

ABSTRAK

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**PENERAPAN METODE THINK-TALK-WRITE (TTW) UNTUK
MENINGKATKAN KETERLIBATAN SISWA SECARA FISIK PADA
PELAJARAN BAHASA INGGRIS DALAM RUANG LINGKUP READING
COMPREHENSION DI KELAS 4 (LV. 3,1) SDK ACM JAKARTA**

(xviii + 79 halaman: 5 gambar; 14 tabel; 31 lampiran)

Keterlibatan merupakan suatu aspek yang penting dalam proses pembelajaran. Dengan terlibatnya siswa secara aktif dalam proses pembelajaran berarti siswa sedang mengalami suatu proses pengalaman belajar yang lebih mendalam, dari pada hanya sekedar menjadi pendengar yang pasif di kelas pada saat proses pembelajaran sedang berlangsung. Berdasarkan pengamatan yang dilakukan oleh peneliti pada proses pembelajaran *Language (English)* dalam ruang lingkup *reading comprehension* di kelas IV pada level 3,1 SDK ACM Jakarta menunjukkan bahwa siswa kurang antusias dan kurang terlibat secara aktif selama proses pembelajaran berlangsung. Untuk mengatasi masalah tersebut peneliti menggunakan metode pembelajaran kooperatif tipe *Think-Talk-Write (TTW)* untuk membantu meningkatkan keterlibatan siswa secara fisik (*behavioral engagement*) pada pelajaran *Language* dalam ruang lingkup *reading comprehension*.

Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK) dalam dua siklus dengan subyek penelitian kelas IV level 3,1 yang berjumlah 23 siswa. Penelitian dilakukan sejak 3 Agustus 2015 hingga 13 November 2015. Instrumen penelitian yang digunakan dalam penelitian ini berupa *observation checklist sheet*, *Group discussion observation sheet*, *Think-Talk-Write in relating with Reading Comprehension sheet*, *Steps in Teaching*, and *Students Questionnaire*, dan *Journal reflection*.

Berdasarkan Hasil Penelitian yang dilakukan, maka dapat disimpulkan bahwa Metode *Think-Talk-Write* dapat meningkatkan keterlibatan siswa secara fisik pada mata pelajaran Bahasa Inggris dalam ruang lingkup *Reading Comprehension* siswa kelas IV (Lv. 3,1).

Kata kunci: *Think-Talk-Write*, keterlibatan secara fisik, pemahaman membaca

Referensi: 40 (2001-2016)

ABSTRACT

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THE IMPLEMENT OF THE THINK-TALK-WRITE (TTW) METHOD TO IMPROVE STUDENT'S BEHAVIORAL ENGAGEMENT IN ENGLISH READING COMPREHENSION IN GRADE 4 (LV. 3,1) SDK ACM JAKARTA

(xviii + 79 pages: 5 pictures; 14 tables; 31 appendixes)

Engagement is an important aspect in the learning process. When the students are engaged actively during the learning process it means that the students are experiencing a deeper learning experience process, rather than just being a passive listener in the class during the learning process. Based on observation that was done by the researcher in the English learning process on the aspect of reading comprehension at grade IV on the level 3,1 SDK ACM Jakarta shows that the students lacked of anthusiasm and lacked active engagement during the learning process. To solve this problem the researcher used the cooperative learning which is type of Think-Talk-Write (TTW) to help improving the students' behavioral engagement in the English reading comprehension.

This research used Classroom Action Research (CAR) in two cycles with the subjects of research in Grade IV level 3,1 with 23 students. This research was done from August 3rd 2015 until November 13rd 2015. The instruments that was used in this research were an observation checklist sheet, Group discussion observation sheet, Think-Talk-Write relating to Reading Comprehension sheet, Steps in Teaching, and Students Questionnaire, and Journal reflection.

Based on the results of this research, it can be concluded that Think-Talk-Write method can be used to improve students' behavioral engagement in English reading comprehension in grade IV (Lv. 3,1).

Keywords: Think-Talk-Write, Behavioral engagement, reading comprehension

References: 40 (2001-2016)