Improving the Students' Reading Comprehension by Using Think Talk Write (TTW)

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Abstract

This research was designed to improve the students` reading comprehension through Think Talk Write at the first-grade students of SMKN 1 Lasusua. The research problem was "The reading comprehension of the first- grade students of SMKN 1 Lasusua is low". The design of this research was collaborative Classroom Action Research (CAR).In this research, there were two cycles. The first cycle was not success because the result of the students' test did not fulfill the KKM, so there was the next cycle. The second cycle was success because the result of the student test achieved the KKM mandatory by the school. In addition, this research must get score of 70 to fulfill the Minimum Mastery Criterion – Kriteria Ketuntasan Minimal (KKM). It could be seen in the average score, it was 68.6 in the first cycle, and there were only 17 students from 35 students got greater score than or equal 70. This score increased to be 74.77 in the second cycle, there were 26 from 35 students got score greater than or equal 70. It means that this research was successful. Based on the findings, the conclusion is Think Talk Write strategy could improve the students` comprehension in reading at the first-grade students of SMKN 1 Lasusua.
Keywords: Reading Comprehension, KKM, and Think Talk Write

1.   Introduction

Nowadays, English has a very important role because it is particularly used in most countries as an international language. Based on the fact, it becomes one foreign language, which has to be mastered by all people in the world. That is why English has to be taught at all levels of education. The widespread need for English as a second or foreign language needs a considerable pressure on the educational resources of many countries.

In English, there are four skills that should be mastered. They are listening, speaking, reading, and writing. The reading skill becomes very important in the education field. Students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for EFL students because it is beneficial to the students' further studies (Harmer, 2007).   For instance, the success of their research depends on the greater part of their ability to

read. If their reading skill is poor so it is likely to be failed in their research or at least they would have difficulty in making progress. On the other hand, if they have good ability in reading, they will have better chance to be successful in their research.

In reading text, students often find some difficult words they do not know their meaning. Before we translate the word, we must know or understand through comprehension so that they can describe their ideas or can give conclusion from English reading text through their comprehension.

Reading comprehension is not just reading with a loud voice but reading is established to understand the meaning of word, sentences, and paragraph sense relationship among ideas as it is. If a student just reads loudly but cannot understand the content of the text, it means that he or she fails in comprehending passage (Simanjuntak, 1998)

Sudjana assumes that affective understanding is a function of the relationship between present information and active knowledge, and that effective communication, therefore, depends on the degree to which listener and speakers share information more understandable (Sudjana, 1992). When preparing students a reading activity, we can help them become aware of relevant prior knowledge, while we judge whether or not that knowledge is sufficient for comprehension of the text. Based on the point we will be able to make knowledgeable decision about reading assignments and instruction and related concepts (Langer, 1981)

Widiasih in her research states that the English language teaching especially teaching reading, students often complain about the lack of success of teachers in managing the learning process in the classroom (Widiasih, 2013). This lack of success may be caused by self-teaching itself, for example, the way of the delivery is less effective, efficient and enjoyable. It could also come from the students such as lack of motivation on students or a lack of understanding of how important the English language to the future. It could be due to the material being taught less interesting for students to learn. One of the factors is due to the lack of success of teachers in teaching reading is less precise selecting learning strategy. Consequently, the students would get bored and learning process would seem monotonous.

Reading is one of the receptive skills which must be mastered in English. In SMKN 1Lasusua, when a teacher gave students activities to read a text and teacher asked students to sense its content by giving them questions, the students still had low ability to comprehend the texts. It was caused by some factors such as (1) the text were given to the students were English text, which is foreign language in Indonesia, so the students were difficult to know the information of the text, (2) due to students' vocabulary mastery was still low, they can't understand the information of the text either written or oral form, (3) students were not also interested in the text that they read.

There were many cases that students face deal with the problems above, namely students did not understand all the texts, students did not find the meaning of the words by looking at the dictionary, and students did not answer the questions either written or oral information appropriately, but they took only the answer by matching all the same sentences without understanding its meaning. If the problems continuously happened to the students, it would be a serious terrible for students and it caused them low motivation or interest in developing their vocabulary mastery.

Based on the result of researcher observation to the students of SMKN 1 Lasusua at the first class (X TKJ), it is found that the students often got bored in reading, In other words, they did not give attention in learning reading, The problem faced by the students is that they cannot understand their reading material. The success of teaching reading for SMKN 1 Lasusua is determined by many aspects such as: material of reading, facility, teacher competence, and the students themselves. Furthermore, the way of teaching indicates that one of the crucial aspects in teaching reading is the method done by teacher in teaching classroom.

In reading subject, English text is read and translated by the teacher for the first time then the teacher asked the students to read and translate the text one by one. Moreover, they are taught by using good strategy. But, in reality, the results of their reading study are still far from expectation of curriculum. Actually, many of students who learn English are interested in reading. But, some of them do not understand what they have read. The teacher had done to settle the problems by asking the students to look for their misunderstanding words in the dictionary, but it

was still unsatisfied. It means that the students at SMKN 1 Lasusua needed treatment to improve their ability on reading.

Based on the interview done with the English teacher of SMKN 1 Lasusua, the researcher found that the students' comprehension of genre was low. The students do not read because they want to read, it is because they have to read.

In this action research, the researcher had some targets to achieve by using Think Talk Write in teaching reading. In accordance with what has been mentioned above, the first target dealt with the academic achievement, that is the improvement of the students' reading comprehension. The second one was to improve students' interest and motivation by using interesting materials. Beside that, Think Talk Write strategy is to sharpen the entire visual thinking skills, to develop a meaningful solution in order to understand the teaching materials, to develop critical and creative thinking skills of students, to engage students actively in learning, to allow the students to think and communicate with friends, teachers, and even with themselves.

Considering the function of the Think Talk Write especially in education and the curriculum of senior high school that emphasizes reading in teaching English, the researcher is interested in conducting an action research in teaching reading through Think Talk Write. Think Talk Write is one of kinds of the technique. The technique can be imaginative and factual. Think Talk Write always deals with some problems which lead to the climax and then turn into a solution to the problem.

In this research, the researcher focuses on narrative texts that are taught at SMKN 1Lasusua. The reason leads the writer to conduct a research entitled "Improving the Students' Reading Comprehension by Using Think Talk Write (TTW)".

2.   Method

The design of the research was a collaborative Classroom Action Research (CAR). CAR is one of the types of investigation that is characteristic reflective participative, collaborative and spiral which has the purpose to repair and increase the system, method, process, competence and situation of teaching learning (Arikunto, 2006). It means that in conducting this research, the researcher

collaborated with an English teacher at the school. The collaborative teacher acted as an observer, while the researcher acted as a teacher in the classroom.

To conduct this study, the researcher used reading test and observation sheets as the instruments. For the observation sheets, there were two types of instrument. They were observation sheets for teacher and observation sheets for students' activities. This research began with preliminary, planning, implementing, observing, analyzing and reflecting. This classroom action research was conducted in two cycles and each cycle had four meetings. At the end of each cycle, the researcher administered a reading test. The reading test was adjusted with the materials that students obtained for the cycles. In this case, the researcher applied the research in form of cycles referring to the model of Kemmis and Taggart.

3.   Result
3.1.   Finding

This part presents the description of the planning, the implementing, the observation, and analysis and reflecting of the research.

3.1.1. Data Presentation of Second Cycle

In data presentation of the first cycle, the researcher worked with an observer and analyzed the first cycle result which had been done to know the students` improvement in reading comprehension.  Besides that, the first cycle had been done to measure  the students` interest in learning reading comprehension through Think Talk Write. So, the researcher could know the students` motivation during the learning process. This section was divided into two parts namely finding and discussion.

3.1.1.1. Planning

In planning, some preparations were carried out before teaching and learning activities were conducted in the class. Some planning and discussion were carried out. In this stage, the researcher and the collaborative teacher prepared the lesson plan materials and instruments. The planning of the first cycle was designed by the researcher with a collaborative teacher. In this case, the researcher conducted the research at class X TKJ of SMKN 1 Lasusua.

3.1.1.2. Implementing

The implementations of the planning during four meetings in the first cycle were as follows:

3.1.1.2.1. First Meeting

The first meeting was conducted on July 16th, 2018 at 07.15 – 08.35 am. In the beginning, the researcher asked the students to look at short story about the narrative text for two minutes or less. After that, the researcher explained the topic of the material entitled "*The Legend of Malinkundang"*. Then, researcher and students asked and answered related to the important point of material and explained the main idea of short story *"The Legend of Malinkundang"*.

The researcher gave some explanations about narrative text. The researcher emphasized on some points, such as what was narrative text, the generic structure, the linguistic features, and the grammar use in narrative text. Most of them got understand about material, when the researcher explained one of the students asked (RRM) "*Bu, apa bedanya narrative text dengan text yang lain*?" the researcher answered the question with short and clear explanation. The students showed their enthusiasm in following the activity. The class was very alive. Almost all the students participated in the activity even though some of them seemed not very serious. Some few students were also still hesitated to say their ideas. Overall, the first meeting ran well.

After that, the researcher guided students in a review and reflected of the content and discussed the material. The students heard and then read. There were three questions in Think Talk Write strategy the researcher told the students, they were : what did you understand most from what you heard and read?; what did you understand least from what you heard and read?; and what question or thought did this lesson rise in your mind about the content and or about effective reading and learning? The researcher controlled students' activities and guided students to discuss the material. Later on, the students made summary based on the result of discussion.

More lately, the researcher asked the students to do Think Talk Write by sharing each other's comprehension about the reading text while answering the

question of the reading test. Then, the researcher gave evaluation and the researcher asked the students to tell what they had learned in class at that day in brief. The researcher gave a conclusion of the lesson and then closed the class activities.

3.1.1.2.2. Second Meeting

The second meeting was conducted on July 19th, 2018 at 10.35 – 12.15 am. The researcher started the lesson by greeting the class and then checked the students` attendance and gave learning motivation to all of the students.

Before the researcher explained about the topic to the students like in the first meeting, the researcher asked to the students about the strategy that was used namely Think Talk Write strategy. Furthermore, the researcher asked what they know about Think Talk Write. (MGJ) *"Berfikir, berbicara dan menulis Bu"*, (MK) *"merangkum pelajaran Bu"*. The researcher also asked a student (AN) about what did she know about Think Talk Write strategy, she answered *"pelajaran yang di pikirkan, di bicarakan dan ditulis di kelompok kita Bu"*. Etc. To shorten the time, the researcher continued the lesson.

After reading the short story of *"Cinderella",* the researcher asked the students to discuss their understanding of the text with other students in their small group. As done in the first meeting, the researcher asked the students to follow the steps of Think Talk Write. In the whilst activities, the researcher then asked the students to reread the story again. Then the students discussed and shared each other about the short story.

Generally, in this meeting, the students could give great attention to the researchers' explanation, and it was also found that the students became interested to read better the short story given.

3.1.1.2.3. The Third Meeting

The third meeting was conducted on July 23rd, 2018 at 07.15 – 08.35 am. The researcher started the activities by greeting the students and checking the students` attendance. The activity was done as the two meetings before. The researcher introduced the material to the students and then wrote the title of the short story on the whiteboard. Then, the researcher asked the students to use the Think Talk Write to comprehend the short story.

The title of the short story was "*Sangkuriang*", In the whilst activities, Before doing the steps of TTW, the researcher asked to the students some questions that were related to the topic. After that, the researcher explored the students' knowledge. The question was *"what do you know about Sangkuriang story?"*. After the researcher asked the students, the student (RRM) answered *"Cerita dongeng Bu"*. A student (UA) then said *"Seorang perantau"*. The researcher guided the students in a review and reflection of the story. Then, discuss the material that they have heard and then read.

Before terminating the class, the researcher asked the students about the story then answered the questions that were given by the researcher and finished it. After the learning process was completed, the researcher and the students summarized the material and ended the class.

3.1.1.2.4. The fourth Meeting

The fourth meeting was conducted on July 24th, 2018 at 07.15 – 08.35 am. The researcher started the activities by greeting the students, checking the students` attendance and giving learning motivation to the students. This meeting was the last meeting for the first cycle. This meeting was different from the previous meetings because the researcher didn't teach the class as usual. The researcher evaluated the students` improvement in reading through Think Talk Write. So, the researcher gave a short story to the students. To shorten the time, the researcher directly asked the students to answer the reading test because of limited time of that day. Then students tried to answer questions of the short story. Most of them were still confused to read

3.1.1.3. Observation

In this part, the observation was done simultaneously with the implementation, therefore the researcher and the collaborative teacher conducted an observation when the teaching and learning process took place.

During the teaching and learning process, the English teacher who acted as an observer, observed all of students' and the researcher activities by using observation sheet. The collaborative teacher observed and analyzed the students` activities in reading. In short, the observation was done to ensure whether the

implementation of Think Talk Write in learning reading comprehension is successful or not.

3.1.1.4. Data Analysis

Based on the observation data, the researcher with the collaborative teacher analyze the data to see whether the implementation of Think Talk Write in teaching reading comprehension obtained the criteria of success or not. This part covered the data analysis of the teaching and learning process and the analysis of the students` activities in reading comprehension. The data analysis of the implementation of Think Talk Write in teaching reading comprehension were as follows:

3.1.1.4.1. The Result of Observation of Students` Activities

Generally, the students` activities in the first cycle were increased. However, there were some students who still faced some problems in the teaching and learning process. This was caused by some aspects, such as the students could not enjoy well the process of Think Talk Write as they were limited and it was also found that some of them could not understand the researchers' instruction.

Based on the analysis and evaluation of the researcher and collaborative teacher, The students' activities in the cycle one obtained average score 8.4 and got "good" category in the first meeting, The average score was 8.5 and got "good" category in the second meeting. it was improved and got 8.6 average score and that was in good category in the third meeting. The improvement of the students' activities in each meeting can be seen in the following figure;
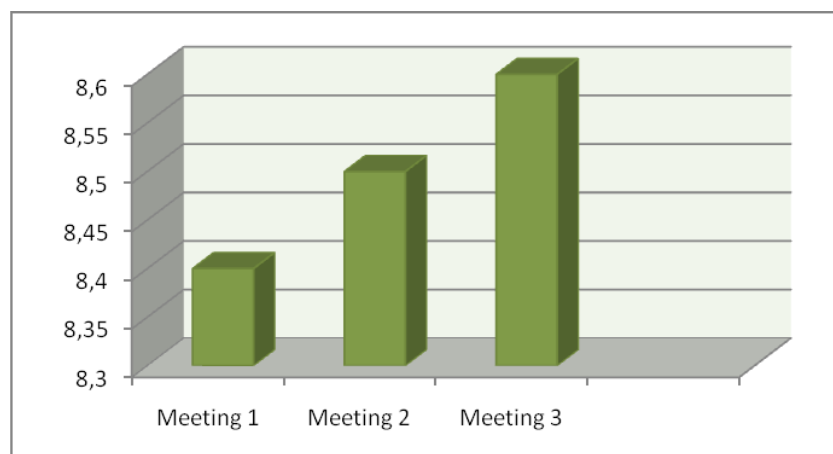
Figure 1. The Improvement of Students' Activities in the First Cycle

3.1.1.4.2. The Result of Observation of Teacher`s Activities

It was found that the teachers' activities in cycle one in the first meeting was 57 score and got "very good" category. Then in the second meeting was 57 and got "very good" category. it still the same in the third meeting.
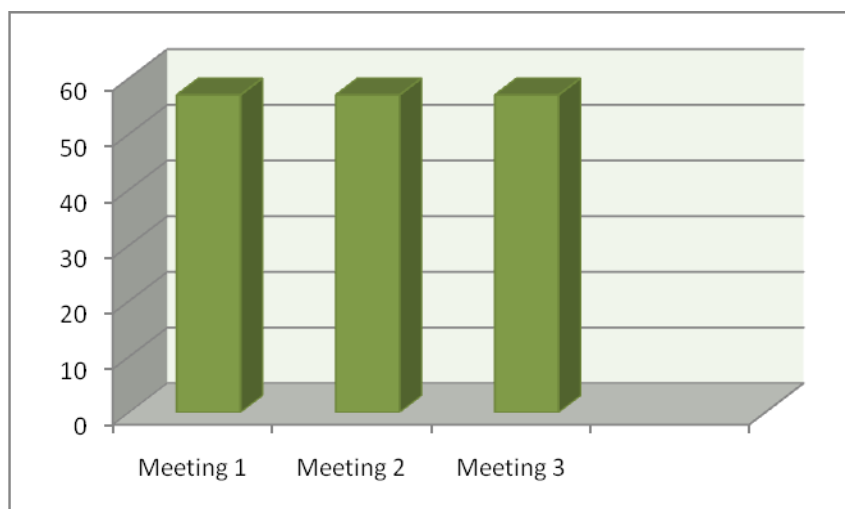
Figure 2. The Improvement of teachers' activities in the first cycle

3.1.1.4.3. Data Analysis of the Improvement of the Students` Reading Comprehension through Think Talk Write

The researcher and collaborated teacher collected and analyzed the students' improvement on reading comprehension through Think Talk Write from the first cycle based on the class activities.

Based on students` reading test, it was found that the average of the students` score was 68.6. There were only seventeen students who got score that is greater than or equal to 70. it was also found that the highest score of the students was 87 and the lowest score of the students was 54. It means that the reading through Think Talk Write could not improve the students` comprehension in reading comprehension.

3.1.1.5. Reflecting

From the analysis of the teaching and learning process and the students` reading comprehension through Think Talk Write in the first cycle, in the first meeting, the teaching and learning process ran slowly. The students were busy with their friends. It was rather noisy for a moment. When the researcher gave explanation, the students paid attention. While researcher was giving instruction

about narrative text, the students were confused. They still found difficulty to understand and to identify the main idea of the paragraph.

In the second meeting, the teaching and learning process ran better than previous meeting. All of the students sat properly with their own group. When the students looked at the reading text, the researcher saw that there were some students who did not look at the text. The researcher moved around the class from one table to another table. The students were active enough during the reading process. They shared and helped each other to finish the task. When they could not finish the task, they asked their friends. The class situations were rather noisy.

In the third meeting, the teaching and learning process better than previous meeting. When the students were reading, the researcher saw there were some students who did not look at the text. The researcher moved around the class and checked whether the students read well or not. The students were active enough during the reading process. Although some of them got bored. They shared and helped each other to finish the task. When they could not finish the task, they asked help from other groups. The class situation was rather noisy. Some of the students tried to open dictionary when they got the difficulties in determining the main idea of the paragraph. In the fourth meeting, the evaluation test for cycle was conducted.

From the analysis of teaching and learning process and the students' reading result in the cycle one, the implementation of Think Talk Write did not yet give satisfactory result to increase the students` reading comprehension. Therefore, the implementation of the action plan still needed to be increased so that it could achieve the criteria of success of the research.

The researcher with the collaborative teacher did reflection toward the implementation of Think Talk Write in teaching and learning process. It was important to evaluate the effect of the action that had been carried out. In this case, the researcher and collaborative teacher determined the criteria of success. Generally, in the first cycle, the average score of the students was 68.6.

3.1.2. Data Presentation of Second Cycle

This part deals with the planning, the implementing, the observing, the data analysis and reflecting covers the data analysis of the teaching and learning process, and the result of the students` improvement in reading comprehension through Think Talk Write which was obtained in the second cycle.

3.1.2.1. Planning

In this stage, the researcher did some preparations before doing the action. Some plans had been agreed by the English teacher to do in the second cycle. Moreover, based on observation and reflection result in the first cycle, so the researcher and the teacher planned action in the second cycle with some things that should be fixed up.

3.1.2.2. Implementing

The description of the implementation of the teaching and learning process in the second cycle is as follows.

3.1.2.2.1. First Meeting

The first meeting was conducted on July 26th, 2018 at 10.35 – 12.15 am. In the pre activities, the researcher explained the topic of the material. Then, researcher and the students asked and answered related to the important point of material and explained the main idea of material.

First, the researcher opened the class then told the students that they learned reading comprehension through Think Talk Write more. To shorten the time, the researcher began to divide the students into small groups and distributed some copies of a short story that had been prepared in planning time; the title of the short story was *"The legend of Beowulf".* Then, the researcher wrote the title of the short story on the board.

Furthermore, the researcher asked the students to do the steps of Think Talk Write to comprehend the short story. Then the researcher asked the students to predict what they thought the text about. The researcher reminded the students to focus on reading the story and not to make any noise. The students followed the instruction but few of them still ignored it.

The researcher guided the students to discuss their comprehension each other while answering the reading test. Some of them still confused what to do at the time. So, the researcher had to explain it again.

3.1.2.2.2. Second Meeting

The second meeting was conducted on July 27th, 2018 at 07.15 – 08.35 am. The Researcher started the lesson by greeting the students and then checking the students` attendance.

Before the researcher applied the strategy, the researcher divided the students in group. After that, the researcher gave the instruction about the steps of Think Talk Write strategy. This meeting was different with the previous meeting which the Student makes summary based on the result of discussion. The teacher pointed one of the groups and mentions the title of the text. The group had to summarize and conclude the short story.

After all groups were finished, the students were asked to write their prediction on the paper. During the process, there were some students who were very excited to get the chance. When the researcher asked who want to be the first? (HF) and (NAN) were the first group answered "we Miss." and the researcher gave them the chance.

Finally, the researcher asked the students to conclude the lesson. The students said they like the class situation because most students actively participated. The researcher summed up the lesson, motivated the students to review the material and then ended the class.

3.1.2.2.3. Third Meeting

The third meeting was conducted on July 28th, 2018 at 07.15 – 08.35 am. Pre-activity was begun by greeting, checking students' attendance, and giving motivation to the students.

The researcher began the activity by dividing the students into some groups The title of the short story was "*The Legend Of Toba Lake",* In the whilst activities, Before applying Think Talk Write strategy, the researcher asked the students some questions related to the topic. The question were *"what do you know about the The Legend Of Toba Lake story?".* After the researcher asked the students, the students

(MGJ) answered *"Cerita legenda Danau Toba Bu"*. A student raised his hand (RAS) then said *"the legend story maybe Miss"*.

The researcher then asked the students to follow the steps of Think Talk Write strategy. In the whilst activities, the researcher then asked the students to reread the story again. Then the students discussed and shared about the short story. After that, the students commented on other groups' result of discussion. After all of groups reported the result of their discussion, the researcher guided the students to make summary of the discussion of that day.

3.1.2.2.4. Fourth Meeting

The fourth meeting was conducted on July 30th, 2018 at 07.15–08.35 am. At fourth meeting, evaluation test for cycle 2 was conducted. The test was multiple choices that consist of 30 questions.

The meeting was the last meeting for the second cycle. The researcher directly distributed the copies of the materials and told the students that no more discussion in this meeting because the researcher wanted to evaluate the students` improvement in reading comprehension through Think Talk Write. The researcher ended the class by appreciating the students' participation from the first meeting till the end of the research.
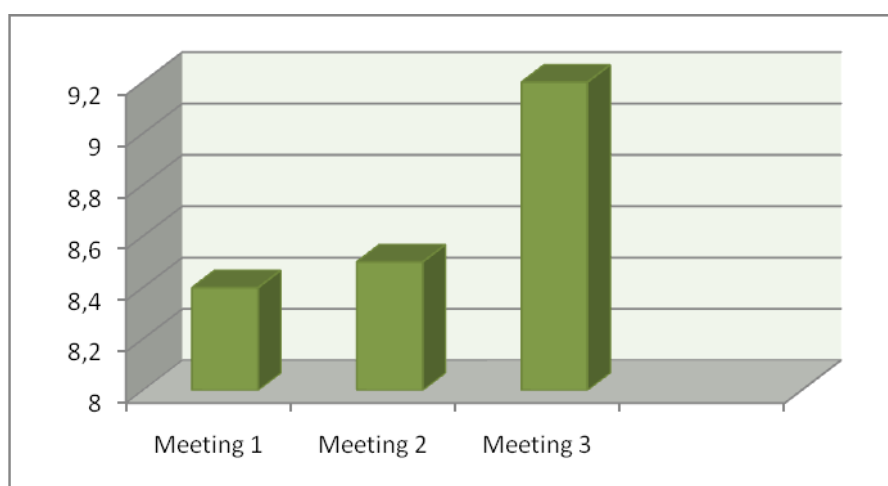
3.1.2.3. Observation

From the analysis of teaching and learning process and the students' reading comprehension result in the cycle two, the implementation of reading through Think Talk Write had given satisfactory result in improving the students' reading comprehension.

3.1.2.4. Data Analysis

Based on the observation data, the researcher and the collaborative teacher made analysis and reflecting data was done to see whether the implementation of Think Talk Write in teaching reading comprehension achieved the criteria or not. This part covers the data analysis of the teaching and learning process and the analysis of the students` improvement in reading comprehension through Think Talk Write. In this part, the collaborative teacher analyzed and evaluated the entire researcher`s and students` activities during the teaching and learning process by using observation sheets.

### 3.1.2.4.1. The Result of Observation of the Students` Activities

Generally, the students` activities in the second cycle were at the good level. In this case, the improvement of observing students` activities was very well. The students' activities in the second cycle were based on the analysis and evaluation of the researcher and collaborative teacher. it was found that the students obtained average score 8.4 and got "good" category in the first meeting and then got average score 8.5 and got "good" category in the second meeting. it was also improved to 9.2 and was at very good category in the third meeting. The improvement of the students' activities in each meeting can be seen in the following figure.

Figure 3. The Improvement of Students' Activities in the Second Cycle

3.1.2.4.2. The Result of Observation of Teacher`s Activities

The teacher activities in cycle two were based on analysis and evaluation of the researcher and collaborative teacher, it was found that the score in the first meeting was 57 and was at "very good" category. And in the second meeting, it was 57 and got "very good" category. It was still the same in the third meeting, it got 58 and was at "very good" category.
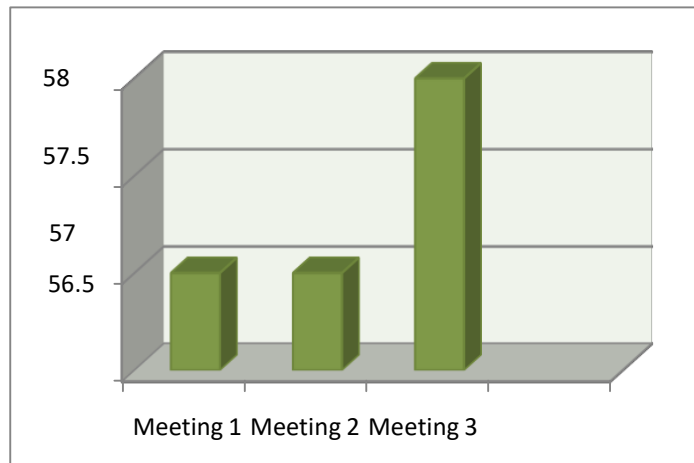
Figure 4. The Improvement of Teachers Activities in the Second Cycle

3.1.2.4.3. Data Analysis of the Students` Comprehension through Think Talk Write

Based on the data analysis of the students` reading comprehension through Think Talk Write, it was found that the average score of the students was 74.77. There were 26 students of 35 got greater than or equal 70. Based on students` reading test, it was found that the highest score of the students was 87. And the lowest was 60. It means that reading through Think Talk Write could improve the students` comprehension in reading comprehension.

3.1.2.5. Reflecting

Based on the result of teaching and learning process analysis and the students` reading comprehension through Think Talk Write score in the second cycle, it can be concluded that Think Talk Write can improve the students` reading comprehension. It can be examined from the criteria of success defined in this research. The researcher and the students had been more active in the teaching and learning process. As seen on the observation sheet, all activities were implemented appropriately. Generally, the students' average score in the first cycle was 68.6 and in the second cycle 74.77. There were 26 of 35 students got greater than or equal 70. Therefore, the action research was completed.

3.2 Discussion

The researcher took her research with the title "Improving the Students' Reading Comprehension by Using Think Talk Write (TTW)". The researcher also took her research as long as 6 meetings with 2 evaluation meetings in 2 cycles. Below is the figure that shows students' Score in Reading Comprehension of Each Cycle
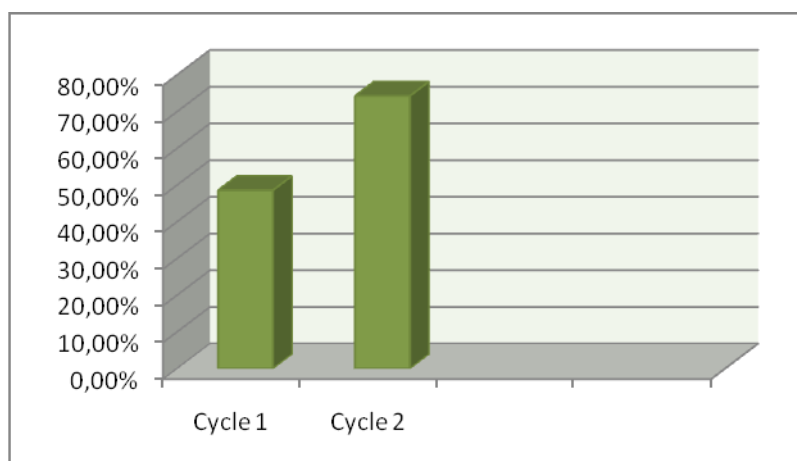
Figure 5. Students' Score in Reading Comprehension of Each Cycle

The findings showed that Think Talk Write strategy was successful in improving students' reading comprehension of first-grade students of SMKN 1 Lasusua. The researcher conducted the research in two cycles. The researcher asked students to work in group and then applied Think Talk Write strategy. This activity allowed students to work together and share their idea.

This result was supported by Lestari in her research entitled *"Increasing Reading Comprehension by Using Think Talk Write"* She said that it can let students to use their own knowledge and share their knowledge with their friends; It was proved by the good result value of the test (Lestari, 2015). It is also supported by Wulandari, she stated that The researcher used three-phase techniques by think, talk, write improved the students comprehension of the text (Wulandari, 2016). Referring to the finding of the research, the form of procedure developed to teach reading ability through Think Talk Write strategy. Those were: (1) improving the students` comprehension in reading through Think Talk Write strategy, (2) engaging students how to improve reading process, (3) engaging students in reading achievement by paying attention and understanding the text.

The result of this research also showed that Think Talk Write strategy can improve the students` reading comprehension at the first-grade students of SMKN 1 Lasusua. It was found that there were 17 students or 48.57% obtained score 70. There were 18 students or 51.42% did not obtain the score 70. Meanwhile, the result of analysis at cycle two showed that there were 26 students or 74.28% obtained the score 70. There were 9 students or 25.71% did not obtain the score 70.

4.   Conclusion

Referring to the finding and discussion of the research, it can be concluded that reading comprehension through Think Talk Write strategy can improve the students` reading comprehension at the first-grade students of SMKN 1 Lasusua.

It also means that Think Talk Write is a wise solution to be employed as one of strategy in teaching reading in Vocational High School and also Think Talk Write strategy can be the alternative to improve the students` reading comprehension in Vocational High School.

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