

ABSTRAK

MARHAENI. 2022 Pengaruh Strategi Think-Talk-Write (TTW) Terhadap Kemampuan Penalaran Matematika Materi Bangun Ruang Siswa Kelas V SD Negeri Unggulan Bontomanai Kabupaten Gowa, dibimbing oleh Dr. Baharuilah, S.Pd., M.Pd. dan Dr. Sukmawati, S.Pd., M.Pd.

Penelitian ini bertujuan untuk mengetahui pengaruh strategi Think-Talk-Write (TTW) Terhadap Kemampuan Penalaran Matematika Materi Bangun Ruang Siswa Kelas V SD Penelitian ini merupakan penelitian kuantitatif dengan menggunakan desain *quasi Exspermental* yaitu *posstest only control group design*, pengumpulan data dilakukan dengan tehnik test. Peneliti menemukan bahwa kelas eksperimen (VA) lebih baik dari kelas kontrol (VB). Kelas eksperimen yang menerapkan Strategi Think-Talk-Write (TW) memperoleh nilai tertinggi 90, nilai secara terendah 60, dan rata-ratanya 76.97, sedangkan kelas control yang tanpa menerapkan Strategi *Think-Talk-Write* (TTW) yaitu dengan pembelajaran tanpa Strategi *Think-Talk-Write* (TTW) memperoleh nilai tertinggi 78, nilai terendah 55 dan rata-rata 66.5, dan terbukti bahwa nilai hasil penalaran tanpa menerapkan Strategi *Think-Talk-Write* (TTW)

Berdasarkan perhitungan dengan menggunakan uji t peneliti menemukan bahwa $t_{hitung} = 3,27$ dengan $df=31$, melalui progress interpolasi diperoleh $t_{tabel} = 2,04$ dan taraf signifikan 5% $t_{tabel} = 2,74$ dan pada taraf signifikan 1% $t_{tabel} = 2,74$ ternyata $t_{hitung} \geq t_{tabel}$ ($3,27 > 2,74$). Hal ini menunjukkan bahwa H_0 ditolak, artinya terdapat pengaruh yang signifikan Strategi *Think-Talk-Write* (TTW) terhadap kemampuan penalaran Matematika materi bangun ruang siswa kelas V SD Negeri Unggulan Bontomanai kabupaten Gowa. Hasil penelitian ini menyarankan agar guru menerapkan Strategi *Think-Talk-Write* (TTW) dalam pembelajaran Matematika.

Kata kunci : Strategi *Think-Talk-Write* (TTW), Kemampuan Penalaran, Bangun ruang, t_{hitung} t_{tabel}

ABSTRACT

Marhaeni, 2021. The Influence of Think-Talk-Write Strategy (TTW) On Mathematics Logic Skills Of Classroom Structure at the Fifth Grade Student at State Elementary School Unggulan Bontomanai Gowa Regency, supervised by Baharullah and Sukmawati.

This research aims to find out the influence of Think-Talk-Write Strategy (TTW) Mathematics Logic Skills of Classroom Structure at the Fifth Grade Student at State Elementary School Unggulan Bontomanai Gowa Regency. This research was a quantitative study using *quasi experimental design with post-test control group design*, while data collection was done with test techniques. Researchers found that the experimental class (VA) was better than the control class (VB). Experimental classes implemented The *Think-Talk-Write Strategy (TTW)* scored as 90, the lowest score was 60, and the average was 76.97, while the control class without implementation the *Think-Talk-Write Strategy (TTW)*, it obtained a highest score was 78, the lowest was 55, and the average was 66.5, and it was proven that the value of mathematics logic results with not implementing the *Think-Talk-Write Strategy (TTW)*. Based on calculations using *t* test researchers found that $t_{count} = 3.27$ with $df = 31$, through progress with population obtained $t_{count} = 2.04$ at a significant level 5% $t_{table} = 2.74$ and at a significant level 1% $t_{table} = 2.74$ turned $t_{count} \leq t_{table} \leq t_{count} > t_{table}$ ($2.04 < 2.74 > 2.74$). This shows that H_0 was accepted, meaning that there was a significant influence of The *Think-Talk-Write Strategy (TTW)* Mathematics Logic Skills of Classroom Structure at the Fifth Grade Student at State Elementary School Unggulan Bontomanai Gowa Regency. The results of this study suggested that teachers should apply the *Think-Talk-Write Strategy (TTW)* in Mathematics learning.

Keywords: *Think-Talk-Write (TTW) Strategy, Reasoning Skills, Classroom Structure, Logic Skills*



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