# ABSTRAK

Penelitian ini berjudul "Perbandingan Efektivitas Teknik *Think Talk Write* Berbantuan Media Kartu Kata dan Teknik *Think Pair Share* Berbantuan Media Gambar untuk Meningkatkan Kemampuan Menulis Kalimat (Studi Eksperimen pada Siswa Kelas IX MTs Negeri 11 Majalengka Tahun Pelajaran 2019/2020)". Latar belakang penelitian ini masih banyaknya siswa yang merasa kesulitan dalam menulis kalimat.

Tujuan dalam penelitian ini adalah: 1) mendeskripsikan efektivitas teknik *Think Talk Write* berbantuan media kartu kata untuk meningkatkan kemampuan menulis kalimat, 2) mendeskripsikan efektivitas teknik *Think Pair Share* berbantuan media gambar untuk meningkatkan kemampuan menulis kalimat, dan 3) mendeskripsikan perbedaan efektivitas teknik *Think Talk Write* berbantuan media kartu kata dan teknik *Think Pair Share* berbantuan media gambar untuk meningkatkan kemampuan menulis kalimat.

Metode dalam penelitian ini adalah kuasi eksperimen dengan *nonequivalent groups pretest-posttets design*. Teknik pengumpulan datanya yaitu dengan tes menulis kalimat dan penyebaran angket. Populasi pada penelitian ini adalah siswa kelas IX MTs Negeri 11 Majalengka. Sampel penelitian ini adalah kelas IX C sebagai kelas eksperimen dan kelas IX A sebagai kelas control. Teknik pengolahan data dilakukan dengan uji normalitas data saphiro-wilk, uji *paired sample-test* dan uji *NGain_Score*.

Dari hasil uji *paired sample t-test* kelas eksperimen diperoleh nilai Sig.(2-tailed) $0.00 < 0.005$ sehingga dapat disimpulkan terdapat perbedaan nilai hasil prates dan pascates. Sementara itu, pada kelas kontrol hasil uji *paired sample t-test* diperoleh Sig.(2-tailed) $0.00<0.005$ sehingga dapat disimpulkan terdapat perbedaan nilai hasil prates dan pascates. Setelah diketahui bahwa kedua model memiliki pengaruh terhadap peningkatan kemampuan menulis kalimat, maka langkah berikutnya adalah uji gain. Berdasarkan perhitungan *NGain Score* diperoleh nilai rata-rata gain untuk kelas eksperimen 71.25, dan kelas kontrol adalah 50.28, sehingga dapat ditafsirkan teknik pembelajaran di kelas eksperimen jauh lebih efektif dibandingkan teknik pembelajaran di kelas kontrol.

Adapun ntuk lebih menyakinkan maka dilakukan satu pengujian lagi untuk mengetahui perbedaan keefektifan kedua model dengan *uji Independent t-test untuk NGain_Score*. Dari hasil pengujian diketahui nilai Sig.(2-tailed) $0.004 < 0.005$ maka H0 ditolak dan Ha diterima, sehingga dapat disimpulkan bahwa terdapat perbedaan efektivitas teknik *Think Talk Write* berbantuan media kartu kata dan teknik *Think Pair Share* berbantuan media gambar untuk meningkatkan kemampuan menulis kalimat.

Saran untuk guru mata pelajaran Bahasa Indonesia yaitu: 1) teknik pembelajaran *think talk write* berbantuan media kartu dan teknik *think pair share* berbantuan media gambar dapat menjadi alternatif teknik pembelajaran yang dapat digunakan guru bahasa untuk pembelajaran menulis. 2) teknik *think talk write* berbantuan media kartu lebih efektif digunakan dalam pembelajaran menulis.

Kata kunci: *think talk write, kartu kata, think pair share, media gambar, kemampuan menulis kalimat* .

# ABSTRACT

Research investigated "Comparison of The Effectiveness of Word Card Assisted Think Talk Write Models And Picture Assisted Think Pair Share Models To Improve Sentence Writing Skills (Experimental study in 9th grade of MTs Negeri 11 Majalengka on school year 2019/2020). Background of this research is many student find it difficult to write sentence.

The purpose of this research were: 1) to describe the effectiveness of word card assisted think talk write models to improve sentence writing skills, 2) to describe the effectiveness of picture assisted think pair share models to improve sentence writing skills, and 3) to describe the difference between the effectiveness of word card assisted think talk write models and picture assisted think pair share models to improve sentence writing skills?

This research used experimental quasi with choose nonequivalent groups pretest-posttets design. Collecting data technique used writing sentence test and questionnaire. Population in this research is 9th grade MTs Negeri 11 Majalengka. Sample of this research were 9th C as experimental class and 9th A as control class. Data processing techniques is performed with Saphiro-Wilk, paired sample t-test and N-Gain Score.

The result of paired sample t-test of experimental class is sig.(2-tailed) $0.00 < 0.005$ it could be conclude there was difference between pretest and posttest result. Meanwhile, in control class the result of paired sample t-test was sig.(2-tailed) $0.00 < 0.005$ it could be conclude there is difference between pretest and posttest result. After knowing the effectiveness of the two model the next step was processing *N-Gain Score,* which is the average gain value of experimental class is 70.25, and control class is 50.28, so it could say the technique in experiment class were effective than control class.

To make sure about effectiveness from two technique, we should do independent t-test for N-Gain Score to know the difference of effectiveness between two models. And the result was sig.(2-tailed) $0.000 < 0.005$ so H0 was rejected and Ha accepted, so we could conclude there are difference between the effectiveness of word card assisted think talk write models and picture assisted think pair share models to improve sentence writing skills.

the suggestions for the teachers of indonesian language is: 1) word card assisted think talk write models and picture assisted think pair share models could be alternative model for writing, 2) word card assisted think talk write technique was more effective used in writing.


Keywords: *think talk write, word card, think pair share, picture, writing skills.*