

**PENGARUH MODEL *THINK TALK WRITE* (TTW)
BERBANTUAN VIDEO TERHADAP KETERAMPILAN
MENULIS TEKS NARASI SISWA KELAS V SD
MATA PELAJARAN BAHASA INDONESIA
DI UPT SD NEGERI 064960 MEDAN
POLONIA T.P 2025/2026**

ABSTRAK

Penelitian ini bertujuan untuk mengetahui pengaruh model pembelajaran *Think Talk Write* (TTW) berbantuan video terhadap keterampilan menulis teks narasi siswa kelas V UPT SD Negeri 064960 Medan Polonia Tahun Pelajaran 2025/2026. Latar belakang penelitian ini didasarkan pada rendahnya keterampilan menulis teks narasi siswa, terutama dalam mengembangkan ide, menyusun alur cerita, menentukan tokoh dan latar, serta penggunaan ejaan dan tanda baca yang tepat. Data awal menunjukkan tingkat ketuntasan keterampilan menulis siswa kelas V-B sebesar 43,54% dan kelas V-C sebesar 46,5%, sehingga diperlukan penerapan model pembelajaran yang lebih inovatif dan menarik. Penelitian ini menggunakan metode kuantitatif dengan desain *Posttest Only Control Group Design*. Sampel penelitian berjumlah 61 siswa yang terdiri dari kelas V-B sebagai kelas eksperimen dan kelas V-C sebagai kelas kontrol. Kelas eksperimen diberi perlakuan menggunakan model *Think Talk Write* (TTW) berbantuan video, sedangkan kelas kontrol menggunakan pembelajaran konvensional. Instrumen penelitian berupa tes menulis teks narasi yang dianalisis menggunakan uji normalitas, uji homogenitas, dan uji hipotesis (*uji t*). Hasil uji hipotesis menunjukkan bahwa nilai *t* hitung sebesar 4 lebih besar daripada nilai *t* tabel sebesar 1,67. Dengan demikian, hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima, sehingga dapat disimpulkan bahwa terdapat pengaruh yang signifikan penggunaan model *Think Talk Write* (TTW) berbantuan video terhadap keterampilan menulis teks narasi siswa.

Kata kunci: *Think Talk Write* (TTW), video, keterampilan menulis, teks narasi.

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***THE EFFECT OF THE THINK TALK WRITE (TTW) MODEL
ASSISTED BY VIDEO ON THE NARRATIVE WRITING
SKILLS OF FIFTH-GRADE STUDENTS IN THE
INDONESIAN LANGUAGE SUBJECT AT
UPT SD NEGERI 064960 MEDAN
POLONIA ACADEMIC
YEAR 2025/2026***

ABSTRACT

This study aims to determine the effect of the Think Talk Write (TTW) learning model assisted by video on the narrative writing skills of fifth-grade students at UPT SD Negeri 064960 Medan Polonia in the 2025/2026 academic year. The background of this study is based on the low level of students' narrative writing skills, particularly in developing ideas, organizing story plots, determining characters and settings, and using correct spelling and punctuation. Initial data show that the mastery level of narrative writing skills in class V-B was 43.54%, while in class V-C it was 46.5%, indicating the need for a more innovative and engaging learning model. This study employed a quantitative method with a Posttest Only Control Group Design. The research sample consisted of 61 students, with class V-B as the experimental group and class V-C as the control group. The experimental group was taught using the Think Talk Write (TTW) model assisted by video, while the control group received conventional instruction. The research instrument was a narrative writing test, and the data were analyzed using normality tests, homogeneity tests, and hypothesis testing (t-test). The results of the hypothesis test showed that the calculated t value was 4, which was higher than the t table value of 1.67. Therefore, the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. It can be concluded that the Think Talk Write (TTW) learning model assisted by video has a significant effect on students' narrative writing skills.

Keywords: Think Talk Write (TTW), video media, writing skills, narrative text.