

STUDENTS' READING ACHIEVEMENT TROUGHTHINK- ALOUD-STRATEGY

Albert Efendy Pohan

*English Education Department
University of Riau Kepulauan
guruindonesia31@gmail.com*

Abstract

The research is done in order to measure the effect of think aloud strategy toward the students' reading achievement of eight grade students of SMPN 9 Batam. As we know, that reading ability is very needed, in order to get information as much as possible. Readers in general and also students still think aloud strategy is boring activity, especially in english. The causes are because, they feel hard to understand and get the main point from the reading passage. The method in this thesis is experimental method. The writer does some experimental to prove the influence of think aloud strategy to increase the students ability in reading. As the population, the writer takes eight grade students of SMPN 9 Batam. And as the sample, the writer takes 80 students, which is divided into two groups, 40 students as a control group and 40 students as an experiment group. There are two kinds of test, they are pre-test and post-test. After analyzing the data, the writer got that there is a significant differences between the two group test result, it is proved that think aloud strategy is effective to students' reading achievement.

Keywords: *Think Aloud Strategy, Reading Achievement*

INTRODUCTION

Reading is an important part of communication in a new language. Through reading, students receive language input in the form of vocabulary and grammar. They are able to use the new words and structures thus acquired when they speak, listen and write. According to Wooley (2015:15), "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of what is described in the text rather than to obtain meaning from isolated word or sentence".

According Panel (2003:22) reading is meaning making process that involves a great dealing of thinking, problem solving, and decision making by both the teacher and the child. But reading is not simple." Reading is an active process that requires a great deal of practice and skill. According to Patel and Praveen (2008:114), the process of reading may be broadly classified into three stages:

The first stage is 'the recognition stage'

At this stage the learner simply recognizes the graphic counter parts of the phonological items. For instance he recognizes the spoken words in its written form. Difficulty at this stage depends upon the difference between the script of the learner's mother tongue and English and between the spelling conventions of two languages.

The second stage is the 'structuring stage'

The learner sees the syntactic relationship of the items and understands the structural meaning of the syntactical units.

The third stage is the 'interpretation stage'

This is the highest level in the process of reading. The learner comprehends the significance of a word, a phrase, or a sentence in the overall context of the discards. For instance, he comprehends the serious and jocular use of words, distinguishes between a statement of fact and a statement of opinion. It is this stage at which a person really reads for information or for pleasure.

According to Patel and Praven (2006:117), there are four types of reading:

Intensive reading

Intensive reading is text reading or passage reading. In this reading the students read the text to get knowledge or analysis. The goal of this reading is to read shorter text. This reading is done to carry out to get specific information. Learner reads book to acquire knowledge is the kind of intensive reading. There are few characteristics of intensive reading; (1) this reading help learner to develop active vocabulary, (2) teacher play main role in this reading, (3) linguistics items are developed, (4) this reading aims at active use of language, (5) intensive reading is reading aloud, (6) in intensive reading speech habit are emphasized and accent, stress, intonation and rhythm can be corrected.

Extensive reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read for to keep them update. There are few characteristics of extensive reading:

1. It helps learner to develop active vocabulary.
2. Extensive reading is silent reading.

3. In extensive reading the learners play main role because they have to ask for measures.
4. In the extensive reading the subject matter is emphasized.
5. In extensive reading the idea can be developed.
6. The aim of extensive reading is to enrich learner's knowledge.
7. Through extensive reading the good reading habit can be developed.

Aloud Reading

Reading aloud also play important role in teaching of English. Teacher should know that the training of reading aloud must be given at primary level because it is the base of words pronunciation.

Silent Reading

Silent reading is a very important skill in teaching of English. This reading should be employed to increase reading ability among learners. Silent reading is done to acquire a lot of information.

Reading Assessment

According Panel (2003:27) Assessment includes gathering, recording, and analyzing information about a child's knowledge and skills and, where appropriate, providing descriptive feedback to help the child improve. According to Brown (2003:206) notice that this set of question, based on a 250- word passage, covers the comprehension of these features:

1. Identifying Vocabulary
2. Find the main idea
3. Identifying Grammatical Features
4. Identifying Details
5. Identifying Supporting Idea
6. Inferences

In conclusion, assessment of reading comprehension is some tests which include some criteria for assessed reading comprehension given by teacher to students to assess student's comprehension in comprehend reading text which they read. According to Wooley (2015:15), "Reading comprehension is the process of making meaning from text. The goal, therefore, is to gain an overall understanding of

what is described in the text rather than to obtain meaning from isolated word or sentence.” Guthrie et al. 2007 in Woolley G (2011:209) “reading comprehension is a complex interaction of language, sensory perception, memory, and motivational beliefs.” Brassell and Rasinski (2008:16), Reading comprehension is the construction of the meaning of written communication through a reciprocal holistic interchange of ideas between the interpreter and the message.

METHODOLOGY

In this research the writer focuses on quantitative research. In the quantitative research, experimental research will be used because the purposed is to know the effect of think aloud strategy. The data of this research is the form of quantitative research. State that quantitative research uses objective measurement and statistical analysis of numeric data to understand and explain phenomena. In quantitative research there experimental and non-experimental research design. Experimental research involves a study of the effect of the systematic manipulation of one variable on another variable and non-experimental research, the research identifies variables and may look for relationship among them, but does not manipulate the variable. The research was conducted at the seventh grade students in SMP Negeri 9 Batam in 2015/2016 Academic Year.

In experimental research, subject or object which observed by observer divided into two groups. And the research involved two equal qualifications of sample group, they are an experimental and control group. The experimental group classified to think aloud strategy. Therefore, the experimental group provided with pre- test, treatment (Think Aloud Strategy), and post- test. While the control group given pre-test, treatment (teaching learning that is conventional strategy) and post-test. The total number of population was 301 students which were divided into eight classes. Two classes were selected two from the population as sample in this study: Class VIII.I and Class VIII.II.

The researcher was use test to get the data result about process of learning reading skill. Data of this research was the students' scores of pre-test and post-test. the pre-test has been given in the first meeting and the post-test at the end of treatment. Reading test has been given to both of control and experiment group. In addition, pre-

test given to recognize that how is the students' reading achievement before the researcher conduct the treatment. Furthermore, the researcher would give experiment class several times by using Think Aloud Strategy and control class by using Close Procedure. Finally, to identify the influence of think aloud strategy in students' reading achievement, the researcher would give post-test for both of experimental and control groups.

RESULTS

The data of this research was the score of students' pre-test and post-test. The researcher gave pre-test and post-test to all samples where the students were asked to answer the question based on the instrument. In the pre-test, test was given to know the ability both classes; experimental and control class before given a treatment. The post-test was given to evaluate the mean score both of sample classes after they got the treatment. After both classes did the test, the result would be evaluated.

All the data were analyzed to find out the highest and the lowest score of reading achievement test, the mean score, standard deviation, and variance of each class. The mean score of post-test data from experimental and control were analyzed by using t-test to analyzing the hypothesis.

Table 1. Score of Pre-test in Experimental and Control Class

Class	N	Highest Score	Lowest Score	Mean	Standard Deviation	Variance
Experiment	40	85	50	68,37	6,92	47,93
Control	40	75	35	58,62	8,01	64,09

Based on the table above, the highest scores of student's reading achievement before given treatment by using Think Aloud strategy in experimental class was 85, while the lowest score was 50, the mean score was 68.37 the SD was 6.92 and the variance was 47.93. On the contrary, the highest score was 75 in control class by using Close Procedure, while the lowest score was 35, the mean score was 58.62 the SD was 8.01 and the variance was 64.09.

Table 2.Score of Post-test in Experimental and Control Class

Class	N	Highest Score	Lowest Score	Mean	Standard Deviation	Variance
Experiment	40	95	60	79,25	6,94	48,14
Control	40	85	55	69,38	6,81	46,39

Based on the table above, the highest scores of student's reading achievement after given treatment by using Think Aloud strategy in experimental class was 95 while the lowest score was 60. The mean score was 79.25 the SD was 6.94 and the variance was 48.14. On the contrary, the highest score was 85 in control class by using teaching learning, while the lowest score was 50 the mean score was 69.38 the SD was 6.81 and the variance was 46.39.

Based on the result of the discussion derived from the data analysis presented in the previous chapter, it can be concluded that the students who were taught by using Think Aloud Strategy got better achievement than the students who were taught with conventional strategy, although the implementation requires more time than conventional strategy.

DISCUSSION

The success of this research is proved by the students' achievement in the pre-test and post-test. Based on the research conducted for eight grades of students of SMP N 9 Batam in academic year 2015/2016, it can be concluded that Think Aloud Strategy is more effective in students' reading comprehension. It can be seen from scores obtained by experimental and control class in pre-test and post-test. The students' lowest score of control class in pre-test was 35 and the highest score 75 and the student lowest score in experimental class was 50 and the highest score was 85. The students' lowest score of control class in post-test was 50 and the highest score was 85 and the lowest score in experimental class was 60 and highest score was 95.

Based on the calculation of pre-test and post-test in experimental and control class, the mean score of experimental group for pre-test was 68.37, while the mean score for post-test was 79.25. Then, the mean score of control group for pre-test was 58.62,

while the mean score for post-test was 69.38. It shows that the students who got treatments with Think Aloud Strategy was better than the students who got treatments with Close procedure.

REFERENCES

- Brown. Douglas, (2003), *Voyages 2 (Teacher's Resource Manual)*, New York: Prentice Hall Regents.
- Danny Brassell & Timothy Rasinski, (2008). *Comprehension that Works (Taking students Beyond Ordinary Understanding to Deep Comprehension)*. Hunting Fon Beach. Shell Education.
- Panel, (2003), *Assessing Reading*, London, University Press Cambridge.
- Patel & Praveen, (2008), *English Language Teaching (Methods, Tools & Techniques)*, Jaipur: Sunrise Publishers & Distributors.
- Wooley, (2011). *Reading Comprehension (Assisting Children with Learning Difficulties)* Sydney. Griffith University.