

ABSTRAK

Anggita Sari, NIM 4173311007 (2017), Pengaruh Model Pembelajaran *Think Talk Write* (TTW) Berbantuan Video Pembelajaran Terhadap Kemampuan Komunikasi Matematis Siswa Kelas X MAS Al-Washliyah Marbau Tahun Ajaran 2021/2022

Penelitian ini bertujuan untuk mengetahui apakah terdapat Pengaruh Model Pembelajaran *Think Talk Write* (TTW) Berbantuan Video Pembelajaran Terhadap Kemampuan Komunikasi Matematis Siswa. Penelitian ini merupakan penelitian eksperimen dengan desain penelitian *pretest-posttest only control desain*. Populasi dalam penelitian ini adalah seluruh siswa kelas X MAS Al-Washliyah Marbau. Dua kelas dipilih secara acak untuk dijadikan sampel penelitian. Kelas X-A terpilih sebagai kelas eksperimen yang belajar dengan menerapkan model pembelajaran kooperatif tipe *think talk write* berbantuan video pembelajaran sedangkan kelas X-B belajar dengan menerapkan model konvensional. Sebelum pengujian hipotesis terlebih dahulu diuji normalitas dan homogenitas tes. Normalitas diuji dengan menggunakan teknik Liliefors dan homogenitas dengan menggunakan uji F. Dari pengujian yang dilakukan diperoleh data kedua sampel berdistribusi normal dan homogen. Dari analisis data posttest kemampuan komunikasi matematis siswa dengan menggunakan uji-t pada taraf $\alpha = 0,05$ diperoleh $t_{hitung} > t_{tabel}$ yaitu $2,173 > 1,667$, sehingga H_0 ditolak dan H_a diterima. Maka dapat disimpulkan bahwa rata-rata kemampuan komunikasi matematis siswa yang diajarkan dengan model pembelajaran kooperatif tipe *Think Talk Write* berbantuan video pembelajaran lebih tinggi dari rata-rata kemampuan komunikasi matematis siswa yang diajarkan dengan model pembelajaran konvensional. Dengan demikian ada pengaruh model pembelajaran kooperatif tipe *Think Talk Write* berbantuan video pembelajaran terhadap komunikasi matematis siswa. Untuk mengetahui peningkatan kemampuan komunikasi matematis siswa dengan melihat hasil rata-rata N-Gain yaitu 0,4 kategori sedang. Proses penerapan model pembelajaran *think-talk-write* berbantuan video pembelajaran terhadap komunikasi matematis siswa dapat dilihat melalui indikator kemampuan komunikasi yaitu aspek representasi memperoleh nilai rata-rata tertinggi bila dibandingkan dengan aspek lainnya yaitu 77,3 untuk kelas eksperimen dan 70 untuk kelas kontrol.

Kata Kunci : Model Pembelajaran Kooperatif Tipe *Think Talk Write*, Video Pembelajaran, Model Pembelajaran Konvensional, Kemampuan Komunikasi Matematis.

ABSTRACT

Anggita Sari, NIM 4173311007 (2017), The Effect of the Think Talk Write (TTW) Learning Model Assisted by Video Learning on the Mathematical Communication Ability of Class X Students at MAS Al-Washliyah Marbau Academic Year 2021/2022

This study aims to determine whether there is an effect of the Think Talk Write (TTW) Learning Model Assisted by Video Learning on Students' Mathematical Communication Ability. This research is an experimental study with a pretest-posttest only control design. The population in this study were all students of class X MAS Al-Washliyah Marbau. Two classes were randomly selected to be used as research samples. Class X-A was chosen as an experimental class that learns by applying a think talk write type cooperative learning model with the help of learning videos, while class X-B learns by applying a conventional model. Before testing the hypothesis, the normality and homogeneity of the tests were first tested. Normality was tested using the Lilliefors technique and homogeneity using the F test. From the tests carried out, the data obtained for both samples were normally distributed and homogeneous. From the posttest data analysis of students' mathematical communication skills using the t-test at the level of $\alpha=0.05$, it was obtained that $t_{count} > t_{table}$ was $2.173 > 1.667$, so H_0 was rejected and H_a was accepted. So it can be concluded that the average mathematical communication ability of students taught by the Think Talk Write type cooperative learning model assisted by learning videos is higher than the average mathematical communication ability of students taught by conventional learning models. Thus, there is an influence of the Think Talk Write type cooperative learning model assisted by learning videos on students' mathematical communication. To find out the increase in students' mathematical communication skills by looking at the average N-Gain result, namely 0.4 medium category. The process of implementing the think-talk-write learning model assisted by learning videos on students' mathematical communication can be seen through the indicators of communication skills, namely the representation aspect that gets the highest average value when compared to other aspects, namely 77.3 for the experimental class and 70 for the control class.

Keywords : Think Talk Write Type Cooperative Learning Model, Learning Video, Conventional Learning Model, Mathematical Communication Ability.