



THE EFFECT OF THINK ALOUD STRATEGY ON STUDENTS' READING ACHIEVEMENT OF TENTH GRADE AT MA HM TRIBAKTI- KEDIRI IN ACADEMIC YEAR 2014/2015

ARTICLE

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By:

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**ENGLISH DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
ACADEMIC YEAR
2015**



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Kediri, August ,2015

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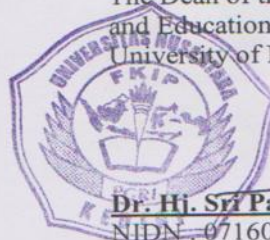
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The Dean of the Faculty of Teacher Training
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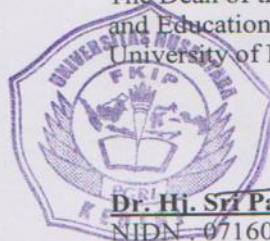
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ABSTRACT

Asis Aktifa, The Effect of Think Aloud Strategy On Student's Reading Achievements Of Tenth Grade At MA HM Tribakti Kediri In Academic Year 2014-2015. Skipsi, English Department, Teacher Training and Education Faculty, University of Nusantara PGRI Kediri, 2015.

Reading is one of receptive skill where the students should receive something after they read the text, the students should understand the content of the text. It becomes the problem for the students so far to work with a text followed by some comprehension questions. One of them is Think Aloud Strategy. This strategy is interesting for the students and can avoid the students from getting bored and, the students can work in group.

This research use experimental research and quantitative approach to get and analyze the data. It was conducted in MA HM TRIBAKTI -KEDIRI on March-April 2015. The subject of this research are Tenth grade students MA HM TRIBAKTI -KEDIRI ,especially class X-bhs which has 20 students. Data is obtained by using a test, exactly pre test and post test. After giving pre test, the students are given a treatment then doing the post test. Based on the research, the researcher finds that student in MA HM TRIBAKTI -KEDIRI get bored for reading activity besides they get difficulty in understanding the meaning of word in the text. By using Think Aloud Strategy the students are interesting to get this strategy in their classroom. They can enjoy in reading text, and more easy to understand the material.

The result of research shows that Think Aloud Staretgy on students' reading achievement has very significant effect because t-score is higher than the value of t-table either at a level of significance of 5% or 1%. The score of t-test was 7,94 at the degree of freedom of 19 and t-table is 2,093 at the level of significant 5% (0,05) and 2,861 at the level of significant 1%. It means that t-score (7,94) t-table at the level significance of 5% (2,093). So, the Null Hypothesis (Ho) was rejected and the Alternative Hypothesis (Ha) was accepted.

Finally Think Aloud strategy has possitive effect on the students' reading achievement. It benefited to the students because they can more easy to understand the material especially in reading process and they can improve students' learning outcomes so that they can get good score.

Key word : reading, reading comprehension, teaching reading. Think Aloud Strategy.



I. INTRODUCTION

Reading is about understanding written text. By reading students can increase their knowledge and to face new information in the text. The traditional teaching technique would become not interested in learning if the technique used were monotonous. It made the learning process not effective. Think Aloud is an oral report concurrent with reading. When thinking aloud, the reader orally report their understanding of the text's meaning and process they engaged in to understanding the text. it has recently received attention as a means of making readers' cognitive processes distinct while reading.

Thinking Aloud has functioned as an assessment used to describe and measure covert cognitive processes. Wilhem (2006) states that, "using thinking aloud to both model strategy use and to make readers' thinking and strategy use observable". So thinking Aloud can lead to improve monitoring and comprehension and that the students can get easily to understanding the text what they have read. Think aloud is 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.

Use of the think-aloud will benefit students by showing them that reading is a meaning-making process, involves the use of strategy, and is a skill that can be developed through sharing with others and in-individual self-reflection. This strategy is used when the students' get stuck, they try to demonstrate out loud the comprehension strategies use to construction meaning.

Kymes, in her research (2005), "the think-aloud strategy is a technique by which the individual voices her or his thoughts during the performance of a task". It is simply what it appears to be students thinking out loud. The teachers provides insight on the strategies used to make meaning for the student. When students are taught to use the think-aloud, they are instructed to voice all of their thoughts about, feelings toward, and understanding of the text. The teacher will instruct the students to state their purpose, relate their prior knowledge, make assumptions and predictions, check predictions, ask questions, evaluate the text structure, and consider how to communicate the information learned.

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, students able



to get complete understanding of the text. This might be caused by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words difficult to get information from the passage, and difficult to make a conclusion of the passage. All of those problems will affect the learner in comprehending the passage and reading achievement. Therefore those students need strategies or technique in order to overcome the problem.

Another factor that influences them is most of the students are lazy to read, exactly to read story book, novel, etc. It happens because of the students have limits in vocabulary in the passage what they have read. Although some of students have tried to look for in dictionary, but they know that it will spend more time.

The think Aloud has been examined by some experts, such as, Pressley & Afflerbach (2000) and Angel Kymes (2005). The different from their study from the previous research is how think aloud is 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.

In relation to the condition above the researcher wants to investigate the effect of using think aloud strategy on students' reading achievement. The researcher is interested to study how is the effect of using Think Aloud strategy on students' reading achievement of MA HM TRIBAKTI– KEDIRI.

II. METHOD

This research uses experimental research and quantitative approach to get and analyze the data. It was conducted in MA HM TRIBAKTI -KEDIRI on March-April 2015. The subject of this research are Tenth grade students MA HM TRIBAKTI -KEDIRI ,especially class X-bhs which has 20 students. Data is obtained by using a test, exactly pre test and post test. After giving pre test, the students are given a treatment then doing the post test. Based on the research, the researcher finds that student in MA HM TRIBAKTI -KEDIRI get bored for reading activity besides they get difficulty in understanding the meaning of word in the text. By using Think Aloud Strategy the students are interesting to get this strategy in their classroom.



The research was conducted in MA HM Tribakti Kediri at the first grade of X-bhs in academic year 2015/2016 and it was conducted in first semester. The researcher only used pretest and post-test as the way for collecting the data. Pretest will be conducted before the researcher give treatments to the students and post-test will be conducted after the researcher give treatments to the students.

The teaching learning process was done in two meeting there are pre-test, meeting treatments and the post test. The first meeting was conducted by giving the pre-test to know students' ability before being taught using Think Aloud Strategy. Then the treatments. Finally meeting was giving the post test to know students' ability after being taught Think Aloud Strategy.

In analyzing the data, t-test was used to prove the hypothesis and to know whether this research was significant or not by looking at the results of pre-test and post-test.

III. FINDINGS AND DISCUSSION

Based on the research finding, it can be concluded that Think Aloud Strategy on the students' reading comprehension has very significant effect because the score of post test is higher than pre test. Before the

students are taught about Think Aloud Strategy in pre test, the total score is 1090 and the mean of pre test is 54,5. After they are taught Think Aloud Strategy and doing the post test, the score is 1405 and the mean of post test is 70,25. It can be concluded that students' score is increasing after they are taught Think Aloud Strategy. Besides, in analyze t-test, t-score is higher than t-table. The score of t-test was 7,96 at the degree of freedom of 19 and t-table is 2,093 at the level of significant of 5% (0,05) and 2,681 at the level of significant 1%. Its mean that t-score (7,96) > t-table at the level significant of 5% (2,093). So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. Based on the result of t-test, it can be concluded that Think Aloud Strategy has very significant effect.

Besides, the condition of the students before being taught Think Aloud Strategy, a most of the students get bored and difficulties in comprehending the text, especially to find general information, factual information, detail information, generic structures, meaning of word and language features of text. It makes their reading score is bad. Therefore, the condition of Think Aloud Strategy has positive effect on the students' reading



comprehension and it makes the students can comprehend the reading text and get good score.

IV. CONCLUSION AND SUGGESTIONS

Reading is one of receptive skill where the students should receive something after they read the text or passage, the students should understand the content of the text. It become the problem for the students fo far to work with a text followed by some comprehension questions. Most of students are able to answer some question where they have to find the detail in the text and they get difficulties when they have to find general information, factual information, detail information, generic structures, meaning of word and language features of text.

Therefore, the teacher conducted interesting strategy, especially Think Aloud Strategy. By Think Aloud strategy, the students of MA HM TRIBAKTI – KEDIRI are interesting to get this strategy in their classroom. They can learn a concept or topic while looking for the group in enjoy atmosphere, and also it can motivate the students' interest in learning English especially in reading activity.

As the result, the researcher that has been described before, the writer also takes conclusion are the students' reading achievement before treatment, the students' reading achievement after treatment, and the effect of think aloud strategy on students' reading achievement of Tenth Grade of MA HM TRIBAKTI 2 – Kediri.

From the result of the study it is known that the students' reading achievement before giving treatment is poor. it can be seen from the mean score which the students gained only 54,5. And the highest score that the students gained was 65. Then, the lowest score that the students gained was 35. Moreover, there were an increasing score when it compared with the result of the pre-test and post-test. On the post test the mean score was increased become 70,25. The highest score also improved to become 80. The lowest score also improve become 60. From these data, it can be seen that there was a significant improvement of the student' reading achievement after being taught by think aloud strategy.

Then from the data analysis, it is known that t-score is 7,94 at the degree of freedom 19 and t-table 2,093 at the level of significant of 5%. It means that t-score (7,94) > t-table at the level of significant of



5% (2,093). The data show that t-score is higher than t-table in significant 1% and 5%. Therefore, the alternative hypothesis (H_a) was accepted and the Null hypothesis (H_o) was rejected. It can be concluded that Think Aloud Strategy has significant effect on the students' reading achievement of the Tenth grade students at MA HM TRIBAKTI –KEDIRI in academic year 2014 – 2015.

Finally the suggestion is given the teacher and the students. The first suggestion for the teacher is suggested to apply Think Aloud Strategy as the method to encourage the students' reading comprehension. Therefore, by giving this strategy, students will try to understand the material more easily. The teacher has to prepare the material which will be provided well. Especially in preparing the instruments needed before applied Think Aloud Strategy. The teacher just need to give the simple informations which appropriate with the material. It will make students easy to get the point of the text. And must be creative in facilitating the process of teaching and learning activity in the classroom. And the second suggestion for the students, when the teacher teach reading about Think Aloud Strategy, the students have to try make prediction about the peassage that given and what the

questions or answers will be. It will make students easily to get the meaning of passage what they have read and find the right questions or answer quickly. After finishing reading activity, they can ask the content of the material.

The students should read English not only inside the class but also outside the class. They should practice their reading habit everyday in order to improve their vocabularies and reading comprehension. Reading ability must have been mastered by the students as well as possible. So, they can develop their skill related to their comprehension in reading.

However, the researcher hopes this effort will be useful for teaching reading and develop the students' reading achievement and the researcher also hopes that this research will be useful for the English teacher and the students.

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