

APPLYING THINK-TALK-WRITE (TTW) IN THE TEACHING OF READING COMPREHENSION IN RELATION TO STUDENTS' CRITICAL THINKING SKILLS

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Abstract

This research was aimed at finding out the effect of Think Talk Write (TTW) towards students' critical thinking skills in reading comprehension at the first grade of SMKN 2 Lingsar. The research was experimental research. The design was quasi-experimental design by with nonequivalent control group design. The two classes were chosen as the samples in this research which consist of 32 students. They were chosen by using purposive sampling technique. The research instruments consist of reading tests and questionnaire. Reading test was employed in the form of a multiple choice and essay. Meanwhile, the questionnaire was used to attain the students' critical thinking skills. In analyzing the data, researchers applied statistical analysis. It showed the value of $t\text{-test} = 2,482 \geq t\text{-table} = 1,697$ at the significant level 5% (0.05). Based on the results of the analysis, it can be concluded that Think Talk Write has a positive effect on students' critical thinking in reading comprehension at first-grade student of SMKN 2 Lingsar. In other words, the alternative hypothesis (H_a) is accepted and null hypothesis (H_o) is rejected.

Key Words: *Critical Thinking Skill, Reading Comprehension, Think Talk Write (TTW)*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh dari strategi Think Talk Write terhadap berpikir kritisnya siswa dalam membaca di kelas satu SMKN 2 Lingsar. Penelitian ini adalah penelitian experimental. Desain yang digunakan adalah quasi experimental desain dengan nonequivalent control grup desain. Dua kelas yang dipilih sebagai sample pada penelitian ini yang terdiri dari 30 siswa. instrumen yang digunakan adalah pertama tes membaca dalam bentuk pilihan ganda dan esai, kedua angket. Mereka dipilih menggunakan teknik purposive sampling. Dalam menganalisis data peneliti menggunakan analisis statistik. Menunjukkan nilai dari $t\text{-tes} = 2,482 \geq t\text{-table} = 1,697$ pada tingkat signifikan 5% (0.05). Berdasarkan hasil analisa dapat di simpulkan bahwa Think Talk Write memiliki dampak positif terhadap kemampuan berpikir kritis siswa dalam di kelas satu SMKN 2 Lingsar. Dengan kata lain alternatif hipotesis di terima dan null hipotesis di tolak.

Kata Kunci: *Berpikir kritis, Membaca, Think Talk Write (TTW)*

INTRODUCTION

Mastering English requires acquiring the four language skills, namely listening, reading, speaking, and writing. Reading is one of the most important skills in learning a language for students in daily life. Reading is the process for someone to finding out the meaning of a text, word by word and connected one paragraph into another paragraph. According to Johnson

(2008: 3-4), reading is the practice of using text to create meaning. The two key words here are creating and meaning. If there is no meaning being created, there is no reading taking place. Commonly in reading, students' difficulties in identifying vocabulary related to the text, identifying the main idea and inference from the text. Based on observation at the first-grade students at SMKN 2 Lingsar, these

problems were caused by the teaching strategy, where the strategy used is not suitable with the material especially in reading. The students' difficulties to understand the materials during the learning process and the student cannot express their opinion.

The students should have the critical thinking, where critical thinking helps students solve their problem. In critical thinking, students not only read the text but help them know the essence of what they read. It means that critical thinking is one way for students in the learning process to find out the solution from their problem dealing with logical thinking in the reading text. According to Bayer (1995: 8) critical thinking, briefly, means making reasoned judgments. "reasoned" means arrived at by logical thinking, and "judging" consists of determining the degree to which a thing meets a standard, rule, or other criteria. Based on the theories above, the researcher concluded that critical thinking is the process of thinking and assessment to finding solution of the problem with the reasoning used logical thinking.

One of the solutions that can be used to solve the problems is by using the strategy one of the strategies is Think Talk Write (TTW). Think Talk Write (TTW) is the strategy with make a group discussion, there are 3 stages in this strategy first is think, after reading process students try to understand the concept of the text and make a note based on their understand note made my own word, then discuss with their group, shares idea and write down the result of discussion. So, it helps students in critical thinking with understanding the problem and finding a solution to the problem in reading the text. This is the reason, the researcher is interested in conducting research with this title the effect of think talk write (TTW) toward student critical thinking in reading at SMKN 2 Lingsar.

This study aims to find the answer of a problem statement stated as follows: "is there any effect of Think Talk Write

towards students' critical thinking skills in reading comprehension for students of SMKN 2 Lingsar?". The purpose of the study is to find out the effect of think talk write towards students' critical thinking in reading in SMKN 2 Lingsar in academic year 2019/2020. This study is was focus to find out the effect of think talk write toward students critical thinking in reading particularly in narrative text and focus on critical thinking at the first-grade students of SMKN 2 Lingsar.

LITERATURE REVIEW

Definition of Reading

Reading was the process of reading the text, to find out the meaning of the text, word by word, connecting the words into another sentence, phrase or paragraph. To get the information, knowledge or to combine the information or knowledge with own background knowledge that the readers have before to get the meaning. Based on Grellet (1999: 7) reading is a constant process of guessing, and what one brings to the text is often more important, than what one finds in it.

Based on Anderson (2008:2) in Yuli and Tiarnia (2013: 417), reading was a process of reader combining the information from the text and their own background knowledge to build the meaning. Meanwhile Moreillon (2007: 1) in Imran and Sumarni (2015:54), reading was an active process that requires a great deal of practice and skill. In order to be readers, learners must take their ability to pronounce words and to "read" picture and then make the words and images mean something.

Based on the expert states above the researcher can conclude, that reading is the activity to get some information from the text, that will make them open their brain with the new information what have they got, the process of reading will make a readers know about the attitude, experience, culturally, socially situated and etc. that information make some on or

person know more about what they never got.

According to Chesla (2016: 65) there are nine indicators of reading: (a) main idea is gathered all of the ideas in paragraph, readers are required to be able to find the main idea; (b) vocabulary is referred to lexical items appear in the text; (c) Specific fact or detail, the detail information is the supporting idea which provides the author's evidence of the main idea; (d) exception is referring to a question about what is not mentioned in the text; (e) location of information, Authors often organize their idea or specific information in a different way in a paragraph; (f) inferences, it is important for readers to make their own perception of the text they read; (g) reference are often causing confusion for reader while referring a word to specific term; (h) paraphrased sentences, Readers read the paragraph and think about what it means while reading; and (i) sentence insertion, Assessment has to deal with students' need it is mean that educator has applied appropriate assessment in designing reading text.

Critical Thinking Skills

According to Ennis (1991) in Mubrurroh & Suhandi (2017: 1), critical thinking is reflective thinking that is based on reasoning that is focused on deciding what to believe or do. According to Egan (2005: 2), critical thinking is the art of raising what is subconscious in our reasoning to the level of conscious recognition. Meanwhile, Paul & Elder (2007:6), critical thinking was the process of analyzing and assessing thinking with a view to improve it.

Based on the experts' opinions above, the researcher can conclude that critical thinking is Critical thinking is the thinking process to analyze based on our reasoning to decide what to believe and what to do. Critical thinking was needed to make decision with the analyze using logical thinking. According to Paul and

Elder (2006: 9), there are eight indicators of Critical thinking skills that are; (a) purposes (b) questions, (c) information, (d) point of view, (e) assumption, (f) concepts, (g) interpretation and inference, and (h) implication and consequence.

Think Talk Write (TTW)

Think talk write that strategy to help students' to think critically, there are 3 steps in think talk write first is think, in this steps students would be understanding about the text, to understand critical thinking are need to take the essential things from the text. And second would discuss the materials with their group, then discuss the questions. And the last step is writing, the students would write down the result of the discussion, this step could help the students more understand about the text.

According to Yamin and Ansari (2008:85) in Wiyaka et al. (2013:12), Think Talk Write was a strategy introduced by Huinker and Laughlin, these strategies basically built through thinking, speaking and writing. The flow advances think-talk- write Start from the involvement of students in thinking or dialogue with itself after the reading process, then talk and share ideas (sharing) with a friend before writing.

RESEARCH METHOD

The method that was used in this research was a quasi-experimental method with the Nonequivalent Control Group Design. According to Sugiyono (2016: 79), Nonequivalent is the design that has 2 groups which are experiment and control group but these groups are not used random, where experiment group becomes an object of research observes and control group become a comparison with group research observed.

The population of the Study

The population in this research was at the first-grade students of SMKN 2 Lingsar consists of three classes X.Aphp, X.Dpib and X.Mm. from the three class of

first grade at SMKN 2 Lingsar, the researcher decided to take 2 classes is X.APHP Consist of 16 as experimental group and X.MM 16 as a control group. To choose the class used as the experiment group and control group the researcher use a purposive sample as a sampling. According to Sugiyono (2017:67) state that purposive sampling is a technique to determine that sample with a certain consideration.

Research Instruments

The instrument used in this research was a Reading test in the form of a multiple choice and essay, and Questionnaire. The function of the reading test was to find out the knowledge of students have, and the function of questionnaire to know the students' critical thinking with the material.

Techniques of Data Collection

The techniques of data collection employed the testing and questionnaire technique. The testing technique was classified into two types, pre-test, and post-test. The researcher gave pre-test as the first step. Pre-test was given before giving the treatment. The purpose of the pre-test is to know the students' critical thinking skills in reading comprehension before giving a specific treatment. Afterward, the post-test would be given after the researcher gave treatment for the students. The result of this test was students' score of critical thinking skills and reading achievement after the treatment which was students were taught by using think talk write (TTW). Meanwhile, the researcher used the questionnaire to complete the data gained and to supporting the data.

Techniques of Data Analysis

Techniques of data analysis applied descriptive and inferential statistic computation. According to Sugiyono (2017: 208), descriptive statistics is a presentation of data through tables, graphs, pie chart, pictogram, calculation of mode, median, mean, calculation of the spread

data through the calculation of the average and the standard deviation, the calculation of the percentage. While inferential statistics is the branch of statistics that analyzes sample data to draw a conclusion about a population. This was the function of inferential statistics.

RESEARCH FINDINGS AND DISCUSSION

In finding the data, the researcher designed the study base on the test, which was pre-test consist of the reading test, post-test, and Questioner of both group. It was conducted to know the students' Critical Thinking in Reading at first-grade students of SMKN 2 Lingsar in academic year 2019/2020. The researcher gives students' pre-test in experiment and control group, and the researcher treated the students by used Think Talk Write (TTW) in the experimental group and in control group treated by used teacher method. In giving the treatment the researcher gave students material. After that, the researcher conducted the post-test and questionnaire both of group. To get the useful of the data, the researcher conducted research at the first-grade students of SMKN 2 Lingsar in academic year 2019/2020. Data collections were gained from pre-test and post-test in experiment group and control group.

Table 1

The result of pre-test and Post-test for Experiment Group

Score	Mean	Mode	Median	STD
Pre-Test	50,06	54,7	47,5	7,438
Post-Test	72,68	76,5	79,3	7,542

Table 2

The Result of Pre-test and Post-test for Control group

Score	Mean	Mode	Median	STD
Pre-Test	49,62	54,74	47	6,701
Post-Test	62,31	63,13	64,5	6,851

DISCUSSION

There was only one statement of the problem proposed in this study what the effect of Think Talk Write strategy towards students' critical thinking is in reading comprehension at SMKN 2 Lingsar. This statement of the problems had been answered based on the research result. Based on the previous chapter, it was explained about the comparison between t-test and t-table, if t-test is higher than t-table H_0 is accepted and H_a is rejected, but if t-table is smaller than t-test, H_0 is rejected and H_a is accepted.

Based on this result, Think talk Write strategy has an effect towards students critical thinking, it can be concluded that used think talk write (TTW) in teaching reading given advantaged for students to develop students critical thinking. Then, by using This Think Talk Write strategy help students to solve their problems because they were discuss with their group, sharing their ideas or knowledge with friends, the students could help each other to understand about the materials and free to share their opinion with each other.

The aspects of reading are the vocabulary, specific fact or detail information, and inference. The think-talk-write (TTW) affects the students' critical thinking skills. First is vocabulary, in thinking process students would make note about what the information they want to know that it was affecting the total of vocabulary that students have, second and after reading process students tried to understand the context of the text, finding the the detail information from reading text used logical thinking to solve the problems and the last inference based on the theory from Anderson in Yuli and Tiarnia reading was a process of reading combing the information from the text and their own background knowledge to build the meaning it can be concluded in the process of thinking, students make a note.

Then, students combine the new information with their background knowledge and students make a conclusion

based on their understanding and knowledge. Meanwhile, using contextual learning in the class prefers an explanation from a teacher rather than student activities because just discuss in generally there is no group, not all the students understood the provided teaching materials. It caused students to have low critical thinking in reading because students are less active to convey their ideas.

The result of this study shows that Think-Talk-Write is effective towards students' critical thinking skills in reading. The students' critical thinking skills improved after the Think-Talk-Write was applied rather than contextual learning. This happens because Think Talk Write is one of the strategies focusing on establishing the students' critical thinking skills in learning because students are free to share their ideas.

According to Huinker and Laughlin in Suminar and Putri (2015: 300), teaching-learning by using TTW (Think-Talk-Write) can help students more active in the classroom and the students can share their problem to other people. They feel relax and will be motivated in teaching-learning activity. Think talk write had a positive effect in teaching and learning reading especially as the treatment for critical thinking in reading because with this kind of study, students' were easier to read something and free to share their opinion each other. It was proved with most of the students had high critical thinking score.

Based on the result of data analysis, think talk write (TTW) has effect in reading. It was proven that $t\text{-test} \geq t\text{-table}$. When the researcher taught the students in the classroom by using think talk write, the students were active, enjoyed the teaching-learning process to share their ideas, it could help students to solve their problems. Thus, the researcher could be concluded that Think Talk Write has positive effects on students in the reading classroom. It was found that the value of $t\text{-test} = 2,482 > t\text{-table} = 1,697$. It means that Think Talk

Write (TTW) has a great effect on students' critical thinking in reading comprehension at first grade of SMKN 2 Lingsar. In other words, the alternative hypothesis was accepted.

CONCLUSION AND SUGGESTION

Conclusion

Based on the result of the It was proven, based on the result of the data analysis related to the statement of the problem in chapter one, the researcher finally come to a conclusion. It can be concluded that Think Talk Write has a positive effect towards students' critical thinking in teaching reading at SMKN 2 Lingsar. It is clear that t-test is higher than t-table, the value of t-table is 1.746, the finding shows that t-test is = 2.482 \geq t-table was = 1.746 It can be concluded that there is a positive effect of Think Talk write towards students' critical thinking in reading where alternative hypothesis (H_a) is accepted and Null hypothesis (H_o) is Rejected.

Suggestion

For English Teachers

The teacher should be more creative to make students critical thinking strategy that students do not feel bored in the class, enjoyed in the learning process. And The teacher is expected to be able to use a suitable strategy in the classroom related to the topics they are teaching.

For English Learners

There are some activities and hopes for English learners who intend to improve their critical thinking skills and reading comprehension. Those are; (a) the students are demanded to take part in learning situation that created by the teacher actively to achieve the goal; (b) the students should be active in classroom when learning process; (c) learning reading is a process to produce word orally, finding information to improve the students' knowledge, therefore, the students should practice very much to; and (d) Students should be more brave to issue their ideas or opinion.

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