

ABSTRAK

Benesia Eva Rosalin NIM : 7143141012. Pengaruh Model Pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) Dan *Visualization Auditory Kinesthetic* (VAK) Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Korespondensi Di SMK Swasta Jambi Medan T.P 2019/2020. Skripsi Jurusan Ekonomi, Keahlian Pendidikan Administrasi Perkantoran, Fakultas Ekonomi, Universitas Negeri Medan, 2021.

Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) dan model pembelajaran *Visualization Auditory Kinesthetic* (VAK) terhadap hasil belajar siswa pada mata pelajaran korespondensi kelas X AP di SMK Swasta Jambi Medan T.P 2019/2020.”

Penelitian ini dilaksanakan di kelas X AP SMK Swasta Jambi Medan. Populasi dalam penelitian ini adalah seluruh siswa kelas X AP di SMK Swasta Jambi Medan yang terdiri dari 2 kelas dengan jumlah 80 siswa. Teknik pengambilan sampel yang digunakan adalah total sampling yang terdiri dari kelas X AP 1 (Eksperimen 1) berjumlah 40 siswa dan kelas X AP 2 (Eksperimen 2) berjumlah 40 siswa. Teknik analisis data yang digunakan yaitu dengan cara menghitung nilai mean, standar deviasi dan varians. Untuk mengetahui normalitas menggunakan uji *Liliefors*, untuk mengetahui homogenitas menggunakan uji F dan untuk pengujian hipotesis dilakukan dengan menggunakan uji t.

Hasil analisis data diperoleh nilai rata – rata *pre-test* dan *post-test* dengan model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) = 46,13 dan 84,38 dan hasil rata – rata *pre-test* dan *post-test* dengan model pembelajaran *Visualization Auditory Kinesthetic*(VAK) = 42,25 dan 79,25. Hipotesis penelitian ini diuji t dan diperoleh t_{hitung} sebesar 2,335 sedangkan t_{tabel} sebesar 1,667 pada taraf tingkat kepercayaan 95% dan taraf nyata $\alpha = 0,05$ yaitu $t_{hitung} > t_{tabel}$ yaitu $2,335 > 1,667$ maka hipotesis penelitian diterima.

Berdasarkan hasil uji hipotesis dapat disimpulkan bahwa hasil belajar korespondensi yang diajarkan dengan model pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS) lebih tinggi dibandingkan dengan model pembelajaran *Visualization Auditory Kinesthetic* (VAK) pada siswa kelas X AP SMK Swasta Jambi Medan TP. 2019/2020.

Kata Kunci : Model Pembelajaran *Thinking Aloud Pair Problem Solving* (TAPPS), Model Pembelajaran *Visualization Auditory Kinesthetic* (VAK), Hasil Belajar Korespondensi

ABSTRACT

Benesia Eva Rosalin NIM : 7143141012. Effect of Learning Model Thinking Aloud Pair Problem Solving (TAPPS) and Visualization Auditory Kinesthetic (VAK) on Student Learning Outcomes in Correspondence Subjects Class X SMK Jambi Medan T.P 2019/2020. Department of Economics Thesis, Office Administration Education Expertise, Faculty of Economics, State University of Medan, 2021.

The purpose of this study was to determine the effect of the Thinking Aloud Pair Problem Solving (TAPPS) learning model and the Visualization Auditory Kinesthetic (VAK) learning model on student learning outcomes in correspondence subject for class X AP at SMK Swasta Jambi Medan T.P 2019/2020. "

This research was conducted in class X AP of SMK Swasta Jambi Medan. The population in this study were all students of class X AP at SMK Swasta Jambi Medan, which consisted of 2 classes with a total of 80 students. The sampling technique used was total sampling consisting of class X AP 1 (Experiment 1) totaling 40 students and class X AP 2 (Experiment 2) totaling 40 students. The data analysis technique used was to calculate the mean, standard deviation and variance. To determine normality using the Liliefors test, to determine homogeneity using the F test and to test the hypothesis using the t test.

The results of data analysis obtained the mean value of *pre-test* and *post-test* with the *Thinking Aloud Pair Problem Solving* (TAPPS) learning model = 46,13 and 84,38 and the average *pre-test* and *post-test* results with the *Visualization Auditory Kinesthetic learning* model. (VAK) = 42,25 and 79,25. This research hypothesis was tested t and obtained t count of 2,335 while t table of 1.667 at the level of confidence level of 95% and the real level $\alpha = 0.05$, namely $t_{count} > t_{table}$ that is $2,355 > 1.667$, then the research hypothesis is accepted.

Based on the results of hypothesis testing, it can be concluded that the learning outcomes of correspondence taught with the *Thinking Aloud Pair Problem Solving* (TAPPS) learning model are higher than the *Visualization Auditory Kinesthetic* (VAK) learning model in class X AP SMK Swasta Jambi Medan TP. 2019/2020.

Keywords : Learning Model Thinking Aloud Pair Problem Solving (TAPPS), Learning Model Auditory Kinesthetic Visualization (VAK), Correspondence Learning Outcomes