

IMPROVING STUDENTS READING COMPREHENSION OF VIII GRADE STUDENTS AT SMP NEGERI 3 GALANG THROUGH THINK ALOUD STRATEGY

Hidayati

English Education Study Program
Teacher Training and Education Faculty of Madako University

ABSTRACT

The objective of this research is to find out or the application of think aloud strategy effective to improve students' ability in reading narrative text. It is a pre-experimental research. The study is take by the VIII Grade of SMP Negeri 3 Galang. It is conduct in one class (VIII A). the data are obtain through a pre-test and post-test. The researcher used SPSS 16.0 program to analyze the data collection. The result of the analysis showed that the application of Think Aloud Strategy greatly to students in reading narrative text. The mean score of pre-test was 40.81 while in the post-test improved up to 81.96. Moreover the minimum mastery criterion of English lesson is 65 (sixty-five). Then the data of both test were analyzed by using T_{test} , and the result showed that the T_{count} value is 13.63 greater than T_{table} value is 2.060. it can be inferred that the application of think aloud is very effective to improve students' ability in reading narrative text.

Key Word: *Improving, Reading, Think Aloud*

ABSTRAK

Tujuan dari penelitian ini adalah untuk mengetahui apakah penerapan berpikir lebih serius efektif untuk meningkatkan kemampuan siswa dalam membaca teks naratif. Penelitian ini adalah penelitian pre-eksperimental. Penelitian ini dilaksanakan pada siswa kelas delapan di SMP Negeri 3 Galang. Data tersebut diperoleh melalui pre-test dan post-test. Penulis menggunakan program SPSS 16.0 untuk menganalisa data. Hasil dari analisa data menunjukkan bahwa penerapan berfikir lebih serius sangat membantu siswa dalam membaca teks naratif. Mean skore pre-test adalah 40.81 sedangkan mean skore post-test meningkat menjadi 81.96. selain itu, nilai ketuntantasan minimum (KKM) pelajaran bahasa inggris adalah 65. Data dari kedua test tersebut dianalisa menggunakan T_{test} dan hasilnya menampilkan nilai T_{count} 13.63 lebih besar dari pada nilai T_{table} 2.060. dapat disimpulkan penerapan berfikir lebih serius sangat efektif untuk meningkatkan kemampuan dalam membaca cerita

Kata kunci: meningkatkan, reading, berfikir lebih serius.

1. Introduction

Reading is one of skills which are very essential for each student. By reading, the readers can increase their understanding about the text or what they have read. Enrich their vocabularies and knowledge. It is certainly not easy to present the English reading for Indonesian students whose language system different. Reading is a complex process which involves not only the read the text but also their experience to comprehend it. According to Tarigan (1990) reading is as a process that "is by the readers to be used for getting the message conveyed the writer on the medium of writing text".

Based on Harnes (2007) reading is useful for language acquisition . Heilman (1981) states "reading is an active and ongoing process that is effected directly by an individual's interaction with his environment". From the statement above, it can be known that reading with comprehension covers not only reading the selection on the essential facts, but also trying to comprehend or understand the message in the selection of the essential facts. According to David Prearson and Dale (1978: 227) Reading comprehension is at once a unitary process and a set discrete process. One indication that a readers already comprehends the selection is when he can answer the question based on the selection. There are three strategies in reading, that involve bottom-up strategies, top-down strategies, and interactive strategies according to Tarigan (1990)

Swan (1975) that " if we say that student is a good as comprehension we means that can read accurately and efficiency, so as to get maximum information from the text". Reading comprehension is not just reading with aloud voice but reading is established to understand the meaning of word, sentence, and paragraph sense relationship among idea as it is. If student just reads loudly but can't understand the content of the text, it is means that he fails in comprehension passage and give the definition of reading comprehension as follows reading with comprehension means that the reader is able to extract from the selection on the essential facts and understanding, visualize details and sense the relatedness of the fact Reading Comprehension itself is a process of making sense of writing ideas through meaningful interpretation and interaction with language Dallmann, et all (1982). The research used narrative text to improve students reading comprehension. Narrative text is a text that has a purpose to entertain the readers of listeners which is used as media in learning reading comprehension. Furthermore, narrative text has its own orientation, complication, and resolution. It is contrast to the fact that some students found difficulties in comprehend stories in narrative form.

In this case, the researcher chose think aloud strategy. think aloud is one of the strategies in teaching reading which can be apply to overcome the problem. Think aloud is teaching strategy that can improve the students reading comprehension. It will help students to comprehend text by finding information inside the text especially in narrative text.

In this research, it decided to implement the think-aloud strategy because it is used as an instructional approach, and also because this strategy helped readers to comprehend more easily what being read by them. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process. In a similar way, Tovani (2000) say that "When the teachers make the invisible mental process visible, they arm readers with powerful weapons, I stop often to think out loud for my students. I describe what is going on in my mind as I read.

Think aloud are practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud technique and discuss how good readers often re-read a sentence. Re-read to clarify and/or look for context clues to make sense of what they read. Think aloud is also a process in which readers report their thoughts while reading according to Wade (2001). Think Aloud slow down the reading process and allow students to monitor their understanding of a text. According to Tinzman (2009) Think Aloud is Think aloud help students learn to monitor their thinking as they read an assigned passage. Students

are directed by a series of questions which they think about and answer aloud while reading. This process reveals how much they understand a text. As students become more adept at this technique they learn to generate their own questions to guide comprehension.

The procedure of Think Aloud Strategy (a). Explain that reading is a complex process that involves thinking and sense-making; the skilled reader's mind is alive with questions she asks herself in order to understand what she reads.

(b). Select a passage to read aloud that contains points that students might find difficult, unknown vocabulary terms, or ambiguous wording. Develop questions you can ask yourself that will show what you think as you confront these problems while reading. (c). While students read this passage silently, read it aloud. As you read, verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. It is helpful if you alter the tone of your voice, so students know when you are reading and at what points you begin and end thinking aloud. (d). Coping strategies you can model include: Have students work with partners to practice "think-aloud" when reading short passages of text. Periodically revisit this strategy or have students complete the assessment that follows so these metacomprehension skills become second nature.

Concerning the importance of reading comprehension, in KTSP the students of Junior High School are expected to have abilities to comprehend some short functional texts such as descriptive, recount, and narrative. Among the genres, narrative text is one of the genres of text that should be mastered by the student. The students need to know how past activities expressed in written text.

However, based on the researcher experience during PPL the students of VIII grade students at SMP Negeri 1 Galang students have problem on reading especially reading comprehension. Student have difficult in identifying the information of reading passage. The students can not find the specific information which is included the text that given by the teacher. Thus, the students were still poor in reading comprehension. In line with some problems above, the researcher conducted a research to answer the research question *Can the reading comprehension of VIII grade student be improved through think aloud strategy ?*

The findings of this research expected will contribute to the improvement of teaching and learning technique in reading and the students' improvement in reading comprehension.

2. Method of the Research

In conducting this research, the researcher used an experimental research. This experimental design was pre experimental research design (one-group pre-test and post-test). The sample of this research was class VIII of SMP Negeri 3 Galang in academic year 2016/2017. The total sample was 26 students. The data were collected by using pre-test and post-test. Pre-test was given to the students in the beginning of the research. Then, the post-test was given to the students at the end of the research.

3. Findings and Discussion

3.1 The Result of Pre-test

Pre-test was given to obtain students' score in reading comprehension before applying the treatment. The result of pre-test can be seen in the following table:

Table 1. The result of Pre-test

NO	NAME	SCORE	DESCRIPTION	CRITERIA
1.	ADOL	26	VERY POOR	FAILED
2.	AMR	55	POOR	FAILED

3.	ARM	49	VERY POOR	FAILED
4.	BAY	49	VERY POOR	FAILED
5.	DEV	38	VERY POOR	FAILED
6.	FIT	39	VERY POOR	FAILED
7.	JER	56	POOR	FAILED
8.	JOV	23	VERY POOR	FAILED
9.	MHA	32	VERY POOR	FAILED
10.	MIQ	35	VERY POOR	FAILED
11.	MRI	49	VERY POOR	FAILED
12.	NAD	38	VERY POOR	FAILED
13.	NEY	38	VERY POOR	FAILED
14.	AFN	32	VERY POOR	FAILED
15.	AIS	43	VERY POOR	FAILED
16.	PEL	35	VERY POOR	FAILED
17.	PUT	23	VERY POOR	FAILED
18.	RII	38	VERY POOR	FAILED
19.	RIO	63	POOR	FAILED
20.	RIZ	49	VERY POOR	FAILED
21.	SHE	49	VERY POOR	FAILED
22.	SUR	54	POOR	FAILED
23.	THE	18	VERY POOR	FAILED
24.	VER	38	VERY POOR	FAILED
25.	YAY	57	POOR	FAILED
26.	RIF	35	VERY POOR	FAILED
	SUM(Σ)	1061		

Table 2. Classification of scoring grade and the Percentage in the Pre-test.

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1.	EXCELLENT	90-100	-	0%
2.	VERY GOOD	75-89	-	0%
3.	FAIR	65-74	-	0%
4.	POOR	50-64	5	20%
5.	VERY POOR	<0-49	21	80%
6.	SUM			100%

The table above showed that in the Pre-test there were 5 students got poor (20%), 21 students in the Very Poor (80%). Then, the data indicated that most of the students are in Poor grade and no students indicated in Good grade. Thus, the researcher concluded that the students'

still poor in reading comprehension of narrative text.

3.2 The Result of Post-test

Post-test was given to find out the improvement of the students' reading comprehension after applying the treatment. The result can be seen in the following table:

Table 3. The Result of Post-test

NO	NAME	SCORE	DESCRIPTION	CRITERIA
1.	ADOL	83	VERY GOOD	PASSED
2.	AMR	94	EXCELLENT	PASSED
3.	ARM	83	VERY GOOD	PASSED
4.	BAY	94	EXCELLENT	PASSED
5.	DEV	66	FAIR	PASSED
6.	FIT	80	VERY GOOD	PASSED

7.	JER	85	VERY GOOD	PASSED
8.	JOV	97	EXCELLENT	PASSED
9.	MHA	52	POOR	FAILED
10.	MIQ	60	POOR	FAILED
11.	MRI	86	VERY GOOD	PASSED
12.	NAD	94	EXCELLENT	PASSED
13.	NEY	81	VERY GOOD	PASSED
14.	AFN	91	EXCELLENT	PASSED
15.	AIS	86	VERY GOOD	PASSED
16.	PEL	69	FAIR	PASSED
17.	PUT	80	VERY GOOD	PASSED
18.	RII	80	VERY GOOD	PASSED
19.	RIO	89	VERY GOOD	PASSED
20.	RIZ	88	VERY GOOD	PASSED
21.	SHE	80	VERY GOOD	PASSED
22.	SUR	92	EXCELLENT	PASSED
23.	THE	83	VERY GOOD	PASSED
24.	VER	97	EXCELLENT	PASSED
25.	YAY	91	EXCELLENT	PASSED
26.	RIF	80	VERY GOOD	PASSED
	SUM(Σ)	2161		

Table 4. Classification of scoring grade and the Percentage in the Post-test.

NO	CLASSIFICATION	SCORE	FREQUENCY	PERCENTAGE
1.	EXCELLENT	90-100	8	31%
2.	VERY GOOD	75-89	14	54%
3.	FAIR	65-74	2	8%
4.	POOR	50-64	2	8%
5.	VERY POOR	<0-49	-	0%
6.	SUM			100%

The table above showed that in the Post-test there were 8 students got Excellent (31%), 14 students in the Very Good (54%), and 2 students got Fair (8%), 2 students in the Poor (8%). Then, the data indicated that most of the students are in Fair grade and no students indicated in Very Poor grade. Thus, the researcher concluded that the students' reading comprehension in Narrative text could be improved through the application of Think Aloud Strategy.

3.3 Discussion

In accordance to the findings of the research, the researcher had analyzed the data. It described the application of Think aloud strategy improved the students' reading comprehension of VIII grade student at SMP Negeri 3 Galang.

Firstly, the research conducted pre-test. The result of pre-test showed that before implementing the treatment the students still poor in reading comprehension. The pre-test showed that from 26 students 9 students were successfully passed the standard achievement while 21 students were failed. There were 5 students got poor (20%), 21 students in the Very Poor (80%) and 2 students got Very Poor grade (6,67%).

Secondly, the researcher applied treatments to the students. It was done in four meetings. The treatment was the application of Think Aloud strategy. The researcher taught the students by using think aloud strategy in comprehending a narrative text. The treatment was four meetings as follow:

- a. First meeting
The researcher explained the definition of narrative text and the generic structure. The researcher also gave the example of narrative text to the students. Then, the researcher introduced think aloud strategy in the learning process.
- b. Second meeting
The researcher divided the students in pairs. The researcher distributed the narrative texts to each student. The students read and of the text to know the students comprehension about the narrative text the researcher asked the students to answer the question.
- c. Third meeting
The researcher gave a feed back related to the previous meeting. Then, the researcher explained one of the linguistics figures of narrative. It was the use of past tense to retell the event. After that, the researcher gave same activity with second treatment but the topic of the reading text was different.
- d. Fourth meeting
The researcher also explained one of the linguistic features of narrative text to complete the last treatment. It was the words that show the order of events. Then, the researcher did same activity with the previous treatment but the topic of the reading text was different.
The last, the researcher conducted post-test after applying the treatments. The result of post-test showed that the students' reading comprehension improved. The post-test showed that from 26 students there were 8 students got Excellent (31%), 14 students in the Very Good (54%), and 2 students got Fair (8%), 2 students in the Poor (8%). The description of the data showed that the students' reading comprehension in narrative text had significant improvement. The mean score of post-test (40,81) was higher than the mean core of pre-test (81,96). The value of T_{count} was greater also than T_{table} ($13.630 \geq 2.060$). Thus, the writer concluded that there was significant improvement of using think aloud strategy to improve students' reading comprehension in narrative text.

4. Conclusion

In line with the findings of the research, the research concludes that the research question have been answered. The application of think aloud strategy can improve the students' reading comprehension of VIII grade at SMP Negeri 3 Galang. There is a significant improvement to the students' achievement in learning reading comprehension by using think aloud strategy. It can be seen from the result of each test. The mean score of post-test (40,81) was higher than the mean score of pre-test (81,96). Then, the hypothesis testing showed that the value of T_{count} was greater than T_{table} ($13.630 \geq 2.060$). Thus, the hypothesis is accepted.

References

- Dallman, Marta. Roger L. Rouch. Lynette Y. C. Char. Jhon J. DeBoer. 1982. *The Teaching of Reading*. New York: College Publishing.
- David Prearson and Dale, 1987. *Teaching reading comprehension new York: longman group*
- Harmes. (2007). *The practice of English Language Teaching*. New York : Pearson Education Limited.
- Heilman. (1981). *Principle and Practice of teaching Reading*. Colombus : Publishing Company.
- Swan. (1975). *Practical English Usage*. London : Oxford University Press.
- Tarigan. (1990). *Pengajaran Pragmatik*. Bandung : Angkasa
- Tovani. (2000). *I Read But I Don't Get It*. Comprehension Strategy. New York. Scholastic Profesional Books.

- Tarigan. (1990). *Tehnik Pengajaran Keterampilan Berbahasa*. Bandung : Angkasa
- Tinzman. (2009). *What is The Colaborative Classroom*. Ncr Brook.
[Http://www.Nerel.org/sdrs/areas/Rpl_esys/Collab.Htm.6/2/04](http://www.Nerel.org/sdrs/areas/Rpl_esys/Collab.Htm.6/2/04)
- Wade, (2001) *Improving Comprehension On with Think Aloud Strategies* : New York.
Scholastic Teaching Reseource