



**THE USE OF THINK ALOUD STRATEGY TOWARD STUDENTS' READING
COMPREHENSION ON ENGLISH TEXT**

Oleh

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Abstract

The objective of this research is to know the difference situation of students before and after giving treatment and to know the effect of using Think Aloud Strategy toward students' reading comprehension on English text at second semester of the eighth grade of SMP N 2 WIDANG in the academic year of 2018/2019. It consists of 7 classes, VIII A- VIII – G, using cluster random sampling. In this research, the population was the eighth grade of SMP N 2 WIDANG. In collecting the data, researcher used test as research instrument in the form of multiple choice, the test consist of 25 multiple choice item. From the data analysis computed by using SPSS. The result of the data indicated that, there was difference between the value of students pre-test and post-test. The mean score of post-test (76.13) was the higher than the score obtained in the pre-test (70,25). From t-count, the researcher found that, the value of t-count (2.152) was higher than t-table (1.671) at the level of significance 0.05 degree of freedom (df) = 62. Based on the finding of the research, the researcher concluded that Think Aloud Strategy (TAS) had effective toward students' reading comprehension on English text.

Keywords : Reading Comprehension, TAS & Reading Skill.

INTRODUCTION

Reading is one of four language skills in English. Reading plays important role in foreign language. It becomes important especially in education field; students need practice to improve their reading skills. In reading, students do not just read, but they need comprehension to understand what the text is about. As a result, they get more knowledge after reading. In other words, the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in their progress. Therefore, if they have a good ability in reading, they will have a better chance to be success in their study.

In teaching reading at every level, teachers have different style and strategy. Many factors commonly influence the students' success in reading. They are learning strategy, student intelligence, and background knowledge. The use of strategy has significant

effect toward students' reading comprehension. When the teachers use monotonous learning strategy, it makes students boring. They ignore their teacher and tend to keep silent when their teachers ask them to speak up. This situation would be difficult to make active learning. So, the teachers need some appropriate learning strategies that make learning enjoyable, that expected to make students increasing reading comprehension

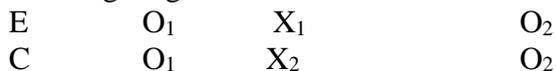
Based on preliminary observation with the English teacher and students in SMP N 2 WIDANG. Researcher found the students of eight grade least in comprehending text, they did not know about what they read, they did not know the meaning of the words. It proved when the teachers gave them text, the students only read it without knowing the meaning of the text. This condition impacted to students' attention to their teachers in ELT. Mostly, they ignored the teacher and impacted to their ability in reading comprehension. The fact supported by the students' score when the researcher gave

them test consist 25 questions about English text. The scores were low. The mean score was 50.7, it was far from expectation. The minimum standard score was not achieved. Based on this explanation, the researcher assumed that if this condition still happend, it was predicted the students would be difficult in national examination.

From the observation, the researcher intended to give idea in reading learning. Think aloud strategy (TAS) is choosing as appropriate strategy to teach reading. Think aloud strategy is strategy which the readers report their thought while reading, but they are not expected to analyze their behavior as in introspection. It can be concluded Think Aloud Strategy (TAS) a strategy to increase student's critical thinking especially on English text.

RESEARCH METHODOLOGY

This research used an quasi-experimental research. An experimental research consists of two groups. They are experimental group (EG) and control group (CG). It was focused from the same level of the students eighth grade at SMPN 2 Widang. The experimental group (EG) was taught by TAS (Think Aloud Strategy) and the other group was taught without using TAS (Think Aloud Strategy). The two groups are given pretest and posttest, the experimental class and the control group given a post-test at the end of treatment and the result of the test made a decision about the effect of treatment that was conducted by experimental group (Gay:2006:225). It was presented by the following diagram:



Where :

- O₁ = Pre-test
- O₂ = Post-test
- X₁ = Treatment by using Think Aloud Strategy
- X₂ = Treatment without Think Aloud Strategy
- E = Experimental Group
- C = Control Group

Population

According to Creswell (2012:130) population can be defined as a group of individuals who has the same characteristics. In this research, the researcher choose eighth grade of SMPN 2 Widang – Tuban as a population. There were seven classes and each class consists of 32 students, so they were 224 students. The data distribution of eighth grade students of SMPN 2 Widang is presented as the following table.

Table 1. Distribution of Population

Class	Students Number
VIII A	32
VIII B	32
VIII C	32
VIII D	32
VIII E	32
VIII F	32
VIII G	32
Students Totality	224

Source : Data Processing

Sample

According to Creswell (2012:131) sample defined a sub group of the population that the researcher plans to study for generalizing about the target population. It means the sample is a part that representative the true of population, so that generalization of the sample as true as population. The samples of this research has a two section of the groups; one group is class B there are 32 students and experimental class which taught by using think aloud strategy, while the other group is class A there are 32 students, was a control class which taught by teacher commonly.

In determining the sample, the research used cluster random sampling technique to the total population. According to Creswell cluster random sampling is the researcher chooses a sample in two or more stages because either the researchers cannot easily identify the population or the population is extremely large. Based on the students at eighth grade of SMPN 2 Widang, they were consists of seven classes. The researcher used two classes to sample this research.



Variables

The variable of this research were two variables. There were independent and dependent variable. The two variables is presented as follow:

- 1) Independent variable : Think Aloud Strategy (TAS) as the independent variable toward students' reading comprehension.
- 2) Dependent variable : The students' ability in reading comprehension.

Instrument of the Research

In this research, the instrument of the research used a test. test can be defined as a setting of question and exercises that used to measure person's competence. The researcher used the multiple choice item as a test. The test was implementing to both control and experimental group. The test of multiple choices consists of 25 questions. The steps that used of the researcher are pre-test, treatment, post-test to get data the effect of TAS (Think Aloud Strategy).

Normality test used to measure weather the data in experimental group (EG) and control group (CG) are normally distributed or not. In this study the researcher used SPSS (statistical package for the social science) for normality of test. The test of normality employed Shapiro – Wilk

Before administering the data into T- test, it is necessary to certain that the data are homogeneous or not.

The test criteria by:

Ho is accepted if $\text{sig} \geq \alpha = 0.05$

Ha is accepted if $\text{sig} < \alpha = 0.05$

The researcher will make the instrument related to English text such as a descriptive text and recount text. To find out relationship between the appropriate of the text and objectives. The objectives of the research is the students have to master about the concept of reading comprehension and English text. The students will be given a test that use English text especially on descriptive and recount text in post-test. It means the test was judgment valid based on the content. The test was established with the product moment correlation technique and calculated used SPSS 20. The level of significant will be use table r:

1. If $r_{\text{arithmetic}} > r_{\text{significant}} = r_{\text{table}}$ then significant
2. If $r_{\text{arithmetic}} < r_{\text{significant}} = r_{\text{table}}$ then not significant

Treatment

The treatment will give the students by the researcher, the students will be taught by using Think Aloud Strategy conducted for six times without pretest and posttest. The steps of treatment were:

The first meeting, the researcher begun the lesson by getting and introducing to students and ask the students previous knowledge English text and explained about the genre of the text. The second meeting, the researcher shows some genre text especially descriptive text, and recount text. The third meeting the researcher gives a text and question based on the genre of the text especially descriptive text. The next meeting the researcher will do some treatment like give the students the one of genre text especially recount text and some question about it, in this addition, the researcher used the students' critical thinking to understanding about the meaning of the text. Next, the researcher explained how to use Think Aloud Strategy. Then, the students read the text, the researcher asked about it, in this section, the students do brainstorming about the text and made prediction about the topic of the text, students more use their critical thinking to identify the meaning of the text. The students discussed and share their opinion to get the best main idea, and the last, the students make a conclusion about what they have learned and discuss.

Technique of Data Analysis

To discover out the students ability , the data will be analysis quantitatively using the data from the test. For analyzing the data, the researcher used these following procedures.

1. Tabulating the scores of the students will be classify into five levels as follows:

Table 2. Classification Scores

Level	Score	Classification
A	86 – 100	Very Good

B	71 – 85	Good
C	56 – 70	Fair
D	41 – 55	Poor
E	<40	Very Poor

Source : Jacobs in Adi Isma (2014:35)

- Calculating the five components of student's ability for reading comprehension by using Think Aloud Strategy
- Computing the frequency and the rate percentage of the students score by using SPSS 20.
- Calculating the mean score of the student's achievement by using SPSS 20
- Calculating the standard deviation of students pretest and posttest both of experimental and control by using SPSS 20.
- Finding the significant difference between the score of pretest and posttest both experimental and control group by using SPSS 20.
- Calculating validity and reliability test of the students pretest and posttest both experimental and control group by using SPSS 20.

FINDING AND DISCUSSION

The data were collected from the pre-test and post-test. The pre-test was given before the treatment and post-test after the treatment. Based on the scoring system, the frequency and the rate of percentage of the students score was presented below:

Table 3. The students score from the result of the pre-test

Classification	Score	Pre-test			
		Experimental group		Control group	
		Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
Very poor	>40	0	0 %	26	86.66 %
Poor	41 – 55	0	0 %	2	6.66 %
Fair	56 – 70	13	40.625 %	0	0 %
Good	71 – 85	19	59.375 %	2	6.66 %

Very good	86 – 100	0	0 %	0	0 %
Total		32	100.0 %	30	99.998 %

Based on the table above. It showed the results both experimental and control group. The students' totality of pretest was 32 (100 %) of experimental group ((EG). In the pre-test of experimental group did not got very poor. It start from fair 13 (40.625 %), students got good 19 (59.375 %) it shows the students score got good was more than students score on fair Therefore, it can be concluded that students score in the pre-test was low. Based on the table it can be interpreted students score in pre-test on fair stage totality 13 students before treatment.

Table 4. The students score from the result of the post-test

Classification	Score	Post-test			
		Experimental group		Control group	
		Frequency (F)	Percentage (%)	Frequency (F)	Percentage (%)
Very poor	>40	0	0 %	25	83.33 %
Poor	41 – 55	0	0 %	3	10 %
Fair	56 – 70	11	34.375 %	0	0 %
Good	71 – 85	14	43.75 %	2	6.66 %
Very good	86 – 100	7	21.875 %	0	0 %
Total		32	100.0 %	30	99.996 %

Based on the table above. Shows the results both experimental and control group. The students' totality of post-test was 32 (100 %) of experimental group ((EG). In the post-test of experimental group did not got very poor or poor. It start from fair 11 (34.375%) it shows the result of post-test after treatment has a significant than students score on pre-test, students got good 14 (43.75 %) it shows the students score got good was lessen, it cause any significant that students got very good 7 (21.875 %). On post-test the students got very good was 7 it shows has significant from pre-test.



Tabel 5. The mean score of the students pre-test and post-test

Type of Test	Experimental Group		Control Group	
	Mean	Standard Deviation	Mean	Standard Deviation
Pre-test	70.25	8.56	33.10	12.91
Post Test	76.13	10.35	35.45	28.28

The table above shows the mean score by the students in pre-test (70.25) while the post-test (76.13). It means the value of post-test (76,13) was higher than students score in pre-test (70.25). Score of the pre-test and the post-test was different.

Meanwhile, The table in control group shows that the mean score of students in pre-test (33.10) and post-test (35.45). It meant the value of post-test (35.45) was the higher than the score in the pre-test (33.10). Score of the pre-test and the post-test was different.

In this research, the researcher used independent sample T test to calculating the hypothesis testing, is used to know the significant difference between the experimental group and control group. The table presented the result of independent sample T test:

Tabel 5. Independent Samples Test

	Levene's Test for Equality of Variances		t-test for Equality of Means						
	F	Sig.	t	Df	Sig. (2-tailed)	Mean Difference	Std. Error	95% Confidence Interval of the Difference	
								Lower	Upper
Equal variances assumed	.247	.621	2.152	62	.035	5.438	2.527	10.489	.386
Equal variances not assumed			2.152	61.857	.035	5.438	2.527	10.490	.385

Based on the output of table independent samples test above, the significant value of Levene's Test for Equality of Variance was $0.621 > 0.05$. it means the data variances between experimental group and control group were homogeneity. The output of table independent samples test presented value of Sig. (2 tailed) $0.035 < 0.05$, it meant that H_0 was rejected and H_1 was accepted. It was able to be concluded that there is a differences between the value of pretest and posttest. From the result of independent samples test showed the effect of using Think Aloud Strategy (TAS) to increase students' reading comprehension on English text.

CONCLUSION

The conclusion presented the answers based on the research questions. Based on the end of the research from the findings and discussion, it can be drawn some conclusions based on teaching reading comprehension by using TAS (Think Aloud Strategy).

1. There were differences of students' situation after applying TAS (Think Aloud Strategy).
2. There was a significant difference in reading comprehension between the students' who taught by using TAS (Think Aloud Strategy) and the students' who taught by teacher commonly.

The first conclusion is covered by the results of pretest and posttest. The post-test was given to measure the influence of using Think Aloud Strategy towards students' reading comprehension on English text in both classes after treatments done. The mean score of post-test in experimental class was 76.13 and the mean score of post-test in control class was 35.45 it showed that the students' post-test score in experimental class was higher than students' post-test score in control class.

The second conclusion is drawn based on the data analysis. The researcher concludes that the result of data analysis indicated that the research hypothesis was accepted. It was proven by comparing the score between the t-counted and t-table. Where the result of t-counted (2.152) was higher than t-table (1.671). The experimental group has been gives treatment this strategy can facilitate applying Think Aloud Strategy. It meant, the use of TAS were effective and efficient for students toward students reading comprehension at the eighth grade of SMP N 2 WIDANG to build awareness in learning English because every step of this strategy requires students to be active.

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