

CHAPTER I

INTRODUCTION

A. Research Background

Reading is an important skill that must be mastered. Through reading, students will get a lot of useful information for their learning. Urquhart and Weir (2013:13) stated that reading is the process of receiving and interpreting information encoded in language form via the medium of print. In order to know the meaning of the text, students have to comprehend their reading text. Therefore, reading comprehension is needed to help students to be able to understand the contents of the reading text as a whole because reading comprehension is the ability of someone to understand deeper what has been read.

Wolley (2011:15) stated that reading comprehension is the process of making meaning from the text. The goal therefore is gain to overall understanding of what is describing in the text rather than to obtain meaning from isolated word or sentences. In understanding read text information students development models or representations of the meaning of the text ideas during the reading process.

In the teaching-learning process, a teacher plays an important role in the lead the class activities towards the success of classroom teaching. In teaching reading, it is clear that is not easy, because it required creativity and motivation for the students to create a good situation and condition when teaching and learning process and to make the students interested in reading so that the teacher plays an important role to lead the class activities towards the success of classroom teaching. Oakhill *et al* (2014:106) state that one broad aim of teaching reading comprehension is thus to focus on the expected outcomes of reading. From the statement, it could be concluded that teaching is an activity to help students to learn how to flexibly and effectively use multiple comprehension strategies and assess reading comprehension strategies.

Based on the problems at school, the researcher found that at Madrasah Aliyah Mathlul Anwar it was found that when given reading comprehension, students had difficulty understanding the topics given because when the lecture method is that students only listen to the teacher explaining, the learning process is only on the teacher and the lack of time for students to practice thinking and understanding the topics discussed in learning. The same thing continues to be done at the next meeting until the learning becomes boring. Based on the results of observations made by researcher, the average value of students, especially in the aspect of reading comprehension, can be said to be lacking. Therefore, researcher are interested in implementing effectives strategies that improve students' abilities, especially in understanding reading texts.

In this study, the researcher chose to use the TTW (think-talk-write) strategy as a strategy to determine students' reading comprehension. The reason the researcher chose the research at Madrasah Aliyah Mathlul Anwar was to practice the TTW (think-talk-write) is because this strategy was successfully implemented in several schools with several advantages mthat match the problems that researchers found in the school.

There are several successful studies using the TTW (think-talk-write) strategy. First previous study from Lamria Roida Simanjuntak(2022) in her research which was entitled "Application of the Think Talk Write Learning Model to Improve English Learning Outcomes with the Sub-theme of Introduce Myself of SMP Negeri 1 Sipoholon in academic year 2022/2023". The result of her study that Think Talk Write was successful in improving student learning outcomes and make the situation of teaching and learning process enjoyable, active and creative.

The second pevious study from Nova Maulidah *et al*(2013), to her study by the entitled "Think Talk Write (TTW) Strategy for Teaching Descriptive Writing". She was managed to showed that Think Talk Write(TTW) strategy can minimize the students' difficulties in writing and help the teacher in teaching writing , especially writing descriptive text.

Therefore, researchers are interested in conducting research on “The effectiveness of TTW (think-talk-write) strategy to teaching reading comprehension in the Tenth Grade students of Madrasah Aliyah Mathlaul Anwar Pontianak.

B. Research Questions

Based on the background above, the researcher formulates the research questions as follows:

1. Is the use of TTW (think-talk-write) effective in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Anwar Pontianak in academic year 2022/2023?
2. How effective is TTW (think-talk-write) in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Anwar Pontianak in academic year 2022/2023?

C. Research Purposes

Based on the research questions, the researcher formulates the research purposes as follows:

1. To find out whether the use TTW (think-talk-write) is effective in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Anwar Pontianak in academic year 2022/2023?
2. To find out how effective TTW (think-talk-write) in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Anwar Pontianak in academic year 2022/2023?

D. Significant of Research

1. Theoretical.

This research can provide important information about teaching reading comprehension using TTW (think-talk-write) and the findings of this study suggest that this new strategy is very useful to be applied in reading comprehension.

2. Practical.

By completing this research, the researcher hopes to provide useful information and positive contributions related to the teaching and learning process of English, especially for teachers, students, and other researchers.

a. For teacher.

By conducting this research, the teacher will teach reading comprehension through TTW (think-talk-write) as a strategy. Teachers will also realize that teaching strategies are important in the teaching and learning process. This will make a good contribution for teachers to improve strategies in the teaching and learning process and improve teacher teaching performance.

b. For students.

TTW (think-talk-write) is one strategy and it is also a source of information that can help students understand the material, especially in learning to read comprehension.

c. For further research.

In the future, the Researcher hopes this research can be a useful resource to enrich theories by giving information for other researchers for relevant study.

E. The Scope of Research

1. Research Variable

A variable is a concept that has multiple values, or has more than one value, state, category, or condition. Sugiyono (Zuldafril, 2012:13) stated "variables are attributes of a person or object that have variations between one person and another or between one object and another".

Based on the above understanding, it can be concluded that the variable is a symptom that varies so that it becomes the target of an observation in research consisting of independent variables and dependent variables.

There are two variables involved in this research. The variables consist of:

a. Independent Variable

An independent variable is a variable believe to give an effect to the dependent variable. In the pre-experimental design, the researcher used independent variables that believe to affect the dependent variable by using a strategy. Creswell (2012:116) stated that independent variable is an attribute or characteristic that influences or affects an outcome or dependent variable. Furthermore, the variable is the types of variables that explainer influence the dependent variable. The independent variable in this research by using TTW (think-talk-write) strategy in reading comprehension.

b. Dependent Variable

A dependent variable is a variable in which the value depends upon the independent variable. The dependent variable is what is measured in an experiment. The dependent variable sometimes called the outcome variable. The dependent variable is a variable that will be influenced by the independent variable. The dependent variable is chosen by the researcher to see the dependent variable changes or not. Creswell (2012:115) stated that dependent variable is an attribute or characteristic that is dependent on or influenced by the independent variable. The dependent variable in this research is the students' reading comprehension.

2. Research Terminology

In order to clarify the term and avoid misunderstanding and misinterpreting, the researcher provides the following explanation.

- a. Reading Comprehension is the students' ability to determine the reading aspect, main idea, and factual information, understanding the meaning of vocabulary, making an inference, and identifying the reference of recount text.

- b. Think-Talk-Write (TTW) strategy learning model is a learning model that can develop students' understanding and communication skills. Think-Talk-Write is a cooperative learning whose learning activities are through thinking (thinking), talking/discussing, exchanging opinions (talk) and writing down the results of the discussion (write) so that learning objectives and competencies which is expected to be achieved. The flow of the Think-Talk-Write model starts from the involvement of students in thinking or dialogue with themselves after the reading process, then talking and sharing ideas with friends then writing the results of the discussion.
- c. Strategy is an overall approach related to the implementation of ideas, planning and execution of an activity within a period of time A good strategy includes coordinating work teams, having themes, identifying supporting factors that are in line with the principles of implementing ideas rationally, being efficient in funding, and having tactics to achieve goals effectively.
- d. Tenth grade students' of Madrasah Aliyah Mathlaul Anwar Pontianak is the tenth grade student of Pondok Pesantren Mathlaul Anwar Pontianak located in Jalan Pak Benceng No.22A, Sungai Bangkong, Kecamatan Pontianak Kota, Kota Pontianak, Kalimantan Barat.

F. Research Hypothesis

The hypothesis is a temporary answer to the problem formulation (Sugiyono, 2017:28). Because it is still temporary, it is necessary to prove the truth through the empirical data collected. Based on this statement, it can be concluded that the hypothesis is a temporary answer that is still in doubt and therefore to find out the truth it needs to be proven by research. To test the hypothesis, it is necessary to have data both supporting and contradicting the hypothesis, then from the data that has been collected it is processed using statistical calculations to obtain conclusions that have a basis in rejecting and accepting the hypothesis. In this study, two hypotheses were formulated,

namely the alternative hypothesis (H_a) which states that there is an influence between the independent variable and the dependent variable, and the null hypothesis (H_0) which states that there is no effect between the independent variable and the dependent variable.

1. Alternative Hypothesis (H_a)

TTW (think-talk-write) strategy is effective in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Pontianak in the academic year of 2022/2023.

2. Null Hypothesis (H_0)

TTW (think-talk-write) strategy is not effective in teaching reading comprehension to the tenth grade of Madrasah Aliyah Mathlaul Pontianak in the academic year of 2022/2023.