

ACTION RESEARCH THROUGH THINK TALK WRITE TECHNIQUE (T2WT) IN WRITING NARRATIVE TEXT FOR JUNIOR HIGH SCHOOL STUDENTS AT SMP BUDI MURNI 1 MEDAN

**Saida Sara Simatupang¹, Azizah Husda², Fitriany³, Michele Sesilia Samosir⁴,
Cecilia Evelyn Siregar⁵**

Universitas Prima Indonesia¹, Universitas Prima Indonesia²,
STBA Persahabatan Internasional Asia³, Universitas Prima Indonesia⁴,
Universitas Prima Indonesia⁵

Pos-el: saidasarasimatupang@gmail.com¹, azizahhusda@unprimdn.ac.id²,
confetties@gmail.com³, misellsesiliasmsr@gmail.com⁴, siregarcecilia2@gmail.com⁵

ABSTRACT

This study examines how SMP Budi Murni 1 Medan students' narrative writing skills can be enhanced through the use of the Think-Talk-Write (T2W) technique. Through a systematic procedure that includes thinking, discussing, and writing, this action research study seeks to enhance students' writing skills. Cycles of planning, action, observation, and reflection were used in the research. Data was gathered using student comments, writing assessments, and observation. The findings demonstrated that the T2W technique greatly enhanced students' narrative writing abilities, particularly in the areas of word usage, idea structure, and coherence. Students also demonstrated greater self-assurance and involvement in the writing process. This study demonstrates that the T2W methodology is a successful method for teaching junior high school narrative writing, and it suggests incorporating it into English language instruction to promote improved writing proficiency.

Kata Kunci: *Action Research, Think-Talk-Write (T2W), Narrative Writing.*

ABSTRAK

Penelitian ini meneliti bagaimana keterampilan menulis narasi siswa SMP Budi Murni 1 Medan Dapat ditingkatkan melalui penggunaan teknik Think-Talk-Write (T2W). Melalui prosedur sistematis yang mencakup berpikir, berdiskusi, dan menulis, Penelitian tindakan ini berusaha untuk meningkatkan keterampilan menulis siswa. Siklus Perencanaan, tindakan, observasi, dan refleksi digunakan dalam penelitian ini. Data Dikumpulkan melalui komentar siswa, penilaian menulis, dan Observasi. Temuan menunjukkan bahwa teknik T2W sangat meningkatkan Kemampuan menulis narasi siswa, terutama di bidang penggunaan kata, Struktur ide, dan koherensi. Para siswa juga menunjukkan rasa percaya diri dan keterlibatan yang lebih besar Kepercayaan diri dan keterlibatan yang lebih besar dalam proses menulis. Penelitian ini menunjukkan Bahwa metodologi T2W adalah metode yang sukses untuk mengajar sekolah menengah pertama Menulis narasi, dan menyarankan untuk memasukkannya ke dalam pengajaran bahasa Inggris untuk mendorong peningkatan kemampuan menulis.

Keywords: *Penelitian Tindakan, Think-Talk-Write (T2W), Menulis Narasi.*

1. INTRODUCTION

For junior high school students, writing in English is a challenging task because writing calls for students to articulate their ideas and be constructive in their acquisition of rules, structures, and language, many find it more challenging than speaking (Husda A. 2023).

The researcher will find some problems in writing narratives based on the author's experience and observation at SMP BUDI MURNI 1 MEDAN. First, from the teachers' point of view, there are some problems they face in the classroom. The teachers make the learning experience uninteresting and uncommunicative by focusing only on English textbooks. The students become uninterested. According to Graham et al. (2022), writing is a communication process in which the writer conveys his or her ideas and thoughts to the reader through written form. This implies that there are more steps involved in learning to write. In this case, the writer has to create a logical series of phrases and statements to ensure that the reader understands the meaning of the message intended by the writer. Therefore, writing can be done using techniques such as think, talk, and write (TTW).

The English learning material for grade 8 junior high school Budi Murni 1 which uses the Kurikulum Merdeka, studies a few types of texts in English, one of which is narrative. Narrative Text is one of the genres of writing, which is usually liked by many people, especially children. Narrative writing is an important skill that students should develop, especially in junior high school in accordance with the Kurikulum Merdeka. Kurikulum Merdeka highlights that grade 8 junior high school students in Indonesia must be able to think creatively to be able to write impressive narrative text.

According to (Habibi et al., 2020) Narrative text has a structured

organizational structure that includes orientation, complication, and resolution. However, many students experience difficulties in mastering this skill due to various factors, including teaching strategies, student interests, and the learning environment. One promising approach to address these challenges is the Think-Talk-Write technique.

This technique involves three main steps: thinking, discussing, and writing. In the thinking stage, students are encouraged to brainstorm ideas and create a plan for their narrative. During the discussion stage, students collaborate with their peers to share and refine their ideas. Finally, in the writing stage, students translate their thoughts and discussions into a cohesive narrative text. This technique has been shown to be effective in nurturing students' interest and willingness to write narratives (Inayah & Argawati, 2019) By integrating reading and writing through cooperative learning, students can better understand moral values and develop their narrative writing skills. Thus studies are done to find out how well the Think Talk Writing (TTW) technique works for teaching people how to compose narrative texts. In addition, this is strongly supported by (Asvini et al., 2020) who publish a report entitled The Effectiveness Of Think-Talk-Write (TTW) Strategy On Students' Writing Skill Of The Tenth Grade Students At SMK N 1 Sukasada In The Academic Year 2019/2020.

The results of this study show that students who are taught using the Think-Talk-Write Strategy scored better than students who are taught without using the Think-Talk-Write strategy. This is supported by the results of two statistical analyses: descriptive and inferential. Based on the results of the study, the researcher is inspired to conduct research on teaching writing by using the Think Talk Write (TTW) strategy with Classroom Action Research (CAR)

method or qualitative data. Researchers will conduct research at BUDI MURNI 1 MEDAN Junior High School (SMP) to analyze students' ability to write narratives using the Think Talk Write (TTW) strategy.

2. RESEARCH METHOD

This study employs Classroom Action Research (CAR), a methodology commonly utilized to enhance writing proficiency. A prevalent difficulty in CAR is determining effective techniques to mitigate pupils' writing challenges. Writing narrative texts poses significant challenges in English language acquisition for learners in the language acquisition phase. (Graham & Perin, 2007) assert that composing narrative texts necessitates a profound comprehension of text structure, inventiveness in theme selection, and the capacity to create compelling characters and stories. CAR provides a pertinent, contextualized methodology that fosters ongoing enhancement through collaboration between educators and learners. This research adheres to the Kemmis and McTaggart action research framework, comprising precycle, cycle 1, and cycle 2. The model's cyclical framework of planning, executing, observing, and reflecting enables educators to enhance their practices based on immediate experiences and data collected throughout the learning process.

The subjects of this study are 8th-grade students at SMP SWASTA BUDI MURNI 1 MEDAN who face difficulties in writing narrative texts. The researchers use various data collection techniques, including writing assessment rubrics, classroom observations, analysis of narrative texts written by students, and interviews with students to get feedback on the learning process.

The Writing Rubric Assessment is a tool designed to help students improve their writing skills. It includes criteria covering content, organization, grammar,

vocabulary, and mechanisms in the application of Brown's (2007) Think-Talk-Write strategy. The rubric evaluates each student's writing ability and provides feedback on progress made during the writing process. The assessment rubric includes a 30% content score, 20% organization score, 20% grammar score, 15% vocabulary score, and 15% mechanics score. Direct observations are made to ensure accurate data, focusing on how the Think-Talk-Write technique improves students' writing skills by observing their thinking, discussion, and writing stages.

Analyzing students' narrative texts reveals varying levels of understanding and storytelling skills. Some students create well-organized plots with clear settings, characters, conflicts, and resolutions, while others struggle with cohesive stories and sentence construction. This research will help teachers develop more effective methods, such as introducing plot development tools and expanding vocabulary, to improve students' narrative writing.

In addition, students are interviewed to gather firsthand insights into their learning experiences. Through these interviews, students share the challenges they faced and the aspects of the process they found helpful or ineffective. This feedback can be used to evaluate and adjust teaching strategies, ensuring they better support students' growth and learning needs.

In conclusion, this research focuses on improving writing skills in 8th-grade students at SMP SWASTA BUDI MURNI 1 MEDAN through the use of CAR and various data collection techniques.

3. RESULT AND DISCUSSION

This study aimed to improve the writing skills of grade VIII students at SMP Budi Murni 1 Medan using the Think-Talk-Write (T2WT) strategy. This study uses an assessment rubric to

evaluated students writing skills in narrative text composition. The rubric includes several key aspects that serve as indicators for assessing the quality of students' writing. Below is a description of each aspect used in the assessment rubric.

Tabel 3.1 Writing Rubric Assesment

ASSESMENT		
Code	Aspect	Description
C	Content	The relevance of the writing to the topic and the depth of idea development
O	Organization	The coherence and structure of ideas, including the narrative text structure (orientation, complication, resolution)
G	Grammar	Accuracy in grammar usage and sentence structure in the narrative text
V	Vocabulary	The variety and appropriateness of word choices in writing
M	Mechanics	Correct use of punctuation, spelling, and writing format

Initially, students completed a pre-cycle activity where they wrote a narrative text based on a given picture, following the English curriculum guidelines. The purpose of this pre-cycle activity was to assess the students' baseline writing abilities before any writing strategy, such as T2WT, was introduced. This provided a foundation for evaluating their progress and identifying areas for development in subsequent cycles.

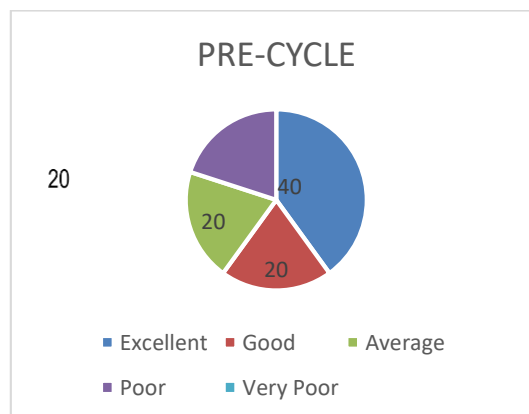
Tabel 3.2 Classification Of Score In Pre-Cycle

No.	Qualification	Range	Number of Groups	Percentage
1.	Excellent	80-100	0	0%

2.	Good	70-79	1	20%
3.	Average	60-69	1	20%
4.	Poor	40-59	1	20%
5.	Very Poor	0-39	2	40%
Total			5	100%

Based on the table above, this study found that students in the narrative text writing task had average writing scores below the expected standard, with 4 out of 5 groups failing to meet the minimum pass mark of 70. They struggled to organize their ideas, develop a coherent plot, and express their thoughts clearly in written form. These challenges were due to a lack of motivation, difficulty maintaining focus, a preference for less demanding activities, and a lack of in-class guidance and practice.

External motivational influences, such as limited English interactions at school and at home, also contribute to these problems. In this case, teachers play an important role in observing to ensure that students stay on track during the learning process. Giving students space during the learning process is proven to be effective in achieving the results targeted by teachers and students as well as teachers (Azizah Husda, 2024), and the application of Think Talk Write (T2WT) technique can provide a more structured learning process.



The pre-cycle evaluation results are presented in the diagram above. The findings indicate that 40% of students fall into the Very Poor category, while 20% are in the Poor, Average, and Good categories, with no students classified as Excellent. These results suggest a generally low level of student comprehension, highlighting the need for Cycle 1, which will implement more effective

instructional strategies to enhance student learning outcomes.

After starting with the pre-cycle, the researcher proceeded to the first cycle. In the first cycle of the research on the influence of the Think Talk Write (T2WT) method in writing narrative texts, the researcher began by taking several preparatory steps. These steps included preparing a lesson plan (RPP) that aligned with the material to be taught, preparing teaching materials, and developing tools such as observation sheets and interview sheets to monitor student participation. Additionally, the researcher designed a rubric to assess speaking scores and written tasks focused on narrative text writing to evaluate students' abilities before and after using the T2WT method.

The learning activities were carried out in two meetings, consisting of three sessions. The first two sessions were each 80 minutes long, and the third session lasted 40 minutes. The researcher began the lesson by greeting the students, praying, and taking attendance, then presenting the learning objectives and introducing the topic. The core activities involved displaying images for the students to describe, followed by creating a story based on those images. After discussing the structure of narrative texts, students worked in groups to write and present their narratives. The session ended with a motivational summary and an overview of the material to be discussed in the next meeting.

During the observation phase, the researcher applied the writing assessment rubric to evaluate the effectiveness of the T2WT method. The results showed that only two out of five groups achieved the minimum score of 70 for writing a narrative text, while the other three groups did not meet the expected standard. Some of these groups received scores categorized as "below average" and "medium," as indicated in the observation data.

Tabel 3.3 Classification Of Score In Cycle I

No.	Qualification	Range	Number of Groups	Percentage
1.	Excellent	80-100	0	0%
2.	Good	70-79	2	40%
3.	Average	60-69	2	40%
4.	Poor	40-59	1	20%

5.	Very Poor	0-39	0	0%
Total			5	100%

The results in the first cycle showed that further research was needed in the second cycle since only two groups reached the passing score and displayed proficiency in writing, while three groups did not meet the minimum passing score of 70. This suggested that the Think-Talk-Write strategy still needed improvement. Specifically, Group 5 was one of the groups that did not pass, as reflected in the writing rubric score below.

Table 3.4 Group 5 Rubric Scores In Cycle 1

Group	C	O	G	V	M	Score
5	6	4	4	4.5	4.5	57

In addition, observations revealed that Group 5 struggled with hesitation and challenges in maintaining both fluency and pronunciation accuracy in English. Many members of the group used incorrect or unsuitable vocabulary, leading to confusion among listeners and diminishing the clarity of their communication. The researcher identified several contributing factors to Group 5's underperformance, including a lack of comprehension of the material, insufficient attention to the teacher's instructions, a tendency to prioritize socializing over learning, and low motivation to engage in the learning process.

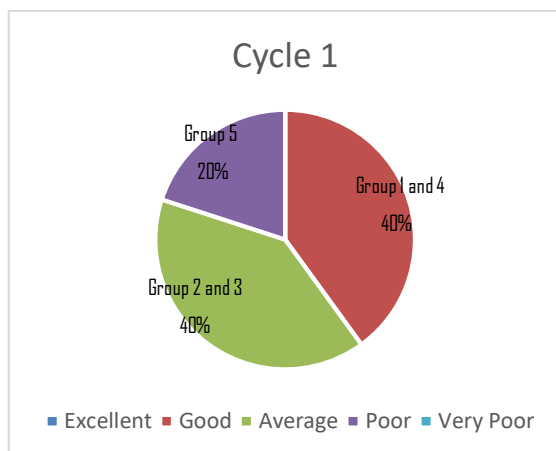
In contrast, Group 1, which achieved a score of 74, demonstrated stronger performance as shown in the writing rubric score table.

Table 3.5 Group 1 Rubric Scores In Cycle 1

Group	C	O	G	V	M	Score
1	9	4	6	4.5	6	74

Based on the table above, this group demonstrated strong skills in content, organization, vocabulary, grammar, and sentence structure. However, their score was not perfect due to several factors, including limited vocabulary variety and some grammatical and sentence structure errors that affected the flow of the story. Despite these issues, the group worked well together to develop a story based on an image. In comparison to the lower score achieved by Group 5, group 1 excelled in creating a

structured and coherent story but still needs to focus on enhancing vocabulary diversity and improving grammar and sentence structure.



The diagram above presents the evaluation results of Cycle 1 following the implementation of instructional interventions. The findings indicate that 40% of students fall into the Good category (orange), 40% into the Average category (gray), and 20% into the Poor category (yellow). No students are classified as Very Poor or Excellent, suggesting an improvement compared to the pre-cycle stage. These results indicate that the applied instructional strategies have had a positive impact, although further efforts are needed to enhance students' comprehension.

The researcher evaluated the first cycle activities and identified areas for improvement. After implementing the Think Talk Write (TTW) method, the students faced difficulties such as poor classroom management, unclear material delivery, lack of understanding of writing skills, and ineffective time management. These challenges caused students to become unfocused during writing activities due to inadequate supervision, which impacted on the productivity and quality of their work. In addition, the presentation of materials by the researcher was less structured and less clear, making it difficult for students to follow the procedural steps of the TTW method. Many students also lacked confidence in their writing skills, so they were hesitant in expressing their ideas. Their fear of making mistakes made them feel trapped and undeveloped. The students struggled to

manage their time effectively during the writing task, which contributed to their inability to complete the task on time and affected the overall quality of their work. Through error analysis, students receive substantial correction to master English well, as it benefits both students and educators. This process sheds light on specific grammatical challenges faced by learners, describes the errors committed, identifies the frequency of these errors, facilitates learning from the errors to prevent their recurrence, and explores appropriate strategies for the learning (Azizah Husda F. Y., 2020). Despite this setback, the researcher chose to proceed to the second cycle, which aimed to address these issues by refining the approach, improving classroom management, enhancing time management, and offering additional support to help students understand the writing process more effectively. It is hoped that these improvements will help students overcome their challenges and produce more organized and coherent written works.

In Cycle II, the researchers refined the Think-Talk-Write (TTW) strategy to enhance students' ability to write more organized and coherent narrative texts. The procedure remained largely the same as Cycle I, with students initially analyzing images related to narrative content and brainstorming individually on the story ideas that the image inspired. This individual reflection helped students develop their thoughts independently before sharing them with group members. The next step involved group discussions where students exchanged ideas and worked collaboratively to organize the structure of their narrative texts. These discussions aimed to deepen the students' understanding of narrative elements like orientation, complication, and resolution, while also helping them arrange their ideas systematically. Finally, students wrote their narratives independently, focusing on crafting cohesive ideas and applying a clear structure.

During the observation phase of Cycle II, the researcher closely monitored the progression of students' writing skills through the TTW strategy. Observations were conducted at each phase of the process, from individual thinking and group discussions to the actual narrative writing. The findings

from these observations were systematically recorded and summarized in a table, as shown below.

Table 3.6 Classification of score in cycle II

No.	Qualification	Range	Number of Groups	Percentage
1.	Excellent	80-100	3	60%
2.	Good	70-79	2	40%
3.	Average	60-69	0	0%
4.	Poor	40-59	0	0%
5.	Very Poor	0-39	0	0%
Total			5	100%

The data presented in the table clearly shows that 60% of the student groups achieved scores in the Excellent category (80-100), demonstrating that these three groups were able to produce narrative texts with well-organized content and language. The remaining 40%, or two groups, scored in the Good category (70-79), indicating that they also produced quality narratives, though there were still areas for improvement. No groups scored in the Average (60-69), Poor (40-59), or Very Poor (0-39) categories, suggesting that none of the groups faced major difficulties in their writing or produced subpar texts. This outcome indicates a significant improvement in students' writing abilities in the second cycle compared to the first cycle, further emphasizing the effectiveness of the Think-Talk-Write strategy in helping students structure their ideas and write more cohesive narrative texts.

The improvement observed in the second cycle can be attributed to several key factors. Firstly, the researcher focused more on time management and provided clearer instructions to students during the thinking, talking, and writing process. This approach helped students organize their ideas more effectively before writing, reducing confusion and allowing for a more structured narrative. Additionally, the increased involvement of students in discussions played a significant role in improving the organization of their writing. By actively exchanging ideas, students were able to better arrange their thoughts, resulting in more coherent and well-structured narratives. Emphasizing teamwork and effective

communication further contributed to the clarity and organization of their written work.

Table 3.7 Group 4 Rubric Scores In Cycle 2

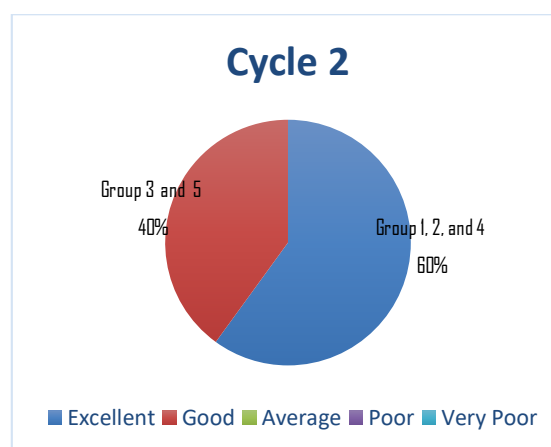
Group	C	O	G	V	M	Score
4	12	8	8	6	4.5	96.25

Furthermore, content also showed significant improvement. For example, Group 4 generated stronger and more relevant ideas, consistent with the Think-Talk-Write approach, which emphasizes idea development through discussion and reflection before writing. Although there were some weaknesses in vocabulary and mechanics (punctuation and grammar), this indicates room for further improvement, which can be addressed with continuous practice.

Table 3.8 Group 1 Rubric Scores In Cycle 2

Group	C	O	G	V	M	Score
1	12	8	8	6	6	100

Group 1, which excelled in teamwork and time management, showed that these factors also influenced the quality of their writing. This group was more organized in completing tasks, ensuring that every student had the opportunity to contribute and revise their work. Therefore, their more efficient time management and better communication within the group contributed to their success in producing better narrative texts.



The evaluation results of Cycle 2 are presented in the diagram above, illustrating further progress following the instructional interventions. The findings indicate that 60% of students are classified as Excellent, while

40% fall into the Good category. Notably, no students remain in the Average, Poor, or Very Poor categories, suggesting a significant improvement compared to previous cycles. These results highlight the effectiveness of the implemented teaching strategies in enhancing students' understanding and overall performance.

In terms of writing aspects, the most noticeable improvement was in organization. In the first cycle, some students struggled to arrange their ideas systematically, leading to unclear narrative flow. However, in the second cycle, students demonstrated better organizational skills, resulting in more cohesive and well-structured narratives. This improvement was evident in research observations, where many students began outlining or drafting their writing before starting, making their ideas clearer and easier for readers to follow.

After completing all activities in Cycle II and analyzing the percentage distribution table, it can be concluded that all students have achieved the minimum completion criteria. Furthermore, a comparison of the results from the pre-cycle, Cycle I, and Cycle II indicates a notable improvement in student learning outcomes, as shown in the diagram below:

The study showed significant improvement in student performance across cycles, with all student groups meeting the predetermined minimum passing scores (KKM). Students' motivation, skills, understanding, and willingness to communicate in English improved, though fluency in speaking English remained a challenge. The focus of the research was on the writing process, particularly lexical weaknesses and their effect on students' written work. Many students still struggled with translation errors, such as translating word-for-word or using Indonesian sentence structures, which resulted in grammatical and vocabulary issues. By cycle II, 60% of groups reached the Very Good category, and 40% achieved the Good category, with all groups passing the minimum mark of 70. This progress demonstrated the effectiveness of the Think-Talk-Write (TTW) strategy in helping students improve their ability to write structured narrative texts.

4. CONCLUSION

The research suggests that using images in the Think-Talk-Write (TTW) strategy can enhance students' narrative writing by allowing them to structure their stories more effectively. This leads to more coherent narratives, with significant progress observed in Cycle II. The failure of Cycle I can be attributed to several factors, including ineffective classroom management, unclear material delivery, and students' lack of understanding of their writing abilities, as well as poor time management during writing tasks. These issues led to disengagement, confusion, and a lack of focus, which hindered students' ability to produce organized writing. However, in Cycle II, the researcher focused on refining the method by providing clearer instructions, improving classroom management, and allowing more time for individual reflection.

As a result, students were better able to organize their thoughts and ideas, leading to clearer and more structured narratives. The "Talk" phase of TTW proved crucial for enhancing collaboration and writing skills, as group discussions allowed students to share ideas and refine their narratives through peer feedback. A key aspect of writing that saw significant improvement in Cycle II was the organization of the text, with students demonstrating a stronger ability to structure their stories logically. However, the research also acknowledges limitations, such as the time allocated for individual reflection and the need for targeted grammar and vocabulary support.

Allowing more time for independent reflection could improve the organization and clarity of writing while incorporating mini-lessons on grammar rules and vocabulary-building activities could boost students' confidence and lead to more accurate, well-structured narratives. These adjustments could further improve the implementation of

the TTW strategy and contribute to more successful outcomes in enhancing students' writing abilities.

5. DAFTAR PUSTAKA

- Asvini, K. D., Suputra, P. E. D., & Hadisaputra, I. N. P. (2020). The Effectiveness Of Think-Talk-Write (TTW) Strategy On Students' Writing Skill Of The Tenth Grade Students At Smkn 1 Sukasada In The Academic Year 2019/2020. *Jurnal Pendidikan Bahasa Inggris Undiksha*, 8(1), 21–27.
- Azizah Husda, F. F. (2024). The Implementation of Project Based Learning Method in Building Creativity, Encouraging Learning Motivation and Improving Language Skills. *BRIGHT VISION Journal of Language and Education*, 108-114.
- Azizah Husda, F. Y. (2020). EFL Learners' Surface Taxonomic Errors of Using Appropriate Verbs in Writing Descriptive Text. *English Teaching and Linguistics Journal (ETLiJ)*, 72-78.
- Habibi, M., Sukirno, Taufina, Sukma, E., Suriani, A., & Putera, R. F. (2020). Direct writing activity: A Strategy In Expanding Narrative Writing Skills For Elementary Schools. *Universal Journal of Educational Research*, 8(10), 4374–4384.
- Husda, A., Yunanda, F., & Siregar, A. A. (2020). EFL Learners' Surface Taxonomic Errors of Using Appropriate Verbs in Writing Descriptive Text. *English Teaching and Linguistics Journal (ETLiJ)*, 1(2), 72–78.
- Inayah, R., & Argawati, N. O. (2019). Nurturing Students' Writing Narrative Interest Through Mind Mapping and Cooperative Integrated Reading and Writing. *Indonesian EFL Journal*, 5(2), 121.
- Prasetya, K. H., Utami, K. P., & Indriawati, P. (2024). Analysis Of Language Errors At The Morphological Level In Anecdote Text Writing Of Class X Students MP (Marketing Management) Of SMK Negeri 3 Balikpapan Academic Year 2023/2024. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 8(1), 63-68.
- Sembiring, Y. B., Sitanggang, S., Turnip, N. M., Manik, G. S. D. B., & Lumbanbatu, I. M. F. (2023). Designing Reading Material Based On North Sumatra State Museum. *Jurnal Basataka (JBT)*, 6(2), 376-387.
- Septika, H. D., Ilyas, M., & Prasetya, K. H. (2024). Development Of Teaching Modules Based On Local Wisdom In Learning Literature Writing For Students In Elementary School Teacher Education Program. *Santhet (Jurnal Sejarah Pendidikan Dan Humaniora)*, 8(1), 89-94.
- Triyono, M. B., Mutohhar, F., Kholifah, N., Nurtanto, M., Subakti, H., & Prasetya, K. H. (2023). Examining The Mediating-Moderating Role Of Entrepreneurial Orientation And Digital Competence On Entrepreneurial Intention In Vocational Education. *Journal of Technical Education and Training*, 15(1), 116-127.
- Yuniarti, S., Indriawati, P., Khotimah, H., Prasetya, K. H., Deden, D., Susilo, G., & Maulida, N. (2024, August). Navigating the Digital Wave: Enhancing Literacy and Numeracy in Students around the New Capital City, Nusantara, through Computer-Based National Assessment Impact. In *5th Borobudur International Symposium on Humanities and Social Science 2023* (pp. 101-108). Atlantis Press.