# TEACHING READING COMPREHENSION BY USING  THINK ALOUD STRATEGY OF SMAN 9 BANYUASIN

**Rika[1], Sri Yuliani[2], Erwan Dirgantara[3], Sherly Marliasari[4]**
**Darmawan Budiyanto[5]**
[1] [2] [4]English Education Study Program, Faculty of Teacher Training and Education.
Universitas Muhammadiyah Palembang, Indonesia.
[3]SMKN 2 Sungai Lilin, Indonesia
[5]Universitas Tridinanti Palembang, Indonesia.
[1]rika@gmail.com [2]Nyimasyuliani71@gmail.com [3]dirgantaraerwan297@gmail.com
[4]sherlymarliasari@gmail.com  [5]darmawanbudiyanto@univ-tridinanti.ac.id

**Abstract**

The objective of this research was to find out whether or not it is effective to use think aloud strategy in teaching reading comprehension to the eleventh grade students at SMAN  9 Banyuasin. This research used quasi-experimental. The sample were 61 students which taken through convenience sampling. The data were analyzed by using independent sample t-test. . The result of t-obtained was 4.649, t- table was 1.67. As we know, t-obtained was higher than  t-table. It means that it is effective to teach reading analytical exposition text by using think aloud Strategy to the eleventh grade students of  SMAN 9 Banyuasin.

**Keywords**: *effectiveness, think aloud strategy, teaching, reading comprehension.*

## Introduction

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of skills in English which is to make people get information from what they read in order to be able to reach the comprehension. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Wardah, 2014 p.1). Furthermore, reading as an activity in which the readers respond to make sense of a text being read connected to their prior knowledge (Tiowati & Widodo, 2019 p.25). Reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensible for the students because the success of their study depends on greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the        other hand, if they have a good ability in reading, they will have a better chance to succeed in their study. In Indonesia, reading still becomes a problem for the students. The Program for International Student Assessment (PISA) 2018 reported that the students' reading ability in Indonesia is lower than the PISA results in 2015. This 2018 study assessed 600.000 children aged 15 years old from 79 countries which conducted in three years. This study compares math skills, reading skills and performance science of every child. As for the category of reading ability, Indonesia is in the 6th ranking from the bottom (74th) from 79 countries. Indonesia's average score is 371, below Panama has an average score of 377 (Tohir,2019, p.1). According to Tahmidaten and Krismanto (2020, pp.26-27), the factors causing low reading ability and culture of students in Indonesia are misperceptions about the concept of reading ability in most people including students and teachers, the development of reading skills is still perceived as part of the responsibility language subjects only, the infrastucture

and services of the school library as a center for developing students' reading skills are not yet maximal, maximal, the school learning process still does not utilize models, methods, strategies and media diverse learning and suitable for learning reading comprehension, and reading materials of learning activities and practice/evaluation questions in the teaching materials in schools tend to still dwell on low-level questions in the teaching materials in schools tend to still dwell on low-level thinking skills (low order thinking)".

Therefore, based on the researcher's observation and interview with the teachers of English of UPT SMA Negeri 9 Banyuasin, the researcher found the main problem in teaching and learning reading comprehension. The problem was the students' reading score was still low. It could be seen from the eleventh grade students' achievement reading score, there are 45% of students from 31 students got score 55, then 25% students got 50, and 30% students got 60 in reading test score. Moreover, there were some facts that indicated the problem. Those facts were students' interest of reading was still low, students had difficulties in understanding the text, and lack of vocabulary. Moreover, the teacher has monotonous teaching strategy, teachers clarified that they delivered the materials from the course book on the white board, then checked the students' comprehension by giving some questions. the teaching of reading often using question and answer model. Consequently, the students lost their motivation in learning and their involvements in classroom are really low.

One of the genres which are learned by the eleventh grade students of UPT SMA Negeri 9 Banyuasin in reading according to the current curriculum (kurikulum 2013) is analytical exposition text analytical exposition is the text which is used to put forward a point of view or an argument and the purpose of an exposition text is to persuade the reader or listener by presenting one side of arguments which are supported by facts in order to convince the readers (Sigalingging, 2018, p.6). Analytical exposition is used to persuade the readers that the idea is important matter (Affan, 2010 p.2). It means that this text has influencing process to bring the readers to do or to do not something relate to case is happening. Teacher should know how to teach analytical text genre to the students. The most often become to complain is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. Based on the researcher's observation at UPT SMA Negeri 9 Banyuasin, teacher used questions and answers model because of many students are not interest in learning English. Therefore, the teacher of English suggested in order to be able mastering of method, such as, Sulaiman (2017, p.2) notices that "a good teacher is a teacher who is not only well-prepared but also keen on the students' needs because every student is unique and has different learning interests, styles and purposes".

In order to teach reading, the teachers not only tell the aspects of reading comprehension but they have to provide information that the genre knowledge can assist the students to comprehend a text. The teachers need appropriate method and technique of teaching learning English which is enjoyable and acceptable by the students, therefore, they can integrate into reading English. Sometimes, the teachers used strategy which make the students feel bored and not effectives to learn English. In teaching reading, there are many strategies which can be applied by teachers. Among others, the best strategy is Think Aloud Strategy. All of strategies are very important to improve teaching in learning process of English in classroom in order to effective and efficient. English

teacher should be creative in developing their teaching learning process to create good atmosphere to improve the students reading skill and to make English lesson more exciting.

For this reason, the teacher should be more effective to choose effective strategy which in interesting for their students. In Duke and person's classification, one of the effective strategies is Think Aloud strategy (Sonmez & Sulak, 2018, p.1). The think aloud strategy was introduced in the usability field by Clayton Lewis while he was at International Business Machines Corporation (IBM), and is explained in Task-Centered User Interface Design: A Practical Introduction by Lewis and John Rieman. Think aloud strategy is one strategy that included the metacognitive strategies (Tiowati & Widodo, 2019, p.26). In this strategy, the teacher asks the students to say what they think and resolve any given problem. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Based on the background above, the problem of the research was formulated in the following question: "is it effective to teach reading comprehension of analytical exposition by using think aloud strategy to the eleventh grade students of UPT SMAN 9 Banyuasin. The objective of the research was to find out whether or not it is effective to use think aloud strategy in teaching reading to the eleventh grade students of UPT SMA Negeri 9 Banyuasin.

## Teaching

Brown in Iskandar (2017) stated that teaching is showing or helping someone to learn how to do something, giving instructions, guiding in the study of something, providing with knowledge, causing to know or understand (p.8).

According to Sulaiman (2017), teaching is such a verbal interaction among the teacher and the students in good learning sequence or atmosphere (p.1). Some education experts define teaching as a process of transferring, comparing and evaluating the knowledge to the students. Richards and Renandya (2006) stated that teaching is viewed as something that is constructed by individual teachers to integrate theory and practice in teaching and learning process for the students (Sulaiman, 2017, p.1).

Based on explanation above the researcher concludes that teaching is a complex process it does not only give the information from the teacher to the students. There are many activities that can be doing especially when the process of teaching and learning in the classroom. The aim of teaching is to make students become an effective and efficient reader.

## Reading

According to Nunan (2003) reading is a fluent process of readers combining information from a text. Furthermore, Mikulecky (2011) stated that reading is a complex conscious and unconscious mental process in which the reader uses a variety of strategies to reconstruct the meaning that the author is assumed to have intended, based on data from the text and from the reader's prior knowledge (p.5). Another assumption from Brown (2004) in Yulianti (2014, p.10), reading is a process of negotiation of meaning. In this process, the readers bring their early thought to the next parts of the reading process to finally reach their understanding about the meaning of the text they read.

## Reading Comprehension

Reading comprehension is one of the most important components of any language and it is an essential tool for lifelong learning. The purpose of reading

is comprehension. Therefore, many experts give definition to reading comprehension. According to Nasution, Harida, and Rambe (2018), reading comprehension is a complex process that include many components, the readers should be able to recall or to interpretate information after reading (p.4). Furthermore, Mikulecky and jeffries (2007) stated that reading comprehension means making sense of what readers read and connecting the ideas in the text to what they already know (Settiawan, 2016, p.3). According to Snow (2002) states that reading comprehension is the process of stimultaneously extracting and constructing meaning through interaction and involvement with written language (Yulianti, 2014, p.10). Another assumption from Duffy (2009), reading comprehension as the essence of reading because if we do not understand the message, we are not reading (Settiawan, 2016, p.3).

From the experts' definitions, it can be concluded that reading comprehension is the main purpose of reading activity. The activity requires the readers to interact and involve with written language. These requirements are done in order to create meaning or understand the message an author is saying. Further, the readers also need to remember what they have read. Therefore, students must be able to interact with text to create meanings so that they can answer correctly the reading comprehension questions. To be able to interact with text to create meaning, the students need to develop reading comprehension skill.

Analytical Exposition

According to Affan (2010), "analytical exposition text is a text that discussed an issue or problem" (p.2). Analytical exposition text is used to persuade the readers that the idea is important matter. It means that this text has influencing process to bring the readers to do or to do not something relate to case is happening by developing an argument to support it (Affan, 2010, p.2). Therefore, Coffin (2004) states analytical exposition text is the text which is used to put forward a point of view or an argument. The purpose of an analytical exposition text is to persuade the reader or listener by presenting one side of arguments which are supported by facts in order to convince the readers (Sigalingging, 2017, p.6)

Based on the explanation above, it can be concluded that analytical exposition text is a text that elaborates the writer's idea about the phenomenon surrounding. Its social function is to persuade the reader that the idea is important matter, and to analyze the topic that the thesis/opinion is correct by developing an argument to support it.

Think Aloud Strategy

According to Mckeown and Gentilucci (2007), think-aloud served firstly as a strategy of measuring the cognitive reading process, then as metacognitive 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.
According to Oster (2001), think aloud is defined as a strategy in which students verbalize their thoughts as they read. In think aloud students are encouraged to recognize the differences between reading the words and comprehending the text by talking aloud about what they are thinking. This meta- cognition awareness; thinking about thinking, is a crucial component of learning because it enables learners to assess their level of comprehension and adjust their strategies for greater success (Bahri, Nasir & Rohiman, 2018, p.151).

Furthermore, Jahandar, Khodabandehlou, and Abadi (2012) say that using the think aloud strategy in teaching EFL reading comprehension will enable students to raise their awareness of becoming strategic readers. Also for teachers, using the think aloud strategy will provide information about the needs of individual students and will enable them to provide appropriate instruction for students learning reading to improve their comprehension (Bahri et.al, 2018, 151).

In addition, think-aloud strategy comes as a problem solving for teaching reading comprehension. Think aloud strategy 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 contents of the reading (Tiowati & Widodo, 2019, p.26).

Procedures of Think Aloud Strategy

Think aloud strategy is a strategy that can be used by teacher as a strategy for students in reading procedures of using think aloud strategy in teaching reading involves the following steps:

1. Before teacher asks students to think aloud, teacher has to establish a climate of trust.
2. Once such an environment is established, teacher can begin to ask students to tell what their thinking. A natural time to ask is when teacher see a student's stumble while reading.
3. When listening to the student describes his or her thought processes, teacher needs to refrain from asking leading questions for students.
4. When students have finished describing their thinking process, teacher can discuss how this particular strategy helps them to problem solve.
5. Articulating the process helps the students to become aware of strategies.

The Procedures of Teaching Reading Comprehension of Analytical Exposition Text by using Think Aloud Strategy

Pre-Activities (5 minutes)
1) Greet the students
2) Check attendance list
3) The teacher motivates the student
4) The teacher gives appreciations relates to the topic to the students
5) The teacher states the topic that will be given to the students

Whilst-Activities (40 minutes)
1) The teacher makes the students enjoyment and comfortable in the class before teacher asks students to think aloud.
2) The teacher delivers the reading text about analytical exposition to the students.
3) The teacher asks the students to predict what could be in the text by seeing the title without reading the content first.
4) The teacher asks the students to read the reading text.
5) During reading, the teacher makes frequent stops to check for comprehension and analysis purposes.
6) The students say aloud about their thought.
7) The teacher gives the feedback by asking the students if they have difficulties.
8) When the reading is complete, the teacher invites students to share their thinking about the reading, and ask, for example if their predictions about the events in the text are correct.

**Methodology**

In this research, the researcher used quasi-experimental method. According to Creswell (2005) in Liana (2015, p.16), quasi-experimental design includes assignment, but not random assignment of participants to groups. This research compared two classes, they are control class and experimental class. Therefore, the researcher gave pre-test to the control class and experimental class In this research, the researcher gave pre-test to the control class and experimental class. Then, the researcher gave post-test after given treatment in experimental class and control classes.

Variable of the study

There were two kinds of variables in this research, namely independent variable and dependent variable. According to Arikunto (2010), "Independent variable is the variable which influences other variables and dependent variables. Then, dependent variable is the variable that is affected or that is the result of the independent variable" (p.167). In this research, the independent variable is think aloud strategy. The dependent variable of this research is students' reading comprehension.

Population and Sample

According to Arikunto (2010), "a population is all the things, people or events those are the subject of investigation" (p.173). In line with this statements, Sugiyono (2014) states that "population is the group to which a researcher would like the result to be generalized and included in all individuals with certain characteristics" (p.117). Then, according to Siregar (2013), "population is whole object of research which can be humans, animals, plants, air, symptoms, values, events, attitudes to life and so on" (p.30). The total of the eleventh grade students of

UPT SMA Negeri 9 Banyuasin in the population are 152 students.

In addition, sample is a part of population that will be investigated (Arikunto, 2010, p.174). In line with this statements, Sugiyono (2014) states that "sample is part of the number and characteristics of the population" (p.118).In this study, the samples that is taken by using convenience non-random sampling method. According to Siregar (2013), "convinience sampling is a type of non-probability sampling method where the sample is taken from a group of people easy to contact or to reach (p.33).

Technique for Collecting the data

In this research, the data was collected by using test. The test was given in different time; pre-test would be given before doing the treatment and post-test would be given after doing the treatment. The test was given in the form of written test (multiple choice forms). In this study, it has the same items were given for the pre-test and post-test. The function of written test in collecting the data was to find out whether or not it is effective to teach reading comprehension by using think aloud strategy to the eleventh grade students of UPT SMA Negeri 9 Banyuasin. According to Arikunto (2010),"a test is a series of questions or exercises and other tools used to measure skills, inteligence knowledge, abilities or talents possessed by individuals or groups" (p.193). The test was used to find out the student's ability in reading comprehension. In collecting the data, the researcher used tests (pre-test and post-test) in order to find out the student's ability in reading comprehension. In this research, there were some techniques to analyze the data. They were (1) the percentage analysis, (2) the conversion of the percentage range and (3) t-test.

## Results and Discussion

The result of Paired t-Test shows the value of t-obtained is 21.841, the critical value of t-table is 1.697 at the significant level of $p < 0.05$ for two tailed and degree of freedom (df) is 30. Therefore, t-obtained was higher than t-table, it means Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. It could be concluded that it was effective to teach reading comprehension on analytical exposition text by using think aloud strategy to the eleventh grade students of UPT SMAN 9 Banyuasin.

**The Differences between Pre-test and Post-test Scores of Control Class**

To compare pre-test and post-test, the researcher used paired sample t-test SPSS 21 Program. The result of paired sample t- test showed that the value of t-obtained was 7.926, at the significant level $p<0.05$ for two tailed test and degree of freedom was 29.

**The Differences between Posttest in Experimental Class and Control Class**

Based on the result of the test, this research was to find out the comparison between the result scores of posttest in experimental and control classes. It analyzed by using Independent sample t-test.

Based on the result of independent sample t-test showed the value of t-obtained was 4.649 at the significant level $p <0.05$ (5%) in two-tailed testing degree of freedom (df) was 59 and the critical value of t-table was 1.671. Since the value of t- obtained was higher than critical value of t-table. Because of this the null hypothesis (Ho) was rejected and the alternative hypothesis (Ha) was accepted. It means there was significant differences between the students' scores at the eleventh grade students who were taught by using Think Aloud Strategy and the students' scores who were not.

## Conclusion

Based on findings this study, the researcher concluded that used of think aloud strategy was effective to improve reading comprehension on analytical exposition text to the eleventh-grade students of UPT SMAN 9 Banyuasin. The result showed that the students who were taught reading comprehension by using think aloud strategy got better achievement than the students who were not taught by using think aloud strategy.

Based on the calculation by using SPSS 21 Program, the highest score of pre-test in the experimental class was 71 and the lowest score was 21. Then, the highest score of the post-test in experimental class was 97 and the lowest score was 55.It could be concluded that students' score in the post-test of experimental class was higher than students' score in the pre-test of experimental class. In addition, the researcher found the result of paired sample t-test showed that differences between pre-test and post-test in experimental class. It showed that the mean of pre-test and post-test was 28.484, the standard deviation was 7.261, the standard error mean was 1.304, the lower was 25.820, the upper was 31.147, the t-obtained was 21.841, and degree of freedom (df) was 30, the t table was 1.697 at the significance level of 0.05 for two-tailed. Therefore, the value of t-obtained was higher than t-table. It could be concluded that Ho (Null Hypothesis) was rejected and Ha (Alternative Hypothesis) was accepted. It means that it was effective to teach reading comprehension on analytical exposition text by using think aloud strategy to the eleventh grade students of UPT SMAN 9 Banyuasin.

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