

CHAPTER I

INTRODUCTION

A. Background of the research

The learning English process is a language learning process that must involve four factors, namely the teacher, teaching English, teaching methods in English, and subject matter. These four factors become the most important part in an effort to help and facilitate the process of teaching and learning English. The teacher is the most important factor in the process of facilitating student learning, because the teacher is a facilitator in the learning process that requires ways or models of learning used in the classroom. So, good teachers, in general, always try to use effective teaching methods, the best media tools and learning models in implementing English learning. The search for the most effective learning methods and models continues to be carried out from time to time.

In the learning process, English is a tool to communicate verbally and in writing. Communicating is understanding and expressing information, thoughts, feelings and developing science, technology and culture. The ability to communicate in a complete sense is the ability to discourse, namely the ability to understand and or produce oral and or written texts that are realized in four language skills, namely listening, speaking, reading and writing. These four skills are used to respond or create discourse in people's lives.

The activeness of students in the learning process is an activity, both physical and mental that causes interaction. Activities and interactions arising from

students will result in the formation of knowledge and skills that will lead to increased learning outcomes in classroom learning activities.

Based on observations made by the researcher, in learning English 7th grade in the second semester of the 2019/2020 academic year, it was found that the phenomenon of student learning activities in learning English is still low. The average learning activeness obtained by students is still many that are below the established standards. Such as lack of activity in reading learning material, discussing with friends, asking questions, taking notes, or responding to material provided by the teacher. There are also several factors that influence the activeness learning process in class, such as frequent students entering and leaving the classroom during learning process, not paying attention to the teacher in explaining the material, lacking concentration because of the commotion in the class, and there are only a few students who understand the material the teacher conveys. These factors are influenced by the application of expository learning methods, and the teacher only applies a monotonous learning model and aims at individual students, consequently students find it difficult to learn and feel bored. However, researcher want to focus on factors caused from the method used by the teacher, so that's why the researcher wants to see how Think Talk Write (TTW) influence students 'activeness in the classroom.

The Think-Talk-Write (TTW) learning model builds thinking, reflects, and organizes ideas, then tests the idea before students are expected to write. The flow of the Think-Talk-Write (TTW) learning model begins with the involvement of students in thinking or reflective dialogue with themselves, then talking and sharing ideas with friends, before students write.

Specifically, the learning model Think Talk Write is learned by students through their lives as individuals who interact with the social environment. By discussing it can increase the activity of students in the class. Communicating in discussions creates a learning environment that encourages students to communicate between students to improve students' understanding because when students discuss, students construct various ideas to put forward.

When teacher used teaching models that are ineffective and not innovative, energy and time can be wasted because it does not make students active. Therefore, the learning model applied by the teacher must be able to make students active and successful in the learning process in accordance with predetermined learning goals. TTW is one of suitable strategy toused in classroom. With the use strategy, teaching and learning process will be more interest to the students and make the students to be active.

B. Problem of Research

Based on the background of the research above, then the problem statement in this research is as follows:

What are the influence of the Think Talk Write cooperative learning model towards students' learning activeness in the classroom?

C. Objective of the Research

Based on the formulation of the problem above, the purpose of this research is to find out the influence of the Think Talk Write cooperative learning model towards students' learning activeness in the classroom.

D. Significances of the Research

There are some significances for teacher and students in this research as follows:

1. to the teachers

It could help teachers that Think Talk Write (TTW) learning model give influence toward students behavior and the teachers could made different atmosphere of the class, then the students will be motivated in learning English.

2. to the students

It would help students learning process by applying Think Talk Write (TTW) learning model of their teachers, and it will give influence in their behaviour and activeness in learning English.

E. Scope of the research

The data of this research was taken from teacher and seventh grade students during the teaching and learning process using Think Talk Write learning model at Madrasah Tsanawiyah Al-Khairat Ampara of 2019/2020 the academic year. Researcher wants to focus in observe students' activeness to English subject. Researcher will observe the learning process for 3 meetings using Think Talk Write cooperative learning model by the teacher.

F. Definitions of Terms

1. **Influence** is something that arises from people or objects as well as everything that exists in nature so that it affects what is around.
2. **Think Talk Write** cooperative learning model is a learning process which is givehigh influences to the students to improve the student cooperation with the other students in thinking something.
3. **Activeness** is the behavior of someone who is physical or mental for doing something in totality.