

# The Effect of Learning Model and Creative Thinking Skill on the Ability to Write Exposition Text by Controlling Intellectual Intelligence on Students of Language Education and Indonesia Literature Study Program Faculty of Language and Arts, Medan State University

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## Abstract

This study aims to investigate the effect of learning models and creative thinking skill on students' ability to write exposition texts by controlling their intellectual intelligence. This research is conducted at language education and Indonesia literature study program, faculty of language and art, Medan State University in the first semester, 2017/2018. The results show that (1) students' ability to write exposition text who are taught with the TTW learning model (think talk write) is higher than students who are taught with expository learning models, (2) there is an influence of interaction between learning models and creative thinking skill on students' ability to write exposition texts, (3) students' ability to write exposition text who are taught with the TTW learning model is lower than students who are taught with expository learning models on students who have high creative thinking skill, and (4) students' ability to write exposition text who are taught with the TTW learning model is higher than students who are taught with expository learning models on students who have low creative thinking skill.

**Keywords:** Think Talk Write Learning Model, Creative Thinking Skill, Ability to Write Exposition Text, Intellectual Intelligence

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## I. INTRODUCTION

Communication activity cannot be separated from human life and it happens naturally. Communication activity is absolutely necessary to meet the increasing needs of life. It aims to express and understand thoughts, process and implement them in action. The most important tool in communicating activities is language. Humans can convey and receive messages that are understood using language, even by language, human can think systematically. It causes culture of human being. Thus, language has an important role in human life so that they are called homo symbolical. It means a creature that uses symbols.

Indonesian language learning in this discussion, it aims to enable students to communicate in Indonesian, both oral and written. At the elementary and secondary levels, this goal achieving is done by learning the ability to listen, speak, read and write. Now in the tertiary level of learning Indonesian language is specifically done with learning to write. Tarigan (2008: 4) elaborates that writing skills are very much needed in this modern. In other words, writing skills are a characteristic of educated people or nation. The ability to write in Indonesian, which is owned by college students, should be relatively good. Particularly, in language education and Indonesia literature study programs are still given the opportunity to improve their writing skills through the advanced writing courses, it has four credits. The Indonesian National Qualifications Framework Based Curriculum (KKNI) has been implemented in universities. In language education and Indonesia literature study program, writing learning is carried out through productive language skills courses which include speaking learning and writing learning.

Learning achievement shows that one of the abilities that must be achieved in learning Productive Language Skills is being able to explain and write exposition texts. The ability to write exposition text will be the basic ability to learn to write a variety of expository-argumentative writing, such as in learning to write scientific papers (theses, dissertations), articles, book reports, and so on. However, there are various problems in writing.

Information from lecturers which state that students' writing ability is still low, even the 7th semester students have not been able to accommodate their writing or research proposals well. In this information age that emphasizes literacy, such conditions do not need to occur anymore. Writing skills are really needed by students in pursuing their careers later. Writing learning is still focused on understanding the concept of writing types and ways of writing. In other words, it has not emphasized writing creatively. This means that lecturers tend to use expository learning models. Sutikno (2006: 58) states that the model of education and learning that is dominated by lecture activities, which places the teacher as a central figure in the learning process in the classroom because he talks a lot, while students just sit sweetly become passive listeners and note what the teacher commands. It shows that teaching style of teacher centered instruction should have changed to the student centered instruction.

Based on the learning problems in writing above, it can be stated that the lecturer must think of relevant

efforts to improve the students' ability to write exposition text. One alternative effort to achieve that goal is to apply learning model of think talk write (TTW). The application of TTW learning model writing, especially learning to write exposition text, provides a new nuance in the learning approach used by lecturers. The approach used is no longer teacher centered, but it is student centered. With this approach, students are actively involved during learning, to understand the material and to write an exposition text creatively. The use of the TTW learning model makes students aware that learning to write exposition text is not dominated by lecturer, but emphasizes the activeness of students in three main activities, i.e. think, talk and write. In addition, the use of the TTW learning model gives students an understanding that learning to write exposition texts not only requires understanding of the thesis of writing, but also the ability of students to express their opinions or arguments creatively. This means that the creative thinking skill of students is needed in learning to write exposition text.

Creative thinking skill is one of the characteristics of students. In this case, it is an ability that reflects fluency, flexibility, and originality in thinking and elaborating an idea. Intellectual intelligence is also one of the characteristics of students. It is the overall potential ability that everyone has for the need to act, think rationally, and deal with their environment. Therefore, to determine the effect of the TTW learning model significantly on students' ability to write exposition texts, student intellectual intelligence needs to be controlled. In other words, the control aims to ensure that the increased ability to write exposition text in the experiment is based on the TTW learning model, not on its intellectual intelligence.

The reflection of thought above triggers researchers to conduct research on the effect of learning models and creative thinking ability on the ability to write exposition texts in Indonesian by controlling intellectual intelligence of students.

## **2. REVIEW OF LITERATURE**

### **2.1 The Essence of Ability to Write Exposition Text**

Writing generally can be interpreted by expressing and conveying thoughts and feelings in writing. Leo, Groth, Yugianingrum, Lilyana, Kendra, and Lukman (2007: 1) state that writing is a process of expressing ideas or thoughts in words that should be done in our free time. This means that writing can be seen as a process. In line with that, Dalman (2014: 4) elaborates that writing is the process of conveying thoughts, dreams, and feelings in the form of symbols or signs and writings that are meaningful. It shows that there is a process or steps in writing activities, namely expressing and conveying ideas, which include compiling and communicating ideas using written language. Moreover, schemata or extensive knowledge and experience are really needed in writing activities. The broad schemata leads that the author is able to express ideas or opinions easily and smoothly.

Tarigan (2008: 22) describes that writing is lowering or depicting graphic symbols that describe a language understood by someone. People can read the symbols of the graph if they understand the language and graphic images. This shows that writing can be seen as an activity of communicating using written language and description with graphic symbols that are called written languages. The function is as indirect means of communication.

Based on the description above, it can be concluded that writing is an activity utilizing all cognitive functions needed to express and convey ideas about a theme by using standard written Indonesian properly and correctly (words, phrases, sentences, spelling, and grammar). In this case, the person who does the writing is called a writer. The results of these actions are called writing. Those who understand writing are called readers. In order that writing can fulfill its function optimally as a means of conveying the message and its writing objectives can be achieved, the writer must be able to produce good writing. Writing ability can be assessed by using aspects of writing evaluation, namely the use of punctuation, writing letters (capital letters and italics), writing words, writing or absorption word, and neatness of the writing.

### **2.2 Think Talk Write Learning Model**

Think talk write (TTW) learning model is one type of cooperative learning model. TTW learning model has three stages of learning, namely think, talk, and write. Solso in Khodijah (2014: 103-104) depicts that thinking is a process in which new mental representations are formed through transformation of information with complex interactions of mental attributes such as judgment, abstraction, logic, imagination, and problem solving. Based on these two understandings, it can be stated that thinking is a mental activity that processes information from the environment or knowledge stored in long-term memory and is usually directed at decision making or conclusions made after careful consideration.

Talking can be interpreted by expressing and conveying thoughts or feelings using spoken language. Saddhono and Slamet (2014: 56) elaborates that talking is self-expression. If the speaker has knowledge and experience, then the person concerned can easily describe his knowledge and experience. Moreover, it is an activity to express and convey knowledge, experience, or thoughts about something verbally to someone or a number of listeners. As a communication activity, talking can be in the form of information (one-way) and can also be in the form of discussion. In this point, the learner discusses the results of the investigation or his thoughts in the first

stage. Learners test, arrange, and reflect on their ideas through negotiation or sharing in group discussion activities. The progress of students' learning communication will be seen in the dialogue in discussions, both in exchanging ideas between each other and in the reflection of those they express to others. In this case, Iriantara (2014: 32) describes that learning communication refers to the communication process in the context of learning, which takes place at educational level and channels.

The writing stage is to write down the ideas that got from the first and second stage activities in the space provided, may be in the form of student worksheets. In this regard, Huda (2014: 219-220) says that the teacher's role and tasks in an effort to effectively use the TTW strategy is to propose and provide assignments that enable students to actively engage in thinking, encouraging and listening to ideas expressed by students verbally and in writing, consider and provide information on what students explore in the discussion, as well as monitor, assess, and encourage students to actively participate.

Huda (2014: 220) explains the steps of learning with TTW learning model are as follows.

- (1) After the text of the learning material is distributed, students read it and make notes of the results of individual reading (think), to be taken to the discussion forum.
- (2) Students interact and collaborate with friends in a group (3-5 heterogeneous people) to discuss the contents of the notes (talk). In this activity, they use their own language and words to convey their ideas in the discussion. Understanding is built through interactions in discussion. Therefore, discussions are expected to produce solutions to the questions given.
- (3) Students construct their own knowledge that includes understanding and communication in written form.
- (4) The final activity of learning is to make reflections and conclusions on the material being studied. Before that, one or several students are chosen as a group representative to submit their answers, while the other groups are asked to provide responses.

Based on the description above, it can be concluded that TTW learning model is a learning model that emphasizes the process of cooperation through individual thinking and group discussions to obtain a variety of knowledge that is useful for each student in their efforts to write about a problem. Therefore, it can be stated that by using TTW learning model students can learn actively.

### **2.3 The Essence of Creative Thinking Skill**

Thinking is a series of internal processes that are influenced by motivation, hopes, desires, situations, and emotions to act and achieve a goal ranging from organizing interests to creative processes that produce an idea in relation to problem solving. It shows that there is one stage of thinking, namely creative thinking. In this case, creativity is defined as thoughts that produce something new and useful for solving problems. Sadarma (2013: 9) states that creativity is the ability of someone to make something, whether it is in the form of ideas, steps, or products. Munandar (2012: 20) defines that creativity is a unique meeting point between three psychological attributes: intelligence, cognitive style, and personality or motivation. These three aspects of the mind help understand what is behind the creative individual. Furthermore, Munandar (2012: 44-45) elaborates that creativity is an ability that reflects fluency, flexibility, originality in thinking, and the ability to elaborate ideas.

Based on the description above, it can be concluded that creative thinking skill is the ability to elaborate an idea divergently based on fluency, flexibility, and originality. In other words, it is a series of abilities from within a person which includes the ability to distinguish, provide unique ideas, generate many ideas, and the ability to add detail idea in order to produce something new.

## **3. RESEARCH METHODOLOGY**

### **3.1 Research Place and Time**

The research is conducted at language education and Indonesia literature study program, faculty of language and art Medan State University. The selection of research sites is based on the consideration that in the study program, the research is never conducted with the same research problem.

### **3.2 Types of Research**

This type of research can be known based on several aspects. Based on the approach, this research is quantitative research. Sukmadinata (2012: 12) defines that quantitative research is based on the concept of positivism which departs from the assumption that reality is single, fixed, stable, and independent of individual beliefs and feelings. In this study, the activities are carried out to determine the effect of the model learning and creative thinking ability towards the ability to write exposition texts by controlling intellectual intelligence of students.

### **3.3 Data Analysis Techniques**

Descriptive analysis is used to describe data, including the average value, standard deviation, median, and mode. Furthermore, the data analysis requirements test used in this study is the data normality test, the variance

homogeneity test, the linearity regression test, the significance of the regression effect test, and the line alignment test. The research hypothesis testing is carried out through Covariance Analysis (ANKOVA). If there is an interaction between the treatment variable and the moderator variable, further tests will be conducted.

### 3.4 Research Results

Hypothesis testing in this study is related to the main effect of independent variables, TTW learning model and the expository learning model. In addition, hypothesis testing is also related to interaction effect testing, i.e. the presence or absence of interaction between learning model and creative thinking skill of the ability to write exposition text by controlling intellectual intelligence. The analysis technique used in testing the research hypothesis is 2-way ANKOVA Test. The results of calculations with ANKOVA are presented in Table 1.

**Table 1 Summary of Hypothesis Tests with ANKOVA**

Tests of Between-Subjects Effects					
Dependent Variable:	Y				
Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	1445,708 <sup>a</sup>	4	361,427	89,604	,000
Intercept	817,285	1	817,285	202,619	,000
A	145,158	1	145,158	35,987	,000
B	131,955	1	131,955	32,714	,000
A * B	200,894	1	200,894	49,805	,000
X	749,403	1	749,403	185,790	,000
Error	125,042	31	4,034		
Total	228623,000	36			
Corrected Total	1570,750	35			

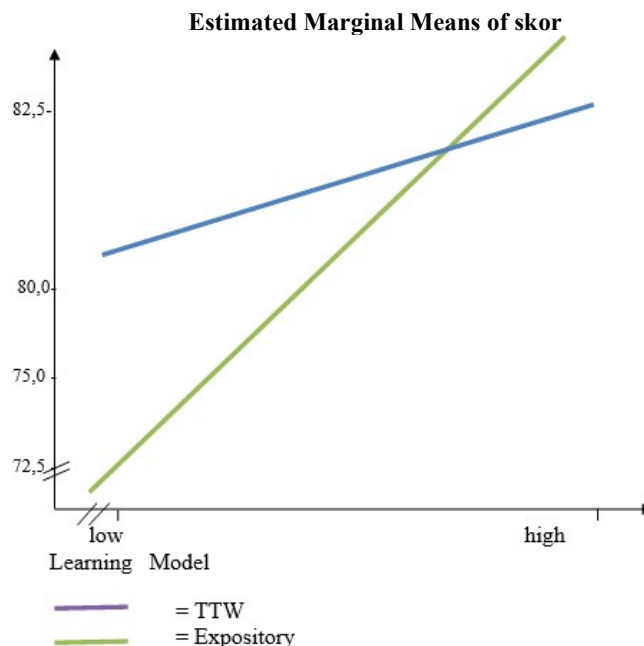
a. R Squared = ,920 (Adjusted R Squared = ,910)

The calculation results from the table 1 shows some conclusions. Firstly,  $F_0(A) = 35,987$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  is rejected. Thus, there are differences in the average ability to write exposition text between students who are taught with TTW learning model and those who are taught with expository learning models after controlling the students' intellectual intelligence. Secondly,  $F_0(B) = 32,714$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  is rejected. Thus, there are differences in the average ability to write exposition text between students who have high creative thinking skill and students who have low creative thinking skills after controlling students' intellectual intelligence. Thirdly,  $F_0(AB) = 49,805$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  is rejected. Thus, there is the effect of interaction between learning model and creative thinking skill on students' ability to write exposition text after controlling intellectual intelligence. Fourthly,  $F_0(X) = 89,604$  and  $p\text{-value} = 0,000 < 0,05$  or  $H_0$  is rejected. Thus, the IQ covariate (X), the learning model (A), and creative thinking ability (B) affects students' ability to write exposition text. For more details, the following will be discussed in this research hypothesis.

Furthermore, the difference of the ability to write exposition text between students who are taught with the TTW learning model and expository after controlling students' intellectual intelligence. ANKOVA calculation results on the source of variance between A indicate that the  $F_{\text{count}}$  value of  $35,987 > F_{\text{table}}$  price of 4.20 at  $\alpha = 0,05$ . The null hypothesis is rejected or there is a difference of the ability to write exposition text between students who are taught with the TTW learning model and the expository learning model. Thus, the learning model affects the ability to write exposition text after controlling the intellectual intelligence of students.

The average score of students' ability to write exposition text who are taught with the learning model TTW ( $\bar{Y}_{A1}$ ) is 81.28 and students who are taught with expository learning model ( $\bar{Y}_{A2}$ ) is 77.6. It is seen that students' ability to write exposition text that are taught with TTW learning model is higher than students who are taught with expository learning model. It means that, TTW learning model is proven to have a more effective effect on students' ability to write exposition texts. So, it can be concluded that students' ability to write exposition text who are taught with TTW learning model is higher than students who are taught with expository learning models.

The interaction between learning model and creative thinking skill on the ability to write exposition text after controlling students intellectual intelligence, ANKOVA calculation results on the source of the interaction variance A X B shows that the price of  $F_{\text{count}}$   $49,805 >$  the price of F table is 4.20 at  $\alpha = 0,05$ . Therefore,  $H_0$  is rejected and  $H_1$  is accepted. In the form of graphs of interaction between learning models and creative thinking skill on the ability to write exposition text can be seen in Figure 1.



**Figure 1: Interaction Chart of Learning Model and Creative Thinking Skill on Ability to Write Exposition Text after Controlling Students Intellectual Intelligence**

The differences in ability to write exposition texts between students who are taught with TTW and expository learning model with high creative thinking skills after controlling Intellectual Intelligence, The results of further tests with the Tukey test shows that  $F_{count} = 0.505 < F_{table} = 3.79$ , so it decides to accept the null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ). Thus, the research hypothesis which states that students' ability to write exposition text who are taught with the TTW learning model and have high creative thinking skill is higher than students who are taught with expository learning models and have high creative thinking skill after controlling intellectual intelligence, it is untested truth.

Based on the average residual test results, it is obtained the value of  $\bar{Y}_{(res)A1B1} = 82,22 < \bar{Y}_{(res)A2B1} = 83,10$ . It means that students' ability to write exposition text that are taught with the TTW learning model is lower than students who are taught with expository learning models with students who have high creative thinking skill. These results also show that in learning to write exposition text, expository learning models are more relevant to be applied to students who have high creative thinking skills.

The differences of students' ability to write exposition texts between students who are taught with TTW learning model and expository with students who have low creative thinking skill after controlling intellectual intelligence. The results of further tests with the Tukey test show that  $F_{count} = 4,781 > F_{table} = 3.79$ , so it decides to reject the null hypothesis ( $H_0$ ) and accept an alternative hypothesis ( $H_a$ ). Thus, the research hypothesis which states that students' ability to write exposition text who are taught with TTW learning model is higher than students who are taught with expository learning models on students who have low creative thinking skill after controlling intellectual intelligence, the truth is tested.

Based on the average residual test results, it is obtained the value of  $Y^-(res) A1B2 = 80.33 > Y^-(res) a2b2 = 72.00$ . Thus, it can be concluded that students' ability to write exposition text who are taught with TTW learning model is higher than students who are taught with expository learning models for students who have low creative thinking skill after controlling intellectual intelligence. Based on this case, it can be stated that for students who have low creative thinking skill, TTW learning model is more appropriate to use than the expository learning model in learning to write exposition text.

#### 4. DISCUSSION

Students' ability to write exposition text that are taught with TTW learning model is higher than students who are taught with expository learning model after controlling students intellectual intelligence. Based on ANKOVA calculation, it shows that the value of  $F_{count} = 35.987 > F_{table} (\alpha = 0.05) (\beta = 4.20)$ . Thus, it is concluded that there are differences of students' ability to write exposition text who are taught with TTW learning model ( $A_1$ ) and expository learning models ( $A_2$ ) after controlling student intellectual intelligence. This means that the magnitude of the  $F_{count}$  value generated in testing this hypothesis is purely derived from the effect of the treatment of TTW learning model given to students, because the influence of students' intellectual intelligence has been

purified or systematically controlled.

It is in accordance with the score of students' ability to write exposition text that is taught with TTW learning model with an average corrected  $\bar{Y}(\text{res}) A1 = 81.28$ , while the score of students' ability to write exposition text who are taught with expository learning model with an average corrected  $\bar{Y}(\text{res}) A2 = 77.6$ . The calculation results show that students' ability to write exposition texts that are taught with TTW learning model is higher than students who are taught with expository learning models after controlling the intellectual intelligence of students. Thus, TTW learning model can improve the ability to write exposition texts. It is better than learning with expository learning models. This finding also answers the research hypothesis that the students' ability to write exposition text that are taught with TTW learning model is higher than students who are taught with expository learning model. In addition, it is stated that the results of this study are in accordance with the framework of thinking, which states that students' ability to write exposition text that are taught with TTW learning model is higher than students who are taught with expository learning models after controlling intellectual tendencies.

Wardhany and Amirullah (2017: 68) explains that TTW learning model has several advantages, namely creating a pleasant and meaningful learning atmosphere from observing and concluding results, increasing student interest and participation, and increasing understanding and memory through written work. Based on this opinion, it can be stated that in addition to being able to create a pleasant learning atmosphere, the use of TTW learning model can be more effective in improving students' ability to write exposition text than using expository learning models. There are activities of thinking both to understand the writing of exposition text and the theme as a challenge to be able to produce ideas creatively. In addition, in the use of TTW learning model, there are discussion activities that can broaden students' insights on themes and can be a source of inspiration for students to their ideas and supporting facts. Such creative activities do not exist in the use of expository learning models.

Furthermore, there is interaction between learning model and creative thinking skill on students' ability to write exposition text after controlling intellectual intelligence. ANKOV calculations can be seen in the interaction variance  $A \times B$ , it shows that  $F_o(AB) = 49,805$ ; and  $p\text{-value} = 0,000 < 0.05$  or  $F_{\text{calculate}} = 49.805 > F_{\text{table}}(0.05)(31) = 4.20$ . Thus,  $H_0$  is rejected and  $H_1$  is accepted. This means that there is an influence of interaction between learning models (A) and creative thinking ability (B) to the ability to write exposition text after controlling the intellectual intelligence of students. It can be further explained that the learning model (TTW and expository) influences students' ability to write exposition texts depending on creative thinking skill after controlling the intellectual intelligence of students and vice versa, creative thinking skill affects students' ability to write exposition texts depending on the learning model after controlling the intellectual intelligence of students.

Based on ANKOVA calculation data and hypothesis testing, it can be concluded that the effect of the interaction of learning models and creative thinking skill on the ability to write exposition text after controlling student intellectual intelligence is largely determined by differences in learning models used and differences in students' creative thinking skill. This can be seen by the following indications (1) for students who are taught with TTW learning model, the ability to write textual expositions of students who have high creative thinking abilities (A1B1) is on average corrected by  $\bar{Y}(\text{res}) A1B1 = 82.22$ , it is higher than with the ability to write text exposition of students who have the ability to think creatively (A1B2) with an average corrected by  $\bar{Y}(\text{res}) A1B2 = 80.33$ ; (2) for students who are taught with expository learning models, the ability to write exposition text of students who have high creative thinking abilities (A2B1) on average is corrected by  $\bar{Y}(\text{res}) A2B1 = 83.10$ , it is higher than the ability to write exposition text of students who have low creative thinking ability (A2B2) with an average corrected of  $\bar{Y}$  sebesar (res)  $A2B2 = 72.00$ .

This is in line with Shaddock (2007: 5) who investigates improving learning outcomes for all students. The results show that several principles that must be carried out by lecturers so that students' writing skills improved, among others "be outcomes focused, use conspicuous strategies, teach essential principles, link and integrate material, engage their students, provide students with direct and assisted support when needed, systematically monitor students' performance.

Students' ability to write exposition text that are taught with TTW learning model and expository learning model on students who have high creative thinking skill after controlling intellectual intelligence. The results of further tests with the Tukey test show that  $F_{\text{count}} = 0.505 < F_{\text{table}} = 3.79$ , so it decides to accept the null hypothesis ( $H_0$ ) and reject the alternative hypothesis ( $H_a$ ). The research hypothesis which states that the ability to write exposition text of students who are taught with TTW learning model is higher than the ability to write exposition text of students who are taught with expository learning models on students who have high creative thinking skills after controlling intellectual intelligence, the truth is not tested.

Based on the average residual test results, it is obtained the value of  $\bar{Y}(\text{res}) A1B1 = 82.22 < \bar{Y}(\text{res}) A2B1 = 83.10$ . This means that students' ability to write exposition text that is taught using TTW learning model is lower than students who are taught with expository learning model to students who have high creative thinking skill after controlling intellectual intelligence. In other words, it can be stated that the ability to write exposition text of students who are taught by using expository learning models is higher than students who are taught with TTW learning model to students who have high creative thinking skills after controlling intellectual intelligence

( $\mu A2B1 > \mu A1B1$ ). So, it is stated that the results of this study are in accordance with the framework of thinking, there is an allegation that students who have high creative thinking skills, taught with expository learning models have the ability to write exposition text is higher than students who are taught with TTW learning model after controlling intelligence intellectual.

It can be stated that students' creative thinking ability influences learning. This should receive serious attention from educators and can utilize it in efforts to improve the quality of learning. In line with that, Djamarah and Zain (2010: 123) investigates the expository method is the same as the lecture method in terms of the centralization of activities to the teacher as the giver of information (learning material). In fact, the implementation of the expository method of lecturer dominance is reduced because the lecturers do not keep talking. The lecturer speaks at the beginning of the lesson, on a new topic, and explains the material and examples of questions. Students not only listen and take notes, but also ask questions and practice. This means that in the use of expository learning models, students who have high creative thinking skill are given the opportunity to take advantage of their creative thinking skills to understand the contents of lectures and exercises to write an exposition text.

Student's ability to write exposition text that are taught with TTW and expository learning model in Students who have low creative thinking skill after controlling intellectual intelligence. Further test results with Tukey's test show that  $F_{count} = 4,781 > F_{table} = 3.79$ , so that it decides to reject null hypothesis ( $H_0$ ) and accept the alternative hypothesis ( $H_a$ ). The research hypothesis which states that the ability to write exposition text of students who are taught with the TTW learning model is higher than students who are taught with expository learning models on students who have low creative thinking abilities after controlling intellectual intelligence, the truth is tested.

Based on the average residual test results, it is obtained the value of  $Y^-(res) AIB2 = 80.33 > Y^-(res) a2b2 = 72.00$ . It also means that the ability to write exposition text of students who are taught with TTW learning model is higher than students who are taught with expository learning models on students who have low creative thinking abilities after controlling intellectual intelligence. The results of this study are in accordance with the framework of thinking that suggests that students who have low creative thinking ability, taught by TTW learning models, have higher ability to write exposition texts than those who are taught with expository learning models after controlling intellectual intelligence.

The use of TTW learning model requires creative activities from students. However, for this creative activity, there are often obstacles on the part of students. Gupta (2015: 197-198) states that there are five factors that cause students to lack creativity, namely (1) fear of failure, (2) collaboration and cooperation, (3) competition and conflict, (4) family factor, and (5) motivation. This means that fear of failure, reluctance to collaborate and cooperate, reluctant to compete and face opposition, an unfavorable family atmosphere, and low motivation to learn can cause students to be reluctant to be creative. Rusman (2012: 134) explains that things to be considered from the angle of the student or student in choosing a learning model is the level of student maturity, interests, talents, conditions, and student learning styles. However, based on the results of this study, it can be stated that creative thinking skill as a student characteristic can be something to be considered.

## 5. CONCLUSIONS

Based on the results of research and discussion about the influence of learning models and creative thinking skill on the ability to write exposition texts by controlling intellectual intelligence of students, it is concluded as follows.

- 1) The ability to write exposition text of students who are taught with TTW learning model is higher than students who are taught with expository learning models after controlling student intellectual intelligence. Therefore, TTW learning model is more relevant to be used in learning to write exposition text by controlling intellectual intelligence.
- 2) There is an influence of the interaction between the learning model and creative thinking skill toward students' ability to write exposition texts after controlling intellectual intelligence. Therefore, learning model and creative thinking ability are two factors that determine students' ability to write exposition text.
- 3) The ability to write exposition text of students who are taught with TTW learning model is lower than students who are taught with expository learning models on students who have high creative thinking skill after controlling intellectual intelligence. Therefore, it can be stated that expository learning models are more relevant for students who have high creative thinking skills.
- 4) The ability to write exposition text of students who are taught with TTW learning model is higher than students who are taught with expository learning models on students who have low creative thinking skill after controlling intellectual intelligence. Therefore, it can be stated that TTW learning model is more relevant for students who have low creative thinking skills

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