

Dita Auriliyah. 2024. “Pengaruh Model Pembelajaran *Think Talk Write* (TTW) Terhadap Keterampilan Menulis Teks Eksplanasi Siswa Kelas VIII SMPN 1 Tanggulangin”. Skripsi, Program Studi Pendidikan Bahasa dan Sastra Indonesia, Fakultas Ilmu Pendidikan, Universitas Trunojoyo Madura. Pembimbing: Ayyu Subhi Farahiba, S.Pd., M.Pd.

ABSTRAK

Abstrak : Penelitian ini dilakukan berdasarkan permasalahan yang terjadi yaitu karena rendahnya keterampilan menulis teks eksplanasi di SMPN 1 Tanggulangin. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *Think Talk Write* (TTW) terhadap keterampilan menulis teks eksplanasi siswa kelas VIII SMPN 1 Tanggulangin. Penelitian ini merupakan penelitian kuantitatif model eksperimen menggunakan desain *Quasi Experimental Design* dengan bentuk *Nonequivalent Control Group Design*. Teknik pengambilan sampel menggunakan *purposive sampling*. Sampel pada penelitian ini adalah kelas kontrol dan eksperimen yang masing-masing berjumlah 30 siswa. Instrumen penelitian yang digunakan ada dua, yaitu lembar tes tulis, dan angket respon siswa. Hasil penelitian ini diperoleh dengan nilai *pretest* kelas kontrol 61,0. Sedangkan pada kelas eksperimen diperoleh nilai 63,6. Pada nilai *posttest* kelas kontrol diperoleh nilai 63,3. Sedangkan Pada kelas eksperimen diperoleh nilai 72,8. Pada pengaruh model *Think Talk Write* (TTW) dilihat dari hasil uji t diperoleh hasil $t_{hitung} 2,588 > T_{tabel} 2,001$ sehingga H_0 ditolak dan H_a diterima yang artinya terdapat pengaruh signifikan antara model pembelajaran *Think Talk Write* (TTW) terhadap keterampilan menulis teks eksplanasi siswa kelas VIII SMPN 1 Tanggulangin. Pada respon siswa memperoleh nilai 82,6 rata-rata siswa menjawab “Ya” dengan kriteria penilaian kategori baik. Sedangkan 17,3% menjawab “Tidak” dengan kriteria penilaian kategori tidak baik. Yang artinya sebagian siswa setuju dengan penerapan model pembelajaran *Think Talk Write* (TTW). Sehingga terdapat ketertarikan dari kelas eksperimen terhadap penggunaan model pembelajaran *Think Talk Write* (TTW) pada keterampilan menulis siswa.

Kata Kunci : model *Think Talk Write* (TTW), teks eksplanasi, keterampilan menulis

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ABSTRACT

Abstract: This research was conducted based on problems that occurred, namely due to the low skills in writing explanatory texts at SMPN 1 Tanggulangin. The aim of this research is to determine the effect of the Think Talk Write (TTW) learning model on the explanatory text writing skills of class VIII students at SMPN 1 Tanggulangin. This research is a quantitative experimental research model using a Quasi Experimental Design in the form of Nonequivalent Control Group Design. The sampling technique uses purposive sampling. The samples in this study were the control and experimental classes, each consisting of 30 students. There were two research instruments used, namely written test sheets and student response questionnaires. The results of this research were obtained with a control class pretest score of 61.0. Meanwhile, in the experimental class, a score of 63.6 was obtained. The posttest score for the control class obtained a score of 63.3. Meanwhile, in the experimental class, a score of 72.8 was obtained. On the influence of the ThinkTalk Write (TTW) model, seen from the results of the t test, $T_{count} 2.588 > T_{table} 2.001$ so that H_0 is rejected and H_a is accepted, which means there is a significant influence between the ThinkTalk Write (TTW) learning model. on the writing skills, text, explanation, and explanation of class VIII students at SMPN 1l Tanggulangin. In the student response, the average student answered "Yes" with a score of 82.6 with the assessment criteria in the good category. Meanwhile, 17.3% answered "No" with the assessment criteria in the not good category. Which means that some students agree with the application of the Thinkl Talk Write (TTW) learning model. So there is interest from the experimental class in using the ThinkTalk Write (TTW) learning model on students' writing skills.

Keywords: Think Talk Write (TTW) model, explanatory text, writing skill