

JOURNAL

**THE EFFECT OF THINK ALOUD STRATEGY TO
EIGHTH GRADE STUDENTS' READING COMPREHENSION
AT SMPN 3 KEDIRI IN ACADEMIC YEAR 2015/2016**



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PGRI KEDIRI 2017**



SURAT PERNYATAAN ARTIKEL SKRIPSI TAHUN 2017

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THE EFFECT OF THINK ALOUD STRATEGY TO EIGHTH GRADE STUDENTS' READING COMPREHENSION AT SMPN 3 KEDIRI IN ACADEMIC YEAR 2015/2016

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ABSTRACT

The present research aims at investigating the effect of Think Aloud strategy toward the eighth grade students' reading comprehension. The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. This research took place at SMPN 3 Kediri. The subject of this research was the eighth grade students of SMPN 3 Kediri especially at VIII-E class which consists of 34 students. For proposing the effect of Think Aloud strategy on the eighth grade students, the study adopted pre and post-test design to measure students' reading comprehension. The technique of data analysis which used was using T-test. The findings show that students' reading comprehension statistically significant increase 58.8%. In addition, the students enjoyed when they were reading using Think Aloud strategy. On the basis of the results obtained, it is recommended that Think Aloud strategy can be used in improving students' reading comprehension.

Key Words: Reading Comprehension, Think Aloud Strategy

I. BACKGROUND

Reading is most useful and important skill for people, especially for students who learn English as foreign language. It is necessary to widen the mind or knowledge and gain the understanding of the foreign culture. Reading is more than pleasurable activity if students do it properly. Nunan (2005: 69) stated that reading is a set of skills that involve making sense and deriving meaning from the printed words. This statement supported by Snow (2002: 15) reading does not occur in vacuum, it is

done for a purpose to achieve some ends. Moreover, Patel (2008: 113) stated that reading means to understand the meaning of printed words. Reading is an active process which consists of recognition and comprehension skill. From the definitions above, it can be concluded that reading is not only an important skill but also reading is a complex process because it includes transferring the message or idea from writers to readers. Readers have to comprehend the text in order to grasp the idea. In other words, they have to construct



the meaning.

The goal of reading is comprehension. S.Pang et al. (2003: 6) stated that comprehension is the process of making sense of words, sentences and connected text. Readers typically make use of background knowledge, vocabulary, grammatical knowledge, experience with text and other strategies to help them understand written text. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. Because reading is not just read but, they should guessing meaning and try to understand the content of the text. Moreover, reading comprehension is not a single step or an easily acquired skill, in fact it is a difficult and complex skill to be acquired.

Grellet (1999) stated that reading comprehension understands a written text means extracting the required information from it as efficiently as possible. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. In reading comprehension the readers have to know and understand what they are reading. If students have an excellent decoding skill but they do not understand what they are reading, they just word calling not truly reading. The foundation of reading

comprehension is word identification and decoding, if the students are able to read the words they will get the meaning what they are reading. In other words, knowing and understanding what is being read is the key to comprehension. In order to make students understand and comprehend what they read, teacher must develop a successful reading class in teaching learning process.

According to Hayati (2015) teaching reading is the activity to teach the students be able to read. It is the way to increase the students motivation to feel interest to read and make the reading is their habitual in daily life. So, the students reading abilities will be increase and the students can read was effective. To read was effective, teacher also need to the students the organization of the text for example, the main ideas of the text.

In order to solve the problems, teachers should be creative in formulating the process in teaching learning English especially in teaching reading. Nunan (1999: 249) stated that success in teaching depends on many factors, one of them is teaching method. Teachers should engage students' motivation in learning English, provide appropriate aids, and create fun environment to learn English. Specifically, teacher should develop a good teaching reading strategy to make the students can comprehend the text.



Teacher should find the appropriate strategy that can be applied in the classroom to make the comprehension process of the text by the students can run successfully. When the appropriate strategies chosen, it can make the students are more active and motivated in teaching learning process. It can encourage students' motivation to learn English.

When students are interest to read something, they will try to get the message or information of the text. And one way to encourage their motivation is by improve teaching reading technique. There are several strategies to teach reading and improve students' comprehension in reading text, one of them is think aloud. According to Oster.L (2001) think aloud strategy is a technique in which students verbalize their thought as they read and thus bring into the open the strategies they are using to understand the text. Duke and Pearson (2002: 214) stated that Think Aloud involves making one's thoughts audible and, usually, public-saying what you are thinking while you are performing a task, in this case, reading. In summary, think aloud strategy helps to enhance students' abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text. In other words think aloud is also a process in which readers report their thought while reading.

As a strategy, think aloud not only give advantages for students but also for teachers. Wilhelm (2006: 27) explained that think aloud helps teacher to deepen their own awareness of the reading process, use this heightened awareness of their strategic and interpretive processes to help model these strategies to kids, see what students do and don't as they read, which helps the teacher to assess students and plan appropriate instruction in the students' "zone of proximal development", understand what in a text confuse readers ; assess students' use of strategies; diagnose and address specific problems, support readers to identify problems and monitor their own comprehension. The benefits above expected to enhance students' comprehension in reading.

Dealing with the problem above, the researcher concerned in formulation of the research: "how far is the effect of think aloud strategy to eighth grade students' reading comprehension of narrative text at SMPN 3 Kediri in academic year 2015/2016?"

II. METHOD

The method used in this research was quantitative research. Experiment design was carried out in the implementation of the method. Experiment was an approach to conduct quantitative research. Ary (2010: 265) defines an experiment as a scientific investigation in which the researcher



manipulates one or more independent variables, controls any other relevant variables, and observes the effect of the manipulations on the dependent variable(s). While the technique of the research, the research used one-group pre-test–post-test design that involves three steps. According to Ary (2010:303) one-group pre-test–post-test design usually involves three steps: (1) administering a pretest measuring the dependent variable; (2) applying the experimental treatment to the subjects; and (3) administering a post-test. In the one-group pre-test and post-test design, a single group was observed not only after being exposed by a treatment, but also before. The pre-test and post-test were given to take the score of the student's achievement before and after being taught by using Think Aloud strategy.

There are two kinds of sample random sample and non-random sample. According to Vanderstoep and Johnston (2009: 27) a random sample, sometimes called a probabilistic sample, is a sample in which each member of the sampling frame has an equal chance of being selected as a study participant. A non-random sample is a sample in which each member of the sampling frame does not have an equal chance of being selected as a participant in the study. Based on those explanations, the writer decided to use a random sampling to choose the sample of the study. In this research the sample that

used was 8E class which consists of 34 students of SMPN 3 Kediri.

The technique of collecting the data used by the researcher was reading comprehension test about narrative. The researcher gave the narrative text consist of 20 questions and the researcher take score from it.

III. FINDING AND DISCUSSION

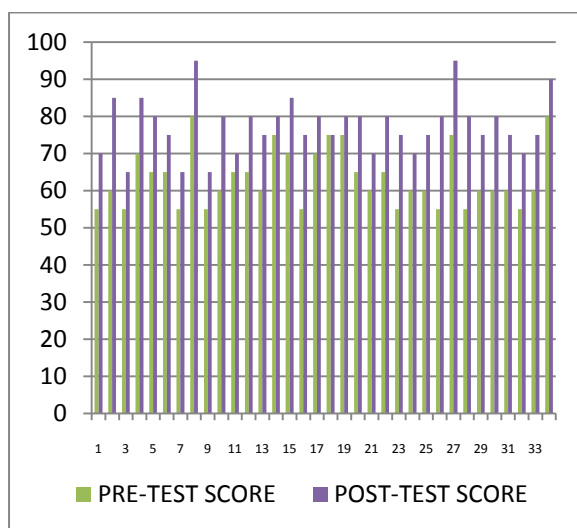
A. Finding

The findings show that students' reading comprehension statistically significant increase 58.8%. It can be seen by comparing the result of pre-test and post-test. The total score of pre-test is 2155 and the mean of it was 63. The students who passed the test were just 6 students and the others failed. It means 17.7 % from the total of the students. It is less than 50% of the total students. So, it can be known that reading comprehension at the eighth grade students of *SMPN 3 Kediri* before being taught by using Think Aloud strategy is low. While the result of post-test was the total score was 2635. The mean of post-test was 77.5. There were 26 students passed the test and the others failed. It is 76.5% from the total of students. It is higher than 50% of the total students. The researcher takes conclusion that the process of treatment is successful. So, reading comprehension at the tenth grade students of *SMPN 3 Kediri* after

being taught using Think Aloud strategy is higher than before giving the treatment.

Based on the scores of pre-test and post-test above, it means that the students' score is increase after they were taught by using Think Aloud strategy. There are some students who still got unsatisfying score. However, mostly the students got satisfying score. The total scores of D (difference score between pre-test and post-test) is 480.

While the total scores of D^2 is 7900. The differentiation of the result of pre-test and post-test can be seen from this following chart.



Based on the diagram above, it can be concluded that the result of post-test is higher than the result of pre-test. After comparing the result of pre-test and post-test, the researcher analyzed the data to know the level of significance of the score by using t-test formula. It is used to measure how far Think Aloud strategy can impact the students' reading comprehension of *8E class students at SMPN 3 Kediri* who had unsatisfying score before. The scores above had showed the

increasing score, but it has to be measured by using the formula. According to Ary, Jacobs, Sorensen, and Razavieh (2010: 177) the result of the pre-test and post-test which were presented to the students could be analyzed by using T-test. In testing hypothesis, the computation of t-score was compared to t-table. From the result of the data analysis, the researcher found that t-score was 13.56 at the degree of freedom of 33, t-table was 1.701 at the level of significance 5% and 2.467 at the level of significance 1%.

Table of t-test based on level of significance 5% and 1%

DF (N-1)	t-score	t-table	
		5%	1%
33	13.56	1.701	2.467

Based on the data on the table above, it means that t-score (13.56) > t-table at the degree of significance of 5% and 1%. It means that t-score was very significant. So, the Null Hypothesis (H_0) was rejected and the Alternative Hypothesis (H_a) was accepted. It can be concluded that Think Aloud has very significance effect to the eighth grade students' reading comprehension at SMPN 3 Kediri in the academic year 2015/2016.

B. Discussion

The purpose of the researcher conducting this research was to find out the significant effect of Think Aloud strategy



to the students' reading comprehension to the eighth grade of SMPN 3 Kediri. Based on the research finding as explained before, the result shows that there is very significant effect of Think Aloud strategy to the eighth grade students' reading comprehension.

After conducted the research, the researcher found some findings in teaching reading using Think Aloud strategy. One of them is students who were taught by using Think Aloud strategy could understand the text better than before being taught by using Think Aloud strategy because Think Aloud allowed teacher to know what students did when they were reading. It helped teacher to solve the problems faced by the students and helped to improve their reading score. In line with Jahandar et al. in Alaraj (2015: 13) suggested that the Think-Aloud strategy is one way to verify whether the child is just reading, or actually comprehending the text.

Another research findings, students who were taught by using Think Aloud Strategy became more active and enthusiastic during the lesson because Think Aloud allowed teacher and students working together to construct understanding of text as they interact with it. It is proved when the researcher conducted the research, this strategy helped to conduct an active teaching learning process and students were more engaged in the teaching learning process. This finding supported by Pressley et al. in McKeown and Gentilucci (2007: 137) stated that Think-

Aloud as one of the "transactional strategies" because it is a joint process of teacher and students working together to construct understanding of text as they interact with it.

In summary, Think Aloud gave contribution to the students' reading comprehension because they can enjoy the process of reading class. It affects the students' reading comprehension. It can be said that there is very significant effect of Think Aloud strategy to the eighth grade students' reading comprehension of SMPN 3 Kediri in academic year 2015/2016.

IV. CONCLUSION AND SUGGESTION

A. Conclusion

Reading is one of four skills that must be mastered by students in learning English. It becomes important skill because by reading students can enlarge their knowledge, enrich their vocabulary and gain much information. The students are given with some English texts which are followed by some questions and they are asked to answer the questions to show their understanding. But, they are still getting difficulties to find the important information because their reading comprehension is still poor.

It becomes teacher's duty to develop students' comprehension. The appropriate teacher's strategy makes the students'



learning easier, enjoyable, effective and efficient. One of teaching strategies that can be used by teacher is Think Aloud strategy. This strategy has several activities that help students to understand the given text, they are:

- 1) predicting, by predicting activity students actively participate to the learning process, they are trained to think critically about what will happen next,
- 2) Visualizing, by visualizing the story the students become the part of the story and it makes students feel more engaged in the story,
- 3) Questioning, by questioning themselves students become more self-aware that reading must make sense,
- 4) Verbalizing, the main point of think aloud is verbalizing the thought, by verbalizing students will notice important points or ideas while reading,
- 5) fixing-up strategies, this strategies help students to solve the problems occur during reading process. The students are allowed to backtrack or re-reading and reviewing the text. If there are some unknown words, students can guess the meaning by reading the context then replacing them with the familiar words and ask themselves whether the words make sense or not.

After computing and analysing the data, the writer gets the result that there is a very significant effect of Think Aloud strategy to the Eighth grade students' reading comprehension. It can be seen from the result of the t-score is 13.56 and the table is 1.701 (in significant 5%) or 2.467 (in significant 1%). It can be said that the t-score is higher than t-table.

Thus, the writer concludes that there is very significant effect of Think Aloud strategy to Eighth grade students' reading comprehension.

B. Suggestion

Based on the result of this research, it states that there is very significant effect of Think Aloud strategy to Eighth grade students' reading comprehension. That is why the use of Think Aloud strategy in academic purpose especially in reading should not be neglected and the writer is going to propose some suggestions as follows:

1. For English Teacher

First, being aware of the use of Think Aloud strategy, the teacher should apply this strategy or may use some activities in this strategy in order to create active teaching learning process. The teacher has to manage the class and do the role very well in giving command, example and feedback.

Second, the teacher should help the students to follow every step of Think Aloud strategy. The teacher has to guide the students in applying this strategy in order to develop the effective learning especially in reading. In the application of Think Aloud strategy, teacher should manage the time effectively because there are some steps that must be done. So that, the teacher should consider the students' necessities and appetencies to choose



which one that must be emphasized

2. For Students

Think Aloud strategy is strategy that allows students to verbalize their thoughts whilst reading. So, the researcher suggests. the students be more confident when verbalize their thought. Students should not be afraid to make mistake while making prediction to the story. When facing difficulties do not hesitate to ask teacher. Also, students should practice this strategy to their learning activity diligently. It has the purpose to develop their English especially the ability in reading comprehension.

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