2015; Munawwaroh, 2015).

Through the integration of Think Pair Share and Mind Mapping, which functions as a scaffolding mechanism, it can help students move from the stage of idea exploration to the formulation of structured arguments, so that the benefits of this research lie not only in academic achievements but also in the strengthening of thinking and reflective competencies. Reflections from teacher interviews show that students who were previously passive in discussions become more confident when they have a concept map as a conceptual guide before sharing in the class forum. Classroom observations also show that paired interactions encourage students to correct and clarify each other's arguments, which ultimately enriches the quality of the response texts produced. The predominantly positive student responses indicate that discussion visualization provides a greater sense of meaning compared to conventional approaches (Nur et al., 2024; Milenia et al., 2022). This reflection indicates that the research objective of examining effectiveness and analyzing student responses has been substantially achieved, as the benefits experienced are not only cognitive but also affective and social. Therefore, this study emphasizes the importance of an integrated approach to writing instruction that simultaneously accommodates collaborative dimensions.

The main implication of these research findings is that the integrative strategy between Think-Pair-Share and Mind Mapping can serve as an alternative model for teaching response texts aimed at developing argumentative literacy and thinking skills, as supported by the opinions of Hyla and (20) et al. (2023). From an educational policy perspective, the review informs the development of a framework for integrating cognitive and social strategies in Indonesian language learning (Kartini et al., 2025; Nugraha & Bintoro, 2018). Therefore, the findings of this study are relevant not only at the classroom level but also in curriculum development and the broader enhancement of teachers' pedagogical competencies.

The research results showing an improvement in writing skills can be explained through the perspective of social constructivist theory, which emphasizes that effective learning occurs when individuals build knowledge through interaction and joint reflection (Nugraha et al., 2018; Nuraeni, 2023). In the Think phase, students are allowed to activate schemata and arrange initial ideas independently, which, according to the literature, is an important step in reducing cognitive load when writing (Rahayu, 2021; Widiyono, 2021). The Pair phase allows for negotiation of meaning and mutual correction, so that the resulting arguments are more thoroughly tested before being presented in writing (Meilana et al., 2020; Sufiani & Serves, 2021). Meanwhile, mind mapping serves as a visual representation tool that helps establish hierarchical relationships among ideas, making the text structure more orderly and coherent (Milenia et al., 2022; Widiyono, 2021). The obstacles that arise, such as classroom management challenges and technical limitations, do not diminish the model's

effectiveness, as teachers can adjust their strategies to the existing learning context (Hasanudin et al., 2024; Siagian, 2024). Therefore, the results of this study can be integrated with the Think-Pair-Share and Mind-Mapping strategies.

Based on the results and thisthis study, the concrete steps that need to be taken are to develop a system, Think-Pair-Share, on asystema Think-Pair-Share on guide for integrating Think-Pair-ShareThink-Pair-Share and Mind Mapping so contexts so that it can be replicated by teachers in various school contexts (Kartini et al., 2025; Meilana et al., 2020). Teachers need to be trained to manage the discussion phase effectively and to ensure that every student is actively involved in thinking and sharing ideas (Sufiani & Marzuki, 2021; Siagian, 2024). In addition, schools need to provide adequate facilities and time to support collaborative learning so that technical constraints do not hinder it, as identified in the research interviews (Hasanudin et al., 2024; Nur et al., 2024). Further research is also needed using a more comparative design to test the effectiveness of this model relative to other learning strategies across different text contexts (Nurwahidah, 2014; Triningsih, 2021; Yulianti, 2022). Thus, the actions taken are not only practical at the classroom level but also strategic in developing a sustainable, integrative-based writing pedagogy.

CONCLUSION

The most important findings in this study indicate that integrating Think-Pair-Share is supported, and Mapping demonstrates a significant improvement in students' response text writing, including terms of content development, structural accuracy, argument reinforcement, and the use of more controlled language rules. This improvement is not only reflected in the comparison of results before and after the model's implementation. However, it is also evident in the way students construct ideas, from a pattern that is often spontaneous and unstructured to a more systematic and directed approach. The individual thinking process at the think stage allows students to formulate initial opinions reflectively, while the pair stage enriches arguments through two-way discussions that encourage servesification. The share stage then broadens space for social interaction, increasing perspectives and easing confidence in expressing responses. The presence of Mind Mapping as a tool for visualizing ideas strengthens these three stages by helping students map relationships among ideas before expressing them in text. In addition, the predominantly positive student responses and teachers' reflections on increased learning engagement reinforce the finding that this model's effectiveness is not only cognitive but also affective and social. Thus, the main findings of this study affirm that integrating cooperative and visual strategies can be an effective approach for comprehensively developing writing response skills.

The added value of this study lies in its dual contribution: enriching theoretical knowledge development and providing practical implications for Indonesian language learning. Theoretically, this study presents the understanding that the effectiveness of whole-class instruction is not solely determined by social interaction, but rather by the integration of both within a mutually supportive pedagogical framework. The integration of Think-Pair-Share and Mind Mapping shows that the thinking process can be facilitated through collaborative dialogue, which is then reinforced by the visual representation of ideas, enabling students not only to talk about ideas but also to organize them logically in a text. From a practical perspective, this study provides a concrete, structured management model for teachers to guide the teaching of response-text writing from the idea-exploration stage through to the preparation of the final text. The research results also show that integratively designed learning can increase student participation, strengthen self-confidence, and reduce confusion in constructing arguments. Thus, this study not only contributes to the body of theory on cooperative and visual learning in the context of writing literacy but also offers practical solutions for learning practices in junior high school. Although this study has provided a comprehensive overview of the effectiveness of Think-Pair-Share and Mind Mapping, there is further room for development, offering opportunities for future research. This study was conducted in a single school context, at a particular grade level, so the findings reflect the characteristics of the students and the specific learning environment.

Therefore, future research can expand the scope of subjects to different educational levels or assess the consistency of the model's effectiveness across different contexts. In addition, the research design can be developed into a quasi-experiment or an experiment with a control group to enable stronger comparisons with other learning models. Further development can also be directed toward other types of argumentative texts, such as expository or editorial texts, to test the flexibility of integrating this strategy across various literacy contexts. Future research should also include mediating variables, such as learning motivation, writing self-efficacy, and thinking ability, to deepen understanding of the mechanisms underlying the model's influence on writing skills. Thus, the contextual limitations of this study are not a weakness but rather an initial foothold that opens opportunities for further exploration in the development of an integrative-based writing pedagogy.

DECLARATIONS

Author contribution	:	In this research, Dr. Lina Siti Nurwahidah, M.Pd., was responsible for all stages of the research, from preparation to completion. Afni Falah focused on developing the research instruments and collecting the data. Winka Naida, M.Pd., was in charge of analyzing the data. Dr. Ari Kartini was responsible for preparing the journal article and providing the references. All authors' support and contributions were invaluable to the successful completion of the research and the composition of this journal article.
Funding statement	:	This research was fully funded by *the Hibah Publikasi Jurnal Bereputasi Program from Kemendikbudristek Indonesia in* 2025.
Conflict of interest	:	All authors declare that they have no conflict of interest.
Ethics Approval	:	The authors agree to the publication of this article in KEMBARA in 2026
Additional information	:	No additional information is available for this article

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