

ABSTRAK

Sumerini, Ni Luh (2023), *Pengaruh Model Pembelajaran Think Talk Write Berbantuan Pojok Baca Terhadap Minat dan Hasil Belajar Bahasa Indonesia Siswa Kelas III di SD Gugus II Kecamatan Karangasem*. Tesis, Pendidikan Dasar, Program Pascasarjana, Universitas Pendidikan Ganesha.

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Kata-kata kunci: *Think Talk Write*, minat, hasil belajar

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Think Talk Write* berbantuan pojok baca terhadap minat dan hasil belajar Bahasa Indonesia siswa kelas III di SD Gugus II Kecamatan Karangasem. Jenis penelitian yang dilaksanakan adalah penelitian eksperimen semu (*quasi eksperimen*) dengan rancangan penelitian *post-test only control group design*. Populasi penelitian ini adalah seluruh siswa kelas III di SD Gugus II Kecamatan Karangasem sebanyak 196 siswa. Teknik pengambilan sampel menggunakan teknik *random sampling*. Sampel penelitian ini adalah SD Negeri 5 Subagan terdiri dari 28 orang, SD Negeri 6 Subagan terdiri dari 26 orang, dan SD Negeri 1 Pertama terdiri dari 13 orang sebagai kelas eksperimen. SD Negeri 4 Pertama terdiri dari 30 orang, SD Negeri 4 Bugbug terdiri dari 24 orang, dan SD Negeri 5 Bugbug terdiri dari 12 orang sebagai kelas kontrol. Pengumpulan data menggunakan kuesioner untuk mengukur minat belajar siswa dan tes pilihan ganda untuk mengukur hasil belajar Bahasa Indonesia. Data dianalisis dengan menggunakan MANOVA berbantuan program SPSS statistik 16.00 *for windows*. Penelitian menghasilkan beberapa temuan pertama, terdapat pengaruh model pembelajaran *Think Talk Write* berbantuan pojok baca terhadap minat belajar siswa. Kedua, terdapat pengaruh model pembelajaran *Think Talk Write* berbantuan pojok baca terhadap hasil belajar Bahasa Indonesia. Ketiga, terdapat pengaruh model pembelajaran *Think Talk Write* berbantuan pojok baca terhadap minat dan hasil belajar Bahasa Indonesia. Saran dari penelitian ini bagi siswa siswa menjadi lebih tertarik dalam proses pembelajaran khususnya pada mata pelajaran Bahasa Indonesia dengan menggunakan model pembelajaran *Think Talk Write* berbantuan pojok baca sehingga minat dan hasil belajar yang dicapai lebih optimal. Bagi guru selalu berinovasi dalam menerapkan model-model pembelajaran yang digunakan sesuai dengan kebutuhan belajar siswa, sehingga pembelajaran yang dilakukan lebih bermakna. Peneliti lain yang berminat disarankan untuk mencermati aspek lain dari model *Think Talk Write* agar memberi manfaat yang lebih banyak.

ABSTRACT

Sumerini, Ni Luh (2023), The Influence of the Think Talk Write Learning Model Assisted by Reading Corners on the Indonesian Language Learning Interest and Outcomes of Grade III Students at Gugus II Elementary School, Karangasem District. Thesis, Basic Education, Postgraduate Program, Ganesha University of Education

This thesis has been approved and examined by Supervisor I. Prof. Drs. Sarivasa, M.Sc., Ph.D and Supervisor II. Prof Dr Nyoman Dantes

Key words: Think Talk Write, interest, learning outcomes

This research aims to determine the influence of the Think Talk Write learning model assisted by a reading corner on the interest and learning outcomes of Indonesian language for class III students at Gugus II Elementary School, Karangasem District. The type of research carried out was quasi-experimental research with a post-test only control group design. The population of this study was all 196 grade III students at Gugus II Elementary School, Karangasem District. The sampling technique uses random sampling technique. The samples for this research were SD Negeri 5 Subagan consisting of 28 people, SD Negeri 6 Subagan consisting of 26 people, and SD Negeri 1 Pertama consisting of 13 people as an experimental class. SD Negeri 4 Pertama consists of 30 people, SD Negeri 4 Bugbug consists of 24 people, and SD Negeri 5 Bugbug consists of 12 people as the control class. Data collection uses questionnaires to measure students' interest in learning and multiple choice tests to measure Indonesian language learning outcomes. Data were analyzed using MANOVA assisted by the SPSS statistical program 16.00 for windows. The research produced several first findings, namely that there was an influence of the Think Talk Write learning model assisted by a reading corner on students' learning interest. Second, there is an influence of the Think Talk Write learning model assisted by a reading corner on Indonesian language learning outcomes. Third, there is the influence of the Think Talk Write learning model assisted by a reading corner on interest and learning outcomes in Indonesian. The suggestions from this research are for students to become more interested in the learning process, especially in Indonesian language subjects, by using the Think Talk Write learning model assisted by a reading corner so that their interest and learning outcomes are achieved more optimally. Teachers always innovate in implementing the learning models used according to students' learning needs, so that the learning carried out is more meaningful. Other interested researchers are advised to look at other aspects of the Think Talk Write model to provide more benefits.