

USING TWA (THINK-WHILE-AFTER) TECHNIQUE TO IMPROVE THE ANALYTICAL EXPOSITION TEXT READING COMPREHENSION OF THE ELEVENTH GRADERS OF SMA NEGERI 2 MAGELANG IN THE SCHOOL YEAR 2018/2019

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Abstract

Reading comprehension is a component of English skill that has to be mastered by the students. However, XI IPS 1 students of SMA Negeri 2 Magelang in the school year 2018/2019 have difficulties in comprehending reading of analytical exposition text. Thus, the writer conducted a research to overcome the problem by applying TWA technique. The objectives of this paper are to know how great is the increase of motivation in learning analytical exposition text reading comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique and to know how great is the improvement of the analytical exposition text reading comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique. The writer conducted a Classroom Action Research (CAR). The writer collected the data by using non-test technique (observation, questionnaire, and documentation) and test technique. Based on the result, there is increase of students' motivation in learning reading comprehension of analytical exposition text. The results of observation, questionnaire, and documentation show that most of the students have behavioral and perception change. Moreover, the improvement also show in the test results. The writer concluded that the use of TWA technique could increase the students' motivation in learning analytical exposition text reading comprehension and improve the students' analytical exposition text reading comprehension.

Keyword - Reading Comprehension, Analytical Exposition Text, TWA Technique

Introduction

The government applies Curriculum 2013 which states that the eleventh graders of senior high school should be able to comprehend reading of English texts, such as analytical exposition and explanation. Based on the writer's teaching practice at SMA Negeri 2 Magelang in the school year 2018/2019, some of the eleventh graders have low ability in comprehending reading analytical exposition text. There are some factors that make the students have difficulties in comprehending reading of analytical exposition text. The students have low motivation in learning reading comprehension of analytical exposition text. It is proven by the condition of teaching and learning process where the students do not really pay attention to what their friends or sometimes teacher read. Furthermore, the students are still shy to ask about the material that they do not understand yet, lazy to take a note and search the meaning of the difficult words, and have an unstructured reading process. Moreover, the teacher applies a monotonous technique that is reading aloud by asking the students to read the text in turn and identify the difficult words. However, it makes the student bored and sleepy. Thus, the writer chosen TWA technique because it helps the student comprehend the analytical exposition text by summarizing the text by using TWA Table and gives chance for the students to monitor themselves and link their background knowledge while reading the text. The objectives of this paper are to know how great is the increase of motivation in learning analytical exposition text reading



comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique and to know how great is the improvement of the analytical exposition text reading comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique.

Dornyei (2001: 400) defines motivation deals with the questions of why people choose to do an activity over another, how much effort they will be putting in to do the activity and how long they continue to do the activity.

Rubin (1982) in Somadayo (2011: 7) defines reading comprehension is a complex intellectual process that includes two main abilities; they are the mastery of words meaning and the ability to think about verbal concept.

Gerot (1994: 198) defines analytical exposition text is a text that has social function to persuade the reader or listener that something in the case. It is kind of argumentative text that means the writer provides the arguments to persuade the reader or listener.

According to Mason (2006: 70-71), TWA technique is a cognitive reading technique that consists of three steps procedural facilitative framework promoting text engagement before, during, and after reading. It is explained that this technique helps the students to comprehend the text by thinking before reading, thinking while reading, and thinking after reading. She states that there are nine steps of TWA technique are think before reading (Think about the writer's purpose, think about what you know, and think about what you want to learn), think while reading (Think about reading speed, think about linking knowledge, and think about re-reading parts), think after reading (Think about the main idea, think about summarizing information, think about what you learned).

Methodology

The writer conducted a Classroom Action Research (CAR). The subject was XI IPS 1 students of SMA Negeri 2 Magelang in the school year 2018/2019 that consists of 13 males and 16 females. The action research was done through Pre-cycle, Cycle 1, and Cycle 2. There are two kinds of collecting data that used in this research, they were test and non-test ((observation, questionnaire, and documentation). The writer used quantitative data analysis technique and qualitative data analysis technique (Data reduction, data display, and conclusion drawing and verification).



Finding(s) and Discussion

The Increase of Students' Motivation in Learning Analytical Exposition Text Reading Comprehension

The Results and Discussion of Observation in All Cycles

Table 1. The Results of Observation in All Cycles

| Indicators | Percentages (%) | | |
|---|-----------------|---------|---------|
| | Pre-cycle | Cycle 1 | Cycle 2 |
| 1. Students only talk an important thing with their friends related to the material that is explained by the teacher. | 41.38 | 62.07 | 86.21 |
| 2. Students use their smartphones for only learning purposes. | 68.97 | 72.41 | 89.66 |
| 3. Students ask question that is relevant with the material. | 31.03 | 62.07 | 82.76 |
| 4. Students identify the questions that may be appeared related to the material. | 34.48 | 58.62 | 79.31 |
| 5. Students clarify their previous knowledge to the material. | 34.48 | 55.17 | 82.76 |
| 6. Students solve the problem related to the material. | 65.52 | 72.41 | 93.10 |
| 7. Students deliver their ideas about the material. | 44.83 | 62.07 | 86.21 |
| 8. Students answer the question actively. | 44.83 | 58.62 | 89.66 |
| 9. Students make summary. | 51.72 | 62.07 | 93.10 |
| 10. Students make mind mapping. | 3.45 | 51.72 | 82.76 |
| 11. Students prepare everything that is needed in the learning process. | 68.97 | 72.41 | 100 |
| 12. Students do the learning activity enthusiastically. | 55.17 | 65.52 | 96.55 |
| 13. Students enjoy the learning process | 100 | 100 | 100 |
| 14. Students reach the learning objectives. | 68.97 | 86.21 | 100 |
| 15. Students discuss the material with their friends. | 58.62 | 82.76 | 100 |
| 16. Students ask question that is not understood yet. | 55.17 | 68.97 | 96.55 |
| 17. Students do the test by their selves. | 65.52 | 79.31 | 100 |
| 18. Students do a close book test. | 89.66 | 86.21 | 100 |
| 19. Students manage their study time well. | 100 | 100 | 100 |
| 20. Students achieve their learning target. | 100 | 100 | 100 |
| Mean of Percentages | 59.14 | 72.93 | 92.93 |

According to Notoadmojo (2005: 153), behavioral observation can be used to measure motivation by creating certain situation according to the indicators that show an attitude of the participants. Based on the above theory, the writer created learning situation in the class based on the observation indicators that had made before in order to know how was the increase of students' motivation in learning analytical exposition text reading comprehension. Besides, the writer also used Guttman's theory that classify the percentages of students' motivation into five categories.

From the above results, it can be concluded that the students' motivation in learning analytical exposition text reading comprehension increases after being taught by using TWA technique. It is proven by the results of observation that increase 33.79% from Pre-cycle to Cycle 2.



The Results and Discussion of Questionnaire in All Cycles

Table 2. The Results of Questionnaire in All Cycles

| No | Questions | Pre-cycle | Cycle 1 | Cycle 2 |
|-------------|---|-----------|---------|---------|
| 1 | Do you like studying English? | 26 | 27 | 28 |
| 2 | Do you think that reading comprehension of English text is important? | 25 | 26 | 29 |
| 3 | Do you think that reading comprehension of English text is easy? | 18 | 21 | 25 |
| 4 | Can you understand well with the teacher's explanation? | 21 | 26 | 28 |
| 5 | a. Does your teacher use variety of techniques to teach English? (Pre-cycle). b. Do you know TWA (Think-While-After) technique? (Cycle 1 and Cycle 2). | 12 | 26 | 29 |
| 6 | Can you understand the material well after being taught using TWA (Think-While-After) technique? | - | 25 | 26 |
| 7 | Do you enjoy learning analytical exposition text reading comprehension by using TWA (Think-While-After) technique? | - | 26 | 29 |
| 8 | Do you think that TWA (Think-While-After) technique helps you to increase your motivation in reading comprehension of analytical exposition text? | - | 27 | 28 |
| 9 | Do you think that TWA (Think-While-After) technique can improve your reading comprehension of analytical exposition text? | - | 26 | 27 |
| Mean | | 20 | 26 | 28 |

According to Notoadmojo (2005: 153), questionnaire can be used to know the students' motivation. It can be presented by check list that consists of positive questions and negative questions. Based on the above theory, the writer used the kind of positive questions in order to know the students opinion about English texts reading comprehension, especially analytical exposition. The results of questionnaire increase 8 point from Pre-cycle to Cycle 2. Based on the documentations, the students are looked more enthusiastic in the learning process.

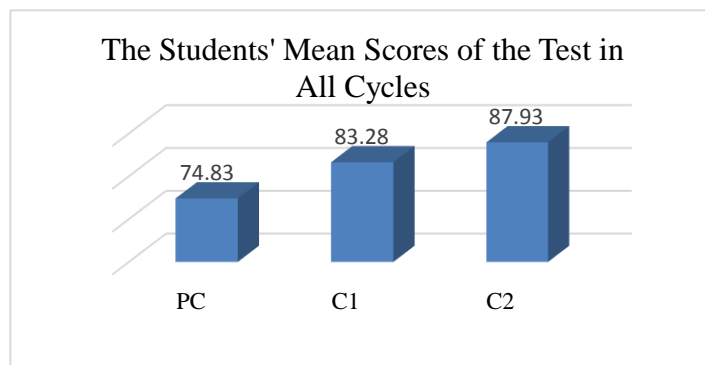
The Improvement of Students' Analytical Exposition Text Reading Comprehension

The results of the students' analytical exposition text reading comprehension in all cycles are as follows:

Table 3. The Results of the Test in All Cycles

| Assessment Aspect | Mean Score | | | Improvement Score | | |
|-------------------|------------|-------|-------|-------------------|-------|-------|
| | PC | C1 | C2 | PC-C1 | C1-C2 | PC-C2 |
| Mean | 74.83 | 83.28 | 87.93 | 8.45 | 4.65 | 13.1 |





The students' test mean scores are improved. In the Pre-cycle the mean score is 74.83 then improves in Cycle 1 become 83.28 and in Cycle 2 become 87.93. Thus, there is improvement from Pre-cycle to Cycle 2 that is 13.1 point.

Conclusions

Based on the analysis of the data in Pre-cycle, Cycle 1, and Cycle 2, the writer concluded that there is great increase of motivation in learning analytical exposition text reading comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique and there is great improvement of analytical exposition text reading comprehension of the eleventh graders of SMA Negeri 2 Magelang in the school year 2018/2019 after being taught by using TWA Technique

Furthermore, the writer would like to give suggestions to the English teacher and the students in relation with the disadvantages of using TWA technique, the English teacher should divide students into some groups that allow them to discuss and fill the TWA table in turn, decide the limitation of time to fill the TWA table in order to manage the time well, and monitor the students while doing this technique and the students should be more focus while reading the text and filling the TWA table, mark some words or sentences that they do not understand yet, and have an active discussion in groups.

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