

**PENGARUH MODEL PEMBELAJARAN KOOPERATIF TIPE THINK PAIR
SHARE BERBANTUAN MEDIA FLASHCARD TERHADAP
PENINGKATAN KEMAMPUAN MENULIS DESKRIPSI PESERTA DIDIK**

(Metode *Quasi Eksperiment* Pada Pembelajaran Peserta Didik Kelas IV

SDN Cijeruk 02)

Salma Zahida

NIM 225060093

ABSTRAK

Penelitian ini dilatar belakangi oleh rendahnya kemampuan menulis deskripsi peserta didik di SDN Cijeruk 02. Tujuan penelitian ini adalah untuk mengetahui pengaruh model pembelajaran *kooperatif* tipe *Think Pair Share* berbantuan media *Flashcard* terhadap kemampuan menulis deskripsi peserta didik kelas IV sekolah dasar. Penelitian ini menggunakan pendekatan kuantitatif dengan metode *quasi experiment* dan desain *nonequivalent control group design*. Instrumen penelitian yang digunakan meliputi tes kemampuan menulis teks deskripsi berupa *Pretest* dan *Posttest*, serta instrumen non-tes berupa lembar observasi dan dokumentasi. Teknik analisis data meliputi uji normalitas, uji homogenitas, uji hipotesis, uji N-Gain, dan uji *effect size*. Hasil penelitian menunjukkan bahwa penerapan model pembelajaran *kooperatif* tipe *Think Pair Share* berbantuan media *Flashcard* berlangsung dengan baik serta memberikan pengaruh positif terhadap kemampuan menulis deskripsi peserta didik. Hal tersebut ditunjukkan oleh meningkatnya aktivitas belajar peserta didik selama proses pembelajaran serta peningkatan nilai rata-rata kelas eksperimen dari 47,00 pada *Pretest* menjadi 80,54 pada *Posttest*. Hasil uji hipotesis menggunakan *Independent Sample t-test* menunjukkan nilai signifikansi sebesar $0,001 < 0,05$, sehingga H_1 diterima, yang artinya terdapat pengaruh yang signifikan terhadap kemampuan menulis deskripsi peserta didik. Hasil uji *effect size* memperoleh nilai 0,9486 yang termasuk dalam kategori tinggi. Berdasarkan hasil tersebut, dapat disimpulkan bahwa model pembelajaran *kooperatif* tipe *Think Pair Share* berbantuan media *Flashcard* memberikan pengaruh yang signifikan dengan kategori tinggi terhadap peningkatan kemampuan menulis deskripsi peserta didik sekolah dasar.

Kata Kunci: Kemampuan Menulis Teks Deskripsi, Model Pembelajaran

Kooperatif Tipe Think Pair Share, Flashcard.

**THE EFFECT OF THE THINK-PAIR-SHARE COOPERATIVE LEARNING MODEL
SUPPORTED BY FLASHCARDS ON IMPROVING STUDENTS' DESCRIPTIVE
WRITING SKILLS**

(Quasi Experiment Methode in the Learning of Grade IV Students of SDN Cijeruk 02)

Salma Zahida

NIM 225060093

ABSTRACT

This study was motivated by the low descriptive writing skills of students at SDN Cijeruk 02. The purpose of this study was to determine the effect of the Think-Pair-Share cooperative learning model, aided by flashcards, on the descriptive writing skills of fourth-grade elementary school students. This study employed a quantitative approach using a quasi-experimental method and a nonequivalent control group design. The research instruments included tests of descriptive writing ability in the form of Pretests and Posttests, as well as non-test instruments such as observation sheets and documentation. Data analysis techniques included normality tests, homogeneity tests, hypothesis testing, N-Gain tests, and effect size tests. The results indicate that the implementation of the Think-Pair-Share cooperative learning model, supported by flashcards, was successful and had a positive impact on students' descriptive writing skills. This was evidenced by increased student engagement during the learning process and an improvement in the experimental class's average score from 47.00 on the Pretest to 80.54 on the Posttest. The results of the hypothesis test using an independent samples t-test showed a significance value of $0.001 < 0.05$, so H_1 was accepted, meaning there was a significant effect on the students' descriptive writing skills. The effect size test yielded a value of 0.9486, which falls into the high category. Based on these results, it can be concluded that the Think Pair Share cooperative learning model supported by flashcards has a significant effect—classified as high—on improving the descriptive writing skills of elementary school students.

Keywords: Descriptive Writing Skills, Think Pair Share Cooperative Learning Model, Flashcard.

**PANGARUH MODÉL DIAJAR KOOPERATIF THINK PAIR SHARE NU DIDUKUNG
KU FLASHCARD DINA NINGKATKEUN KAMAMPUHAN NULIS DESKRIPTIF
PESERTA DIDIK**

(Metode Kuasi Éksperimen dina Pangajaran Peserta Didik Kelas IV SDN Cijeruk 02)

Salma Zahida

NIM 225060093

RINGKESAN

Panilitian ieu dilatarbelakangi ku handapna kamahéran nulis deskriptif murid-murid di SDN Cijeruk 02. Tujuan panilitian ieu nyaéta pikeun nangtukeun pangaruh modél diajar kooperatif 'Think Pair Share', anu didukung ku flashcards, kana kamahéran nulis deskriptif murid-murid kelas 4 sakola dasar. Panilitian ieu ngagunakeun pendekatan kuantitatif kalayan métode kuasi-eksperimen jeung desain grup kontrol non-ékivalén. Instrumén panalungtikan anu dipaké ngawengku tés kamampuhan nulis deskriptif dina wangun tés awal jeung tés ahir, ogé instrumén non-tés saperti lembar observasi jeung dokumentasi. Téknik analisis data ngawengku tés normalitas, tés homogenitas, tés hipotesis, tés N-Gain, jeung tés ukuran épék. Hasil panalungtikan nunjukkeun yén palaksanaan modél diajar kolaboratif Think Pair Share, anu didukung ku flashcards, suksés sarta miboga pangaruh positif kana kamahéran nulis deskriptif murid. Ieu dibuktikeun ku ningkatna kagiatan diajar murid salila prosés diajar, ogé kanaékan skor rata-rata kelas éksperimen ti 47,00 dina pré-tés jadi 80,54 dina post-tés. Hasil tés hipotesis maké t-test sampel mandiri némbongkeun nilai signifikansi $0,001 < 0,05$; ku kituna H_1 ditarima, nu hartina aya pangaruh signifikan kana kamahéran nulis deskriptif murid. Tés ukuran pangaruh méré nilai 0,9486, nu kaasup kana kategori luhur. Dumasar kana hasil ieu, tiasa disimpulkeun yén modél diajar kolaboratif Think Pair Share, anu didukung ku flashcards, miboga pangaruh signifikan—diklasifikasikeun salaku luhur—dina ningkatkeun kamahéran nulis deskriptif murid sakola dasar.

Kecap Pamageuh: kamahéran nulis deskriptif, modél diajar kolaboratif Think Pair Share, flashcard.