IMPROVING STUDENTS' READING COMPREHENSION BY USING THINK-ALOUD STRATEGY

Lilis Sholihah[1]
Jusika Sari[2]
Muhammadiyah University Metro, Lampung[1,2]
E-mail: lilisvivo148@gmail.com[1]
E-mail: jusikasari@gmail.com[2]

Abstract: The propose of this study is: (1) to know how far Think-aloud strategy can improve the students' reading comprehension and; (2) to know how the process of teaching reading by using Think-Aloud Strategy at eleventh grade of SMK Kartikatama Metro in academic year 2017/2018. The method of this research is clasroom action research that consists of two cycles. The subject of this research is the students of Accounting Class eleventh grade of SMK Kartikatama Metro that consist of 30 students. The rresearch instruments in this research are observation, interview sheets, and test. The result of the data analysis in this research are pre-test until post-test 2 that the average of pre-test was 60.93. Then, the implementation of think-aloud strategy in teaching, there is an increase of 3.65 become 64.58. Then, in the cycle 2 the average of students' score is 80.17. Based on the teaching and learning activities, the result of pre-test until post-test are increased. From the cycle 2, It is about 80 % of the students can achieve the minimum passing criteria (KKM), so this research is success. The conclusion is the implementation of think-aloud strategy can improve students' reading comprehension.

Keywords: Classroom Action Research (CAR), Reading Comprehension, Think Aloud Strategy.

INTRODUCTION

English has been considered as international language. Learning English has become a necessary for everyone who wants to engage in an international interaction. Mastering English is not a simple thing to do. There are some skills that should be learnt and practiced, such as listening, speaking, reading, and writing. Particularly, in language skills, English will be understand into two side, between written and spoken. In written texts have different functions such as confussing, depressing, enlightening and amusing. In other words, understanding written text or reading text is the hardest skill among another skill in English.

Moreover, reading skill is important skill for the students to get the information from the written text. Cahyono and Widiati (2006:36) state that reading can be clasified into two types, such as initial reading and reading comprehension. Afrrev (2016: 95) defines that initial reading is learning how to read of the letters of the alphabet (letter names). Meanwhile, Hansen (2016:9) defines that reading comprehension is what to focus upon concering reading comprehension, and how it may be

increased by focusing on comprehension of words, concepts and phrases.

Furthermore, Patel and Jain (Maharani, et al. 2015:9), stated that the teaching of reading requires an active process which consists of the recognition and comprehension skills. Another assumption from Lems (2010:33) reading is interactive process that takes place between the text and the reader's background knowledge which collaborate with processing strategies; bottom up and top down strategies. The bottom up refers to the word-level skill for decoding process and the bottom up for analyzing the content of the book or refers to the comprehension process. Meanwhile, Patel (2008:114) states that reading is not only source of information and joy but also a way to expand the reader knowledge.

In learning process, the most students think that reading is difficult to understand, because they still get confused to understand the main idea in a paragraph or get main point of the text. In reading process, the students will read from letter and word reconition to understanding the meaning at phrase, sentence, and paragraph level. The common problem in reading comprehension is that the students still lack the strategies to understand the text. They do not know what the stratey to constructing meaning from the text.

Learning to read is not only process to gain the information to be understood as the source of knowledge, but readers need appropriate strategy to transfer more information from written form to by writer to the readers as the subjects who are active to take the information itself. Strategy in reading comprehension is a tool to improve the readers' academic performance. One of the strategies in reading comprehension is Think-aloud strategy. Afflerbach and Johnston cited by McKeown and Gentilucci (2007:113), claim that think-aloud serves firstly as a method of measuring the cognitive reading process, then as meta-cognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Another definition of this strategy is provided by Pressley et al. In McKeown and Gentilucci's (2007:1) work: think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to construct understandings of text as they interact with it". Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Then According to Vygotsky (Charters, 2003 p.69), think-aloud techniques in their current form have their roots in cognitive psychology, to understand the relationship of thought and words.

Moreover, Sonmez and Sulak (2018:168) state that personal reading comprehension can be categorized in effective strategy, as follows:
1. Predicting
2. Think-aloud
   a. Teacher's thinking-aloud
   b. Student's thinking-aloud
3. Text structure
   a. Story structure
   b. Informative text structure
4. Visual presentation of text
5. Summarizing
6. Questions/questioning.

In this strategy, the teacher will express his or her thought to the students on how to understand the comprehension process. The strategy of think-aloud is important step of both teacher's setting a model for the students in thinking process for the students. Therefore, the strategy of thinking-aloud can be understod under two tetles suc as, teacher's thinking-aloud and the students' thinking-aloud.

Thus, this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading texts. Therefore, as students think aloud, they learn how to learn, and they develop into independent learners, helping students understand that learning requires effort as well as often is difficult. In conclusion, the researcher states that think aloud strategy is a strategy to read enthusiastically in getting the main idea of the text then report to the reader.

Based on the the statement above, this study aims to examine the thinking-aloud strategy on the reading comprehension skill of 11th grade of Kartikatama Metro. For this purpose, the following questions were sought:

1. How far Think-aloud strategy can improve the students' reading comprehension at eleventh grade of SMK Kartikatama Metro in academic year 2017/2018?
2. How is the process of teaching reading using Think-Aloud Strategy at eleventh grade of SMK Kartikatama Metro in academic year 2017/2018?

METHOD

This research is a classroom action research, is Improving Students 'Reading Comprehension by Using Think-Aloud Strategy at Eleventh Grade of Vocational School of Kartikatama Metro in Academic Year 2017/2018. Analysis and reflection are carried out after the teaching and learning process. Researchers and observers examine tests and classroom observations. This stage is conducted to see weaknesses and strengths in each cycle that has been carried out in the eleventh grade of accounting 1 in SMK Kartikatama Metro. This research method used based on the Arikunto (2006: 98-99) research method of each cycle consist of:

1. Planning
   Planning is a plan to conduct treatment or after making sure about the problem of the research. It is explaining of word what, why, when, whereand by whothe researcher do the research. This step contains several activities as follows:
   a) Identifying and analyzing the problem
   b) Determining the reason why the research has to be done
   c) Formulating problems explicitly
   d) Determining the ways that will be done to find out the answer
   e) Determining the ways to test action hypothesis by classifying the achievement indicators
   f) Creating action plan in detail.

2. Acting
   This section discuss the implements of planning, it is about the steps and activities that would be taken by the researcher.

3. Observing
   In this step, a researcher has to observe all events or activities during the research.

4. Reflecting

Reflecting is the inspection effort on the success or the failure in reaching the temporary purposes in order to determine the alternative steps that are probably made to get the final goals of the research.

The cycle in the classroom action research happens repeatedly. If the indicators of the research are not fulfilled in the second cycle, the third cycle will be conducted to make it better. These steps formed a cycle, and the cycle is followed by the other cycles. It is like a spiral. The description of the Cycle of Classroom Action Research based on Arikunto (2006:16) can be seen as follows:
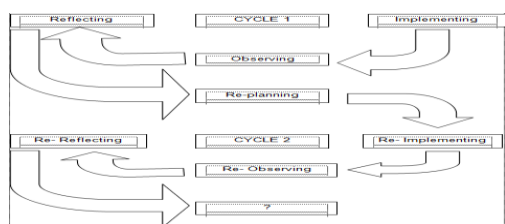

Figure.1. The Cycle of Classroom Action Research (Arikunto, 2006: 16)

In line with Figure 1 above, this class action research was carried out in Kartikatama Metro Vocational School in the eleventh grade of even semester academic year 2017/2018. the action research cycle is classified as follows:

Planning

Based on the teacher's experience of teaching learning process in the class eleventh accounting 1 of SMK Kartikatama Metro, researcher identified the problem causes. By knowing the problem, the researcher formulated the problem as focus problem, which is very important to be given implementation. Based on the formulation of the problem,

in this step the researcher prepare lesson plan which consist of 3 stage activities such as opening, main activities and closing. It can be seen on implementing step bellow.

Implementing

The researcher as the teacher taught the students in the class by using lesson plan made before. The steps are as follow:

Opening

1. The teacher says greeting to the students.
2. The teacher asks the students to pray.
3. The teacher prepares the materials for reading.

Main activities

For main activities, the teacher uses think-aloud strategy to teach reading.

1. The teacher introduces the topic to the students. She tells the students what predictions she is going to make about the story based on the title and cover illustration.
2. The teacher begins reading the text and models her thinking as she read. Think about what parts may be confusing for her students and model how she will handle the issue.
3. The teacher tells the students what thoughts and images are going through her mind as you read every paragraph or two.
4. The teacher writes down some of your thoughts (questions, predictions, etc.) on the board.
5. The teacher models fix-it/fix-up strategies (examples: rereading a sentence, look for context clues to understand something).
6. The teacher provides a small visual

reminder of the strategy to look at while reading.

Closing

1. The teacher walks around and listens to students to gauge their understanding and see who struggling is.
2. The teacher offers prompts to students as needed and practice.
3. The teacher offers time for students to reflect on how this strategy has helped them to become better readers.

During the teaching learning process, the researcher observed the students' activities. The researcher also asked one ratter to observe teaching learning process.

Observing

Observation and interpretation toward the action in the class was done during the researcher teaches in the class eleventh accounting 1 of SMK Kartikatama Metro by using think aloud strategy as a teaching media. In other word, the observation was done together with actions which have already been mentioned in action stage.

Reflecting

Analysis and reflection are carried out after the teaching and learning process. Researchers and observers examine tests and classroom observations. This stage is conducted to see weaknesses and strengths in each cycle that has been carried out in the eleventh grade of accounting 1 in SMK Kartikatama Metro .

Results

Based on the tests conducted in cycle 1 and cycle 2 the following the results obtained:

The resulting test of Cycle 1 Overall the results in cycle 1 are described in the following table:

Table 1. Increasing the score of pre-test until post test 1.

Average	Pre Test	Post Test	The Progress
	60,93	64,58	3,65

The results of the pre-test was low, so researcher must apply the treatment to the student to improve their reading skills. In the study, researchers used a strategy think aloud during the learning process takes place. Therefore, the researcher compared the results between pre-test and post-test 1. Results between the pre and post-test increased, but not called successfully. The lowest value on the pre-test is 40 and the lowest value on the post-test 1 is 50. The lowest value between the pre-test and post-test is 10 points. Thus, the highest value on pre-test is 75 and the highest value on post-test 1 is 78, so both of these tests was 3 points. Average of pre-test was 60.93% and an average of post-test was 64.58%.

The resulting test of Cycle 2 Overall the results obtained in cycle 2 are described in the following table:

Table 2. Comparison among pretest, post test of cycle 1 and post test of cycle 2.

Average	Pre test	Post Test 1	Post Test 2	Progress
	60,93	64,58	80,17	15,59

Based on that data, then it can be seen from the progress level of pre-test to the post-test in cycle 1 and cycle 2 test post. The average obtained from the pre-test was 60.93 and post-test cycle 1 was 64.58. so the level of progress between the pre and post- test cycle 1 is 3.65 points. The average of post-test at cycle 1 was 64.58 and post-test cycle 2 was 80.17. Progress between the post-test in cycle 1 and post-test cycle 2 is 15.59. In cycle 2, the text used is folklore in Indonesia making it easier to improve student ' reading comprehension than in cycle 1. In conclusion, the students' reading skills by using think-aloud can improve students' reading comprehension. So, the research completed in cycle 2, pupils reach up to 80% of all students.

DISCUSSION

The researcher had completed in cycle 1 and cycle 2, the results are to improve the reading comprehension of the students in the text by using of think aloud strategy in each cycle in class XI AK 1. According to the observations, the researcher found the problems as follows: the students are difficult to identify the information from the text, difficult to identify the aims of the text and difficult to identify generic structures test. Thus, researcher and collaborators are discussed to solved the problems. Researcher and the collaborator decided to do 2 cycles that consist of two meetings in each cycle. The result of cycle 1 showed that the students can identify the information from the text but sometimes students feel caold not respond the text. In addition, students can find out the purpose of the text and the generic structure can identify in the text.

Thus, the researcher and the collaborator decided to cycle 2, which consists of two meetings. In cycle 2, the reading comprehension of students increased and reached up to 80% of the success criteria.

CONCLUSION

The improvement of student's reading comprehension by Using Think Aloud strategy are as follow:
1. The students are able to identify information from the text and students' score reached the criterion of success.
2. The students are able to identify the purpose of the text and condition in the class was enjoyable and active.
3. The students are able to identify the generic structure related to the text and the result in all aspect from the students' observation sheet,pre-test, post-test in cycle1 and cycle 2 was improved.

This increase can be strengthened with the average score of pretest, post-test students from cycle 1 and cycle 2 post-test. The average of pretest, the students' score is 60.93. The average score of post-test in cycle 1 is 64.58 and the average of posttest in cycle 2 is 80.17. It means that every test is done and increased.

SUGGESTION

Based on description above, the researcher give some suggestion to improve the students' reading comprehension at eleventh grade of SMK Kartikatama Metro. The suggestions from the researcher related to the result of the research:

1. For Education

   The results of this research can provide some information about the results of using think-aloud strategies of reading comprehension of students in eleventh grade accounting 1 in SMK Kartikatama Metro. So, institutions can use this study as a reference for the next research related to the strategies used in this research.

2. For Teacher

   The teacher can use this technique because it can give the contribution in learning process in making the students more easily to comprehend the text.

3. For Students

   As language learner, the students must learn reading, writing speaking and listening aspects. All of these aspects correlate each other, so the students are expected to apply it well and make it as one of things which can support them to learn English language well.

4. For Other Researchers

   This research can contribute to the other researcher especially to find out the improvement of reading comprehension by using think-aloud strategy . This research can become the previous study which can be used by the other researchers to conduct a further research relating to the students' reading comprehension by using Think-aloud strategy.

REFERENCES

Afflerbach and Johnston C. (2007). Effects of Long Term Vocabulary Instruction On Lexical Access And Reading Comprehension. Journal of Educational Psychology, 74, 506-521.

C.A, Izuagba, O.A. Afurobi, V.N. Nwigwe, and Amaka, Okonkwo. (2016). Developing Teachers' Capacity for Teaching Pupils' Initial Reading Skills: Research Report. *African Reasearch Review. Vol. 10(4), Serial No.43, September, DOI: http://dx.doi.org/10.4314/afrrev.v10i4.7*

Cahyono, Bambang Yudi, and Widiati, Utami. (2006). The Teaching of EFL Reading In The Indonesian Context: The State of The Art. *TEFLIN Journal, Volume 17, Number1.*

Hansen, Elin Jorde. (2016). Reading Comprehension. Thesis. Spring: Master Fremmedspråki skolen

Lems, K. Et.al. (2010). Teaching Reading to English Language Learners :Insights from Linguistics. New York: The Guilford Press.

Patel and Jain. (2008). English Language Teaching: Methods, Tools, and Technique. New York: Sunrise Publisher and Distribution.

Sonmez, Yasemin, and Sulak, Suleyman Erkam. (2018). The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students. *Universal Journal of Educational Research 6(1): 168-172, DOI: 10.13189/ujer.2018.060116*