

## THE EFFECT OF THINK-ALOUD METHOD ON THE READING COMPREHENSION OF SMK STUDENTS

By :

**Sulis Tiowati<sup>1)</sup>, J. Priyanto Widodo<sup>2)</sup>**

<sup>1,2</sup>Sekolah Tinggi Keguruan dan Ilmu Pendidikan PGRI Sidoarjo

<sup>1</sup>email : sulistyaningsih3112@gmail.com

### Abstract

This thesis discusses about students' comprehension in reading using Think Aloud method for SMK YPM 3 Sidoarjo. This study uses Experimental Research. The purpose of this research is to improve students' comprehension in reading using Think Aloud method. The results of research using t-test shows that  $t\text{-value} < t_{\text{table}}$  for level significance. It means that  $H_0$  is rejected while  $H_a$  is accepted. It can be concluded there is no significant difference in reading comprehension between students who were taught by using THINK ALOUD method and those who were taught by using conventional method. So, researchers concluded that the Think Aloud method can't improve the students' reading comprehension of eleventh grade SMK YPM 3 Sidoarjo

**Keywords :** Think-Aloud Method, Reading Comprehension.

### 1. INTRODUCTION

We are using 2013 curriculum in teaching learning process in my school. The objectives of 2013 curriculum are for Indonesian better education. The teacher's role is very necessary in the success of 2013 curriculum implementation. As an English teacher, we use 2013 curriculum in teaching reading. Reading is one of important skills in the language learning. It can be said that it is important because reading is one of the ways to get more information through comprehending the text or passage.

Reading is a complex process, complex to learn and complex to teach (Carnine, Sibert & Kameenvi:1990:3), so there must be a technique which can help them to read effectively and interestingly. Grabe (2009:5) explained reading is a process when readers learn something from what they read and involve it in an academic context as a part of education. Other expert defines reading as an activity in which the readers respond to make sense of a text being read connected to their prior knowledge (Spratt & Pulverness, and William, 2005:21). That is why, it is important to teach students good reading strategies in order to help them in the development of the literacy knowledge. In other hand, reading is a one of the way to get much knowledge. and Maya (2011) said that our own personal experience during our literacy knowledge process, we can report the lack of reading strategies we received in our native language, making this an issue when students are learning a second language. In the other hand, Charters (2003) also said that educators today stress our students' need to develop their ability to think

and solve problems. Many hope to promote this thinking by using constructivist or problem-based lessons in the classroom.

Harmer (1998: 68) explained that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. By reading, the students can get new grammar and vocabularies. Moreover, reading is one of essential skills in learning a language including foreign languages. Through reading, one can open his mind and broaden his knowledge. Beside, having ability to read in a foreign language the students can give better opportunities to get better jobs, access to literature or whatever. The students will have no knowledge without reading. With reading, students are expected to grab the idea and understanding what the meaning of the reading text.

To avoid all the bad possibilities of reading, the way of teaching and learning that is provided by the teacher is the big reason to make the students get motivated to the reading comprehension. To teach reading in every grade of school, teachers are not enough to give explanation to her students, but it is necessary for them to make sure that their students can practice the language in their social life. The teachers need appropriate method and technique of teaching learning English which is enjoyable and acceptable by the student, so they can integrate into reading English. Sometimes, the teachers used strategy which make the students feel bored and not effective to learn English. This situation makes the teaching learning process in vain. False Strategy also makes the students passive to learn English.

In addition, think-aloud method comes as a problem solving for teaching reading comprehension. Think aloud method means a metacognitive technique or strategy in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling the process of comprehension. It can make a reading comprehension will be easier to understand and with a better understanding of the contents of the reading ( Hars& Hodges,1995:256 ).According to Amelia Et.al, (2013:42) think aloud method is one strategy that included the metacognitive strategies. Strategy think aloud, the teacher asks the students to say what they think and resolve any given problem.

## 2. METHODOLOGY OF THE RESEARCH

This research was conducted for the eleventh grade students of SMK YPM 3,Taman in the academic year 2018/2019.In this research, the researcher uses quantitative method of the analyze the data.This research belongs to the quasi experimental. This design is considered as one of the common designs used in education research. This design is used to group whose members are naturally collected like student in the classroom.

In this design of experiment the researcher chooses two classes for experimental research. One class is called as an Experimental Group which is given a treatment by using Think Aloud Method in teaching process while the other group is called as a Control Group which does not use Think Aloud Method but the researcher uses the conventional technique in teaching reading. Latter Postly, the researcher will compare to both group which have different teaching technique.

The researcher used the think aloud method to teach an experimental group, and used the conventional method to teach a control class.The researcher did pre-test in both of classes, then did treatment using think aloud method for an experimental group and using conventional method for a control class with the narrative texts. After the treatments were done, the researcher did post test to get the score of reading skill using the same method.

The data used for the research were in the form scores obtained from the reading test. The data were taken from pre-test and post-test scores of experimental and control class.The data were described through frequency distribution, mean, mode, median and standard deviation followed by histogram.

The instrument of this research is test. Test is a set of question and exercises used to measure the achievement or capacity of the individual. In order to discover how students are thinking are using the target language(English).The researcher

is conducted multiple choice items in think aloud strategy.

The form of the test is multiple choice test which is used to measure skill, intellegent, knowledge, or ability that are owned by individually of personality. The writer will analysis the result of the test and give score. The test will be conducted to both control class and experimental class which consist of 21students of control class and 21 students of experimental class before and after the treatment.The data is collected by giving written test. Multiple choice test is conducted posttest. This technique is applied by researcher to know the students' achievements that have done in learning English. Especially in teaching narrative text on the reading class.

Reading test will consist of 40 question. They are multiple choices tests. Multiple choices consist of 40 items from number 1 to 40 Its scores per items is 2.5, it means if the students can answer all of questions correctly, they will get100.The researcher used three steps of research: pre-test, treatment, post-test. After constructing the instruments, the researcher will try the pre-test and post-test

## 3. RESULT AND DISCUSSION

From the data analysis, the objective of this research was to know if there was an effect of using think aloud method in teaching reading comprehension at the eleventh grade of SMK YPM 3 Taman.

The mean of reading comprehension before taught by using think aloud strategy is 67.90. After they got treatment, the mean of reading comprehension is 72.81. It was improved, with the t-test analysis that used by researcher, the result of tobservation is1.051From the finding, it is know that tobservation lower than ttable and Ha is rejected and Ho is accepted. It means that there is not significant effect before and after being taught using think aloud method in teaching reading comprehensionon narrative text.

Based on the result, it can be concluded that think aloud strategy was no effect in teaching reading comprehension at SMK YPM 3 Taman especially at the eleventh grade.But in the previous study, the first research is The effectiveness of using think-aloud strategy toward students' reading achievement in narrative text study at eight grade SMP Islam Durenan Trenggalek Academic year 2013/2014 by the student of IAIN Tulungagung and the second research is The effectiveness of think-aloud strategy in teaching reading comprehension on narrative text study at eight grade students of SMPN I Sawit in the academic year of 2s016/2017 by the student of IAIN surakarta, that think-aloud method was effect in teaching reading comprehension. This result of the research is

different, it may be because of population, instrument or method.

#### 4. CONCLUSION

Based on the result, it can be concluded that think aloud strategy was no effect in teaching reading comprehension at SMK YPM 3 Taman especially at the eleventh grade. There is no significant difference between students who were taught using THINK ALOUD method and the students who were taught using conventional method. The students were taught using THINK ALOUD method have the same comprehension in reading narrative text than the students were taught using conventional method.

The result of the calculation using t-test shows that  $t\text{-value} < t\text{ table}$  for level significance. It means that  $H_a$  is rejected while  $H_o$  was accepted. It can be concluded there is no significant difference in reading narrative text comprehension between students who were taught by using THINK ALOUD method and those who were taught by using conventional method.

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