THE EFFECT OF THINK ALOUD STRATEGY ON STUDENTS' READING COMPREHENSION AT THE TENTH GRADE OF SMK SWASTA SITI BANUN

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Abstract

This study aims to determine the effect of think aloud strategy on students' reading comprehension at the tenth grade of smk swasta siti banun. The data collection technique was used to measure students' learning outcomes in the form of assignment questions carried out on the pretest and posttest. The data analysis technique used is normality test using F test, homogeneity test and hypothesis testing using t test. The hypothesis in this study was tested by t-test at a significant level = 0.05. From the calculation of the data it was seen that t-count > t-table (3,41> 1,67). Thus the null hypothesis is that Ho is rejected and Ha is accepted. From the results, it can be concluded that there is a significant effect of Think Aloud Strategy on Students' Reading Comprehension at Tenth Grade of SMK Swasta Siti Banun

Keywords: *Reading comprehension; Think Aloud Strategy*

Abstrak

Penelitian ini bertujuan untuk mengetahui pengaruh strategi think aloud terhadap pemahaman bacaan siswa kelas sepuluh smk swasta siti banun. Teknik pengumpulan data digunakan untuk mengukur hasil belajar siswa berupa soal-soal penugasan yang dilakukan pada saat pretest dan posttest. Teknik analisis data yang digunakan adalah uji normalitas menggunakan uji F, uji homogenitas dan uji hipotesis menggunakan uji t. Hipotesis dalam penelitian ini diuji dengan uji-t pada taraf signifikan = 0,05. Dari hasil perhitungan data terlihat bahwa t-hitung > t-tabel (3,41 > 1,67). Dengan demikian hipotesis nolnya adalah Ho ditolak dan Ha diterima. Dari hasil penelitian dapat disimpulkan bahwa terdapat pengaruh yang signifikan Strategi Think Aloud terhadap Pemahaman Membaca Siswa Kelas X SMK Swasta Siti Banun

Kata kunci: pemahaman membaca; strategi berpikir keras

INTRODUCTION

Reading is an activity that is carried outby someone to get informationor knowledge that was not previously known to readers. Many ways are human can do in order to read to enrich his knowledge. Reading books is a way for children to be able to enrich vocabulary, and the most important thing is create a comfortable reading atmosphere so that reading activities can run continuously evective(Scott & Ytreberg, 1990). In line with the theory above (Linse, 2005) define reading as "a set of skills that involves making sense and deriving meaning from the printed word. In order to read, we must be able to decode (sound out) the printed word and also comprehend what we read."

According to (Nunan, 2003) reading is an essential skill for learner of English as a second language. For most of these learners it is the most important skill to master inorder to ensure success not only in learning English, but also learning in any contents class where reading in English in required. With reading comprehension strengthened, the learner will make great progress and development in all other areas of learning and can know much information in the world. According to (Linse, 2005) in principle, the goals of reading are as follows:

1. Reading for information, which is reading done to get useful information to add insight and knowledge
2. Reading for pleasure, which is reading that is done for pleasure only

Meanwhile, according to (Abidin, 2010) in principle the purpose of reading can be classified as follows:

1. Reading for knowledge, it has done to find a variety of knowledge or useful information in order to develop insight and knowledge in a person.
2. Reading for product, it has done to profit from financial aspect (business).
3. Reading for entertain, namely reading which is done to get pleasure, freshness, and enjoyment from the reading materials it reads

Correspondingly, Anderson, Hiebert, Scott, and Wilkinson, 1985; Jenkins, Larson, and Fleischer, 1983; O'Shea, Sindelar, and O'Shea (Klingner, Janette K., 2007) suggest that reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge and fluency. Reading comprehension is not just pronouncing words and sentences but picking and understanding the meaning or meaning contained in written language (Harras, 2014). The same thing was also said by Lado that "reading is not only an activity carried out by saying what we see but reading comprehension is understanding language patterns from the written description" (Tarigan, 2008). At first glance, the students 'reading ability is still lacking. This situation may be caused by several facts which indicate that there are problems; (1) students' reading interest is still low. (2) students feel bored quickly when reading the text. (3) students have difficulty understanding the reading text. They have difficulty understanding sentences, finding the meaning of sentences or just understanding the outline of the context. (4) students need a lot of time to understand the reading text, they do not take the opportunity to read English texts either at home or in English. Students have difficulty doing the exercises.

This research is for reading learning for tenth grade students at SMK SWASTA SITI BANUN, this is part of the English language learning material. In managing reading there are many strategies that can be applied by teachers such as: POSSE, Selective Underlining, Anticipation Guide, REAP,

PQRST, and Think Aloud Strategy. These strategies are very important to improve the teaching and learning process of English in the classroom to be effective and efficient. In short, English teachers must be creative in developing the learning process to create a comfortable atmosphere to improve students' reading skills and make English lessons more enjoyable.

Based on the questions above, the researcher tries to help students improve their reading skills. Researchers apply a method that can help students and teachers Solve learning problems by just reading, how to think through this "thinking hard" method Students can read Improve well, no, this method can increase vocabulary can also increase confidence to appear only in front the whole class. In practice, thinking There are several levels of loudness in implementation, namely; predict, ask, restate other people's opinions, and recount what other people have told.

Think aloud is a strategy which students verbalize their thoughts as they read and thus bring into the open strategies they are using to understand a text (Baumann, J. F., Jones, L. A., & Seifert-Kessell, 1993). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. Additionally, think aloud helps students to learn, think, and reflect upon the reading process. That is, students not only make sense about what they read but also move beyond literal decoding to comprehending (Wilhelm, 2001). Through the use of think aloud, students may be more able to comprehend what they read.

According to Afflerbach and Johnston who were quoted by (Mckeown, R. G., & Gentilucci, 2007) work: "think aloud is one of the transactional strategies because it is a joint process of teachers and students working together to contract understandings of text as they interact with it. Think aloud is also process in which readers report their thoughts while reading (Wade, 1990). It helps students to reflect upon their own reading process. In similar way, (Keene, E., & Zimmermann, 1997) declare that "think aloud is a technique in which students verbalize their thoughts as they read". Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Think aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996).

According to (Oster, 2003) effectively uses Think-Aloud strategies in his classroom. In his experience, in teaching reading he provides many opportunities for students to use Think Aloud strategies. These opportunities include whole-class teaching, pair work, and individually. Next, he encouraged his students to write down their questions and comments as they read. In modeling a think-aloud strategy, the teacher must instruct students to think while they are reading. Comprehension is

required to be instructed explicitly to students and long-term models in various classes. Research shows that if reading is taught to students early in their school careers, they will be ready to understand and engage with more complex and challenging texts (Moss, 2005).

In addition, by "Think Aloud", the teacher can also monitor students' understandingcan control problems, including in teaching and learning activities in the classroom. Most importantly Think Loud takes responsibility for their own student learning process. This means that students must further develop their knowledge, try to find the meaning of the text through teaching and learning activities, and fulfill this process. Through these stages their reading ability can be developed. Apart from that, the idea of Think Aloud wants to speak not only in itself but will help students develop their reading skills as well as teach how they learn properly.

RESEARCH METHOD

The research method used by researcher is to use quantitative experimental research methods. The design used in this research Quasi Experimental and used the Nonequivalent Control Group Design model. According to (Sugiyono, 2010), quasi experimental design has two forms and they are time series design and nonequivalent control group design. The design used in this study was a quasi-experimental design, and a non-equivalent control group design model. Data Collection Instrument in this research is test. The test was conducted in pre-test and post-test (competence test). For pre-test, the researcher gives the students a paper with 10 essay questions. The instruction of the paper is answer the question of the form of post-test is same as pre-test. The technique of collecting data described as follow:

1. Pre-test

In the first meeting, pre-test is given to the students before doing the treatment, to know their basic knowledge about reading. The researcher asked the students to read narrative text based on learning book. They had to describe what is there in the learning book.

2. Treatment

After give the pre-test, the students is treated by using Think Aloud. Before giving treatment, the researcher explained what the students need to do. The step in Reading comprehension by using think aloud method. Before receiving treatment, the experimental group and the control group will be tested, namely the pre-test. The goal is to find out basic knowledge before receiving treatment. Then after the experimental group treatment, the experimental group and the control group were subjected to a post-test to determine the results

after treatment. In this study the experimental group, the teaching and learning process would carried out by providing an explanation of the narrative text material using the Think Aloud method. Moreover, in the control group, the teaching and learning process is carried out by means of conventional presentation.

3. Post-test

Post-test is give after treatment to the experimental class aims to measure whether the using think aloud can improve the students' reading comprehension. The purpose of post-test to know the students' achievement in reading comprehension by using think aloud.

Data Analysis, According to (Suharsimi Arikunto, 2012) data analysis technique is one of the most important steps in analyzing data, the research will be seen. The researcher analyzed data by counting pre-test and post-test scores, the researcher had the normality and homogeneity test to ensure that students' writing was normal and homogeneity.

Table 3.3 Research Design Concept

	Pre-test	Treatment	Post-test
X AP (C.Class)	√	-	√
X AK (Ex.Class)	√	Think Aloud Strategy	√

Next after knowing the results of the two groups pretest, then the class the experiment was given treatment (X), while the control class was not given treatment (X). After being given treatment or treatment in one of the sample groups (experimental group) continued with posttest for either classes or the two sample groups used. The purpose of this quasi-experimental research is to see and worry whether the model or method that has done or tested by the researcher has an influence and causality through certain treatments in the experimental group and the control group.

RESULTS AND DISCUSSION

Result Validity Test

Validity test is carried out to determine the validity of an instrument. Number of student (N) = 36, if significances level α= 0,05 by 0.139 the evaluation criteria R_{xy} said if the result obtained r count > r table then the instrument is valid. For question number 1 for posttest, r count =0,660 while r table = 0,278. It indicates that question number 1 on both pretest and posttest is valid.

Table 3.4 Result of Validity pre test

r count	0,349	0,206	0,515	0,908	0,048	0,344	0,447	0,276	0,588	0,542
r tabel	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278
Criteria	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Valid

Table 3.5 Result of Validity post test

r count	0,106	0,419	0,426	0,284	0,266	0,975	0,405	0,248	0,399	0,209
r tabel	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278	0,278
Criteria	Valid	Valid	Valid	Valid	Invalid	Valid	Valid	Invalid	Valid	Invalid

Hypothesis Test

It is known that two sets of data are normally distributed and have the same variances (homogenous). The data used for resting this hypothesis is ultimate test of students learning. Hypothesis is done to test the one hand by using statistical T-test.

From the calculation in appendix obtained t count = 3,41. After comparing prices wit price t count t table with significances level α= 0,05 for the t distribution list obtained t table = 1,67. Because t count does not between -167 and 1,67 then Ho is rejected, in other words Ha accepted. Ha is accepted also shown in the result of t count (3,41) > t table (1,67). It can be concluded that there is a significant effect of Think Loud Strategy On Students' Reading Comprehension At Tenth Grade Of SMK Swasta Siti Banun Sigambal.

Discussion Research

Hypothesis has done to test the one hand by using statistical T-test. From the calculation in appendix obtained t count = 3,41. After comparing prices wit price t count t table with significances level α= 0,05 for the t distribution list obtained t table = 1,67. Because t count does not between -167 and 1,67 then Ho is rejected, in other words Ha accepted. Ha is accepted also shown in the result of t count (3,41) > t table (1,67). It concluded that there is a significant effect of Think Loud Strategy on Students' Reading Comprehension at Tenth Grade of SMK Swasta Siti Banun. Think aloud strategy is a strategy used to improve students' abilities by expressing all their thoughts to create an understanding of the reading text, and not only that through the think aloud strategy will be able to increase pronunciation and intonation as well as confidence to appear reading in front of the class (Fitriani, Harahap, & Safitri, 2022).

Based on the result of research conducted by researcher, the researcher found that teaching process in X AK class, students interest in reading becomes high, students become understand from a text, there is a significant effect of think aloud strategy on students' reading comprehension.

Furthermore, from the evidence above is supported by the data based on the calculation of the students of post-test examination after being tread using Think Aloud Strategy is 81,56 and 11,418 greater than the average value of error analysis of student X MP is 69,78 and 8,792. Pretest average value at X AK is 75,33 and 10,470 while the average value of error analysis of student XMP is 60,67 and 6,795. The result of analyzing the data also showed that the score of T-test is higher than t table (3,41 > 1,67). It explains that the class than gets treatment is better than the class that does not get it. That can be concluding that there is a significant effect of Think Aloud Strategy on Students' Reading Comprehension at The Tenth Grade of Smk Swasta Siti Banun.

CONCLUSION

Based on the result of the research under the title The effect of Think Aloud Strategy On Students' Reading Comprehension At The Tenth Grade Of Smk Swasta Sit Banun Sigambal, the researcher started than there is a significant effect of Think Aloud Strategy on Sstudents' reading comprehension. It supported by several result as follows:

1. Think Aloud Strategy helped students become understand from a text
2. The previous data showed that Hypothesis (Ha) is accepted and Null Hypothesis (Ho) is rejected.
3. The average value using Think Aloud Strategy on students' reading comprehension = 81,56 (11,418) and the average value of studying without using Think Aloud Strategy on students' reading comprehension = 69,78 (8,792). The result of analyzing the data, score of T-test is higher than t table (3,41 > 1,67). It explains that the class than gets treatment is better than the class that does not get it. That can be concluded that there is a significant effect of Think Aloud Strategy on Students' Reading Comprehension at The Tenth Grade of Smk Swasta Siti Banun.

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