ABSTRAK

Ega Florentina Br Haloho, Nim 4213111010 (2025). Pengaruh Model Pembelajaran Kooperatif Tipe *Think Talk Write* Terhadap Kemampuan Komunikasi Siswa Kelas VIII SMP Negeri 29 Medan.

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran kooperatif tipe *Think Talk Write* lebih baik dalam meningkatkan kemampuan komunikasi matematis dan untuk mengetahui ketuntasan klasikal kemampuan komunikasi matematis siswa yang menggunakan model pembelajaran kooperatif tipe *Think Talk Write* lebih besar dari pembelajaran biasa. Penelitian ini dilaksanakan di SMP Negeri 29 Medan pada tahun ajaran 2025/2026. Jenis penelitian ini adalah penelitian kuantitatif dengan metode quasi eksperimen dan desain penelitian *Non-equivalent control group design.* Sampel ditentukan dengan teknik *cluster random sampling*, sehingga diperoleh kelas VIII-9 sebagai kelas eksperimen dan kelas VIII-8 sebagai kelas kontrol. Instrumen penelitian berupa tes kemampuan komunikasi matematis berbentuk uraian yang telah diuji validitas dan reabilitasnya. Hasil penelitian menunjukkan bahwa terdapat peningkatan yang signifikan pada kemampuan komunikasi matematis siswa kelas eksperimen dengan rata-rata pretest sebesar 57,34 dan posttest sebesar 83.98. Sementara itu pada kelas kontrol, rata-rata skor pretest 56,72 dan posttest sebesar 76,56. Hasil uji *independent sample t-test* menunjukkan nilai signifikansi 0,000 < 0,05 yang berarti H_0 ditolak dan H_1 diterima. Artinya terdapat perbedaan antara hasil belajar kemampuan komunikasi matematis siswa yang diajar dengan model pembelajaran kooperatif tipe *Think Talk Write* dan pembelajaran biasa. Hal ini menunjukkan bahwa pengaruh model pembelajaran kooperatif tipe *Think Talk Write* lebih baik dari pembelajaran biasa terhadap kemampuan komunikas matematis siswa kelas VIII SMP Negeri 29 Medan. Hasil penelitian ini menunjukkan ketuntasan klasikal kelas eksperimen mencapai 98,66%, sedangkan kelas kontrol sebesar 56,25%. Dengan demikian, bahwa ketuntasan klasikal siswa yang diberi pembelajaran kooperatif tipe *Think Talk Write* (TTW) lebih besar diabandingkan dengan pembelajaran biasa terhadap kemampuan komunikasi matematis.

Kata kunci : *Think Talk Write*, Komunikasi Matematis Siswa, Ketuntasan Klasikal

ABSTRACT

Ega Florentina Br Haloho, Nim 4213111010 (2025). The Effect of Think Talk Write Cooperative Learning Model on the Mathematical Communication Skills of Class VIII Students of SMP Negeri 29 Medan.

This study aims to determine the effect of the Think Talk Write cooperative learning model in improving mathematical communication skills and to determine the classical mastery of mathematical communication skills of students who use the Think Talk Write cooperative learning model compared to conventional learning. This research was conducted at SMP Negeri 29 Medan in the 2025/2026 academic year. This research is quantitative research using a quasi-experimental method and a Non-equivalent control group design. The sample was determined using cluster random sampling, resulting in class VIII-9 as the experimental class and class VIII-8 as the control class. The research instrument was a mathematical communication skills test in the form of an essay that had been tested for validity and reliability. The results showed that there was a significant increase in the mathematical communication skills of students in the experimental class, with a pretest average of 57.34 and a posttest average of 83.98. Meanwhile, in the control class, the pretest average score was 56.72 and the posttest average score was 76.56. The results of the independent sample t-test show a significance value of 0.000 < 0.05, which means that H0 is rejected and H1 is accepted. This means that there is a difference between the learning outcomes of mathematical communication skills of students taught using the Think Talk Write cooperative learning model and those taught using conventional learning. This shows that the Think Talk Write cooperative learning model has a better effect than conventional learning on the mathematical communication skills of eighth-grade students at SMP Negeri 29 Medan. The results of this study show that the classical mastery of the experimental class reached 98.66%, while the control class was 56.25%. Thus, the classical mastery of students who were given the Think Talk Write (TTW) cooperative learning model was greater than that of conventional learning in terms of mathematical communication skills.

Keywords: Think Talk Write, Student Mathematical Communication, Classical Mastery