

**THE USE OF THINK ALOUD STRATEGY TO IMPROVE STUDENTS'
READING SKILL**

**(A Classroom Action Research at The Second Grade Students of SMP PGRI
Bengkulu in Academic Year 2018/2019)**

THESIS

Submitted as A Partial Requirements for the Degree of *Sarjana* in English Study
Program Tarbiyah and Tadris Faculty IAIN Bengkulu



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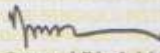
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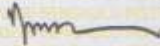
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DEDICATION

I PRESENT MY THESIS TO:

1. Allah SWT as the backrest and the place where i ask for help and given my grace and blessing, so that i can finish this final task well.
2. My Mother and father for your support and prayer so far.
3. My Brothers for your support.
- 4. Classmade B and My best friends.**

MOTTO

لِنَفْسِهِ يُجَاهِدُ فَإِنَّمَا جَاهِدَ وَمَنْ

"Barang siapa yang bersungguh sungguh, sesungguhnya kesungguhan tersebut untuk kebaikan dirinya sendiri"

(Qs. Al-Ankabut: 6)

“Ilmu adalah hal yang sangat menakjubkan, ia akan semakin bertambah jika engkau membaginya”

PRONOUNCEMENT

The undersigned below :

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Truly declare that my thesis is entitled : THE USE OF THINK ALOUD STRATEGY TO IMPROVE STUDENTS' READING SKILL (A Classroom Action Research at The Second Grade Students of SMP PGRI Bengkulu in Academic Year 2018/2019) is the original result of my own work research and not plagiarism from the work of another person. If later it is known that this thesis is the result of plagiarism, I am ready to be subject to academic sanctions.

Bengkulu, August 2019



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ABSTRACT

MiftakhulMofid 2019. The use of think aloud strategy to improve student' reading skill (a classroom action research at the second grade students of SMP PGRI Bengkulu in academic 2018/2019). Thesis, English Education Study Program, Tarbiyah and Tadris, State Institute of Islamic Studies (IAIN) Bengkulu.

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Key words: Reading Skill, Think Aloud Strategy

The objective of this research is to implement of Think Aloud Strategy in order to improve students' reading comprehension at grade eighth SMP PGRI Bengkulu. The researcher used classroom action research method. The goal of Classroom Action Research was to improve the students' achievement in the classroom. This research was done by researcher at grade VIII A of SMP PGRI Bengkulu. This class consists of 26 students. Fourteen (14) females and twelve (12) males students. There were four instruments used in collecting data, they were by reading test, interview, observation sheet, and documentation. In Classroom Action Research (CAR), the procedure was started from Pre-assessment and cycles. The cycle were aimed to give improvement to the students' skill. In this research, the researcher did three cycles.

Based on the research result in cycle 1, cycle 2, and Cycle 3. Think Aloud strategy improved the students' reading comprehension. The students' percentage improved from 34,62 % students passed reading test in cycle 1 to 88,46% students passed in cycle 3. This better improvement was also revealed from the observation checklist result which was good. It can be concluded that Think Aloud strategy improved the students' reading comprehension at grade VIII of SMP PGRI Bengkulu. The percentage of students who passed the minimum mastery criterion improved continually from baseline data to cycle 1, cycle 2, and cycle 3. The mean score also improved continually from baseline to cycle 3.

ABSTRACT

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Pembimbing 1. Dr. Syamsul Rizal, M.Pd 2. Dr.H Ali Akbar Jono M.Pd

Kata Kunci: Kemampuan Membaca, Strategi *Think Aloud*

Tujuan dari penelitian ini adalah untuk mengimplementasikan Strategi Think Aloud dalam rangka meningkatkan pemahaman membaca siswa di kelas delapan SMP PGRI Bengkulu. Peneliti menggunakan metode penelitian tindakan kelas (PTK). Tujuan Penelitian Tindakan Kelas adalah untuk meningkatkan prestasi siswa di kelas. Penelitian ini dilakukan oleh peneliti di kelas VIII A SMP PGRI Bengkulu. Kelas ini terdiri dari 26 siswa. Empat belas (14) perempuan dan dua belas (12) siswa laki-laki. Ada empat instrumen yang digunakan dalam mengumpulkan data, yaitu dengan tes membaca, wawancara, lembar observasi, dan dokumentasi. Dalam Penelitian Tindakan Kelas (PTK), prosedur dimulai dari Pra-penilaian dan siklus. Siklus itu bertujuan untuk meningkatkan keterampilan siswa. Dalam penelitian ini, peneliti melakukan tiga siklus.

Berdasarkan hasil penelitian pada siklus 1, siklus 2, dan Siklus 3. Strategi Think Aloud meningkatkan pemahaman membaca siswa. Persentase siswa meningkat dari 34,62% siswa lulus tes membaca pada siklus 1 menjadi 88,46% siswa lulus pada siklus 3. Peningkatan yang lebih baik ini juga terungkap dari hasil daftar periksa pengamatan yang baik. Dapat disimpulkan bahwa strategi Think Aloud meningkatkan pemahaman membaca siswa di kelas VIII SMP PGRI Bengkulu. Persentase siswa yang lulus kriteria penguasaan minimum meningkat secara terus-menerus dari data dasar ke siklus 1, siklus 2, dan siklus 3. Skor rata-rata juga meningkat terus-menerus dari awal ke siklus 3.

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CHAPTER I

INTRODUCTION

A. Background

The most efficient means of the verbal communication in this world is language; language plays an important role in our daily activities. Without language, a person cannot communicate with others. Language is the important instrument in human life. *Dengan menggunakan bahasa seseorang dapat berkomunikasi dengan yang lain*¹ Basically, language is a tool for conveying human ideas, opinion, and feeling. In using a language, people demanded to understand what is meant by native speaker. In addition, in global era, it's difficult to find a good job. Actually, there are thousands of languages used by many people in many different countries. They are Dutch, Spanish, English, and others.

English is worldwide language that is learned by the entire nation in the world. Not only learned but also used as daily language for communicating with others or simply called English as a second languages or English as foreign language. It is used to have interaction over the sea, technology literacy skill, and even to develop the knowledge. Someone must prepare her/himself with knowledge and skills in English language that are needed and suitable with world of work.

In Indonesia, English is the foreign language that was taught to the student as one of compulsory subject from Elementary school up to college or University. Like other subject, English has its own curriculum which was needed for

¹ Kushartini. 2005. *Pesona Bahasa*. Jakarta: PT. Sun Printing

successful in learning and teaching process. A curriculum usually includes the objective, a list of teaching point and suggestion for evaluation. One of important skill in English is reading skill.

Reading is one of skills in English which is to make people get an 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. But some of people argue that reading some article or textbook is easy but reading with comprehension is more difficult. ²Actually, reading skill is very important for students such as; the students can get information from they read, the students can add their knowledge and can enlarge the way of their thinking by reading any text. So the students should have skill in reading to add their information and enrich their knowledge.

Nunan stated that there are eight principles of teaching reading, exploit the reader's background knowledge, build a strong vocabulary base, teach for comprehension, work on increasing reading rate, teach reading strategies, encourage students to transform strategies into skills, build assessment and evaluation into your teaching and strive for continuous improvement as a reading teacher. Those principles will help the teacher to teach reading in order to help students reach the main goal of reading. That is comprehension.³

Based on the previous observation done by the at SMP PGRI Bengkulu on November, 12th 2018. It was found that the eighth grade of junior high school students had a problem in reading. The students' reading comprehension was still

² Nunan, David. (2003). *Practical English language teaching*. New York: The McGraw-Hill Companies, Inc. (p.68)

³ Ibid

low. It could be seen from the students' achievement reading score, there are 45% of students from 26 students got score 50, then 25% students got 55, and 30% students got 60 in reading test score. Moreover, there were some facts that indicated the problem. First, students' interest of reading was still low. Second, students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. The students had difficulties in doing exercises. Moreover, the teacher has monotonous teaching method, the teaching of reading often using question and answer model. The school also has limited book and tools, such as projector and computer which can be as media in teaching reading. Those all made their achievement became low and caused failure in teaching and learning process.

In this case, based on short interview on December, 12th 2018 with Mrs. dewi as teacher, said that the totally of VIII grade student are 18 and there are about 3 student can understanding what is saying and 15 student not able understand what was said by the teacher because the student do not understand a lot of reading skill.⁴

In teaching reading there are many strategies which can be applied by teachers such as: POSSE, Selective Underlining, Anticipation Guide, REAP, PQRST, and Think Aloud Strategy. All of those strategies are very important to

⁴ Mrs. Dewi as teacher of SMP PGRI Bengkulu. Interviewed on December, 12th 2018

improve teaching in learning process of English in classroom in order to effective and efficient.

Shortly, English teacher should be creative in developing their teaching learning process to create good atmosphere to improve the student reading skill and to make English lesson more exciting. For this reason, the teacher should be more effective to choose effective strategy which is interesting for their students. One of effective strategies is Think Aloud strategy. Think-aloud served firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension.⁵ In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

Based on background above, the research wants to do a research with entitled, “The Use of Think Aloud Strategy to Improve Students’ Reading Skill: study at 8th Grade SMP PGRI Bengkulu in Academic Year 2018”.

B. Identification of Problem

Based on the background above, the problems can be identified as follows;

- (1) The students’ reading comprehension was still low. It could be seen from the students’ achievement reading score, there are 45% of students from 26 students got score 50, then 25% students got 55, and 30% students got 60 in reading test score.
- (2) Students’ interest of reading was still low

⁵ Mckeown, R. G., & Gentilucci, J. L. (2007). Think-Aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(2), 136-147.

- (3) students had difficulties in understanding the text. They got it difficult in understanding sentences, finding the meaning of the sentences or only understood the broad outline of the text content
- (4) The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson. The students had difficulties in doing exercises
- (5) The teacher has monotonous teaching method, the teaching of reading often using question and answer model
- (6) The school also has limited book and tools, such as projector and computer which can be as media in teaching reading.

C. Limitation of Problem

Based on the identification of the problems above, it is found that The students' reading comprehension was still low, therefore the researcher believes that implementation Think Aloud Strategy in teaching reading can give a better improvement toward the students' reading comprehension at grade eighth students of SMP PGRI Bengkulu in academic year 2018/2019.

D. Research Question

Based on the problem above, the research question can be formulate as follow : How does the implementation of Think Aloud Strategy improve students' reading comprehension at grade eighth SMP PGRI Bengkulu?

E. Objective of the Research

The objective of this research is to implement of Think Aloud Strategy in order to improve students' reading comprehension at grade eighth SMP PGRI Bengkulu.

F. Significance of Study

1. Theoritically

To help the researcher to find out the alternative way of teaching reading, especially recount and to produce the relevant and valid knowledge for their class to improve their teaching. Students get the case of organizing ideas or the information they have a coherent into a recount text and in accordance with the generic structure of the text. Teachers know exactly the needs and problem faced by English language learning by students. Furthermore, they can provide appropriate measures to overcome them.

2. Practically

It can be used as a model to improve the students' ability in reading comprehension, and it may guide, help and encourage students to express their ideas, opinion, and thought into paper.

G. Definition of Keys Term

The definition of key terms based on the title about are:

a. Reading comprehension

Students' reading comprehension refers to the students' ability to read text, process it and understand its meaning. In this study, students' reading comprehension refers to the score that the students got after doing the test that was prepared by the researcher.

b. Think Aloud strategy

Think aloud means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection⁶

⁶ Cohen, Louis, et al. 2007. Research Method in Education. New York: Routledge

CHAPTER II

LITERATURE REVIEW

This chapter will discuss about some theory and previous research findings related to this research. The concept of reading comprehension and Think Aloud strategy will be explained more.

A. Reading

1. Definition of Reading

Reading is one of skills in English to make the people get an information from what they read, and information from a text, it needs a thinking process in order to be able to reach the comprehension. But some of people argue that reading some article or textbook is easy but read with comprehension is more difficult. Actually, Reading skill is very important for students such as ; the students can get information from they read, the students can add their knowledge, students can enlarge the way of their thinking by reading any text. ⁷So the students should have skill in reading to add their information and enrich their knowledge.

In preparing the students for having good ability in reading, teachers are demanded to be creative in using the variety of ways in teaching reading. Using interesting strategy in teaching reading will make students become motivated and active in learning process. Also teaching reading is prepared to make the students reach good comprehension of the lesson which is being taught. The goal of teaching reading is how to make students understand what they have read.

⁷ Nunan, David. (2003). *Practical English language teaching*. New York: The McGraw-Hill Companies, Inc. (p.68)

Because of this case, reading is one activity of language skills that should be acquired by the students.

Furthermore, in School Based Curriculum (SBC) – Kurikulum Tingkat Satuan Pendidikan 2006, students demanded to comprehend several types of the text that related to genre based approach, such as narrative, descriptive, recount, procedure, report, analytical exposition spoof and so forth. Especially for the second grade of Senior High School, the standard, competence stated that the students should be able to respond only three types of the text they are descriptive, narrative and recount texts. It means that the students are expected to understand those types of text in order to achieve the level of comprehension⁸.

Reading is one of the important skills which should be achieved in learning English. There are some definitions of reading which are mentioned by the experts. Reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning⁹. In this case, the readers take the meaning from the text by combining information existed in the text and their experienced knowledge. In other words, it can be said that there is a correlation between the text and readers' background knowledge for understanding the meaning of the text read.

Reading as the process of obtaining or constructing meaning from a word or cluster of words.¹⁰ It means that, reading is a process in which the readers get the meaning from the words which they read. In addition, the readers can generate

⁸ Desti. (2008). *Teaching reading using POSSE strategy*. Unpublished thesis

⁹ Op.Cit

¹⁰ Seyler, Dorothy U. (2004). *The reading context: developing college reading skills*. New York :Pearson Education, Inc.

the idea from the certain words in the text. So, in reading the readers should be active participants in catching the meaning from the text.

Based on the explanation of some experts above, it can be concluded that reading is an activity of communication process between the readers and written words for getting the ideas or information and derives meaning based on their own background knowledge. Based on the reading process, readers are hoped to get the understanding of the information which is talking in the text. The aim of reading is getting the comprehension of all information existed in the text read.

2. Reading Comprehension

For many students, reading is the act of saying word to their teacher and their friend by looking at the passage. They have not learned that reading is a division of the main idea between the author and them. Reading is a one of the complex and the combination of both lexical and text-progressing skills that are widely be acquainted interactively. Two major approaches have been used to developing reading skill, known as extensive and intensive reading. These both approaches have important role play to gain knowledge in reading comprehension skill¹¹.

Before the students would learn how to comprehend their reading, the teacher should give some definition what is reading comprehension and how they do to apply in learning process. Reading refers to the ability to comprehend or make meaning from written text.¹²

¹¹ Loucky, J. P. (2003): Enhancing students' English reading and vocabulary skills using CALL innovations. Seinan Women's University, Tandai Kiyo, Vol. 49.

¹² Brassell, Danny, et all. (2008). Comprehension that works: taking students beyond ordinary understanding to deep comprehension . Huntington Beach: Corrine Burton.

A dictionary definition of the word read states that it is the ability to examine and comprehend the meaning of written words. Comprehension, then, is at the heart of any conventional definition of reading. Comprehension is the process of deriving meaning from connected text¹³. It involves word knowledge (vocabulary) as well as thinking and reasoning. Therefore, comprehension is not a passive process, but an active one. The reader actively engages with the text to construct meaning.

This active engagement includes making use of prior knowledge. Comprehension is the essential goal of reading and reading instruction. Effective comprehension instruction goes beyond literal comprehension by challenging students to make deep inferences about texts, to think critically about the material they read, and to creatively transform the texts they encounter into other forms and formats. Moreover, effective instruction in comprehension should be engaging for students and teachers.

A great deal of research has explored and supported the notion that comprehension is a process demanding strategic approaches. Good comprehenders have learned that they have control of the reading process. They actively construct meaning as they read, and they also direct their own comprehending.¹⁴

Reading comprehension is the activity where the students actually understand what they read about. Reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and

¹³ Elizabeth. (2003). *Teaching & learning in the language classroom*. UK: OUP.

¹⁴ Blackhowic. (2008). *Reading comprehension: strategies for independent learners: Second Edition*. New York: The Guilford Press.

involvement with written language. He uses the words extracting and constructing to emphasize both the importance and the insufficiency of the text as a determinant of reading comprehension. Reading is an important activity in life with which one can update his or her knowledge. Reading skill is an important tool for academic success for students.¹⁵

Reading comprehension capacity builds on successful initial reading instruction and the fact that children who can read words accurately and rapidly have a good foundation for progressing well in comprehension.

Reading comprehension involves much more than readers' responses to text. Reading comprehension is a multi-component, highly complex process that involves many interactions between readers and what they bring to the text (previous knowledge, strategy use) as well as variables related to the text itself (interest in text, understanding of text types).

Furthermore, Reading comprehension is not a static competency; it varies according to the purposes for reading and the text that is involved¹⁶. When the prerequisite skills are in place, reading becomes an evolving interaction between the text and the background knowledge of the reader.

3. Comprehension Level

Comprehension is understanding what is being said or read. When it comes to reading, it is an active process that must be developed if a learner is to become a proficient reader. Effective reading skill development is further

¹⁵ Patel and Jain. (2008). English language teaching: methods, tools, and technique. New York: Sunrise Publisher and Distribution.

¹⁶ Lems, et al. (2010). Teaching reading to English language learners insights from linguistics. New York: The Division of Guilford Publications, Inc.

accomplished when the learner becomes proficient in literal, inferential and critical comprehensive reading. Basaraba (2013) divided comprehension into three levels of comprehension, namely: literal, inferential, and evaluative level.¹⁷

Literal comprehension involves what the author is actually saying. The reader needs to understand ideas and information explicitly stated in the reading material. Some of this information is in the form of recognizing and recalling facts, identifying the main idea, supporting details, categorizing, outlining, and summarizing. The reader is also locating information, using context clues to supply meaning, following specific directions, following a sequence, identifying stated conclusion, and identifying explicitly stated relationships and organizational patterns. These organizational patterns can include cause and effect as well as comparison and contrast. For example, some questions and activities may include: What words state the main idea of the story?, How does the author summarize what she/he is saying?.

Inferential comprehension deals with what the author means by what is said. The reader must simply read between the lines and make inferences about things not directly stated. Again these inferences are made in the main idea, supporting details, sequence, and cause and effect relationships. Inferential comprehension could also involve interpreting figurative language, drawing conclusions, predicting outcomes, determining the mood, and judging the author's point of view. The following questions are usually asked: What does the author

¹⁷ Basaraba. 2013. Examining the Structure of Reading Comprehension: Do Literal, Inferential, and Evaluative Comprehension Truly Exist?. <https://eric.ed.gov/?id=EJ998201>

value?, What is the theme?, What effect does this character/event have on the story?, How do you think this story will end?.

Evaluative comprehension is what the text is telling the readers about the world outside the story. Readers must analyze what they have read. Then they must form an opinion based on the information. In this level of understanding of the text the reader can offer an opinion on the effectiveness of the text for its purpose.

4. The Purpose of Reading Comprehension

According to Grabe and Stoller (2002: 11-15), the purpose of reading are¹⁸:

a. Reading for general understanding

Reading for general understanding is the most basic purpose for reading. Reading for general understanding is also found as the most complex than it commonly assumed. Reading for general understanding when it is accomplished by a skilled fluent reader, requires very rapid and automatic processing of words, strong skills in forming a general meaning representation of main ideas, and efficient coordination of many processes under very limited time. Because of its demands for processing efficiency, reading for general understanding is more difficult to master than reading to learn.

b. Reading to search for simple information

Reading to search for information is a common reading ability. The reader only read the surface to look for the simple information without have to think the

¹⁸ Grabe, W. And Stoller, F.L. (2002). Teaching and researching reading. Harlow: Pearson Education.

material deeply. In reading to search, the reader typically scans the text for a specific piece of information or a specific word. So, it can be said that reading to search is useful for the readers to find as well as to figure out the information needed by scanning and skimming the text.

c. Reading to learn from the text

Reading to learn typically occurs in academic and professional context in which a person needs to learn a considerable amount of information from a text. It requires abilities to: Remember main ideas as well as a number of details that elaborate the main and supporting ideas in text, Recognize and built rhetorical frames that organize the information in the text, Link the text to the reader's knowledge base. Reading to learn is usually carried out at a reading rate somewhat slower than the general reading comprehension. In addition, it makes stronger inferential demands than general comprehension to connect text information with background knowledge.

d. Reading to integrate information, write and critique text

Reading to integrate information requires additional decisions about the relative importance of complementary, mutually supporting or conflicting information and the likely restructuring of a rhetorical frame to accommodate information from multiple resources. These skills inevitably require critical evaluation of the information being read so that the reader can decide what information to integrate and how to integrate it for the reader's goal.

5. Teaching Reading Comprehension

In reading strategy there are namely predicting, skimming, scanning, inferring guessing of new words, self monitoring.

a. Predicting

Predicting means predicts what is in the text, predicting involves thinking about what might happen next in the text. predicting be applied by the reader by using images, title text, as well as the personal experiences of the reader. but to determine whether the reader correctly predicting the use of text and reader confirm or disprove predictions to support the text.

b. Skimming

Skimming is one way the reader for quick reading which aims to get an overview or general idea and the essence of a text. used skimming readers who want to get a specific information in a manner that does not skip reading sought. in skimming techniques: Use of quick glance through the pages, pay attention to the title, read the opening sentence and the conclusion, read the first and last sentence of the paragraph to find the main idea

c. Scanning

Scanning is a technique to reading quickly by scanning information in the search without reading the entire text. This technique often used when the reader just want to find information specific to a quick reading without seeing or reading all the contents of the text, usually by looking at the title of the text, table of contents and so on. Most readers know about the information or answers that will

be search, so the reader will be concentrate on specific answer. In this way, we can say that scanning is reading quickly intervening to locate specific information.

d. Inffering

Prezler(2006) said that “inferences are evidence -based guesses i.e. in case of reading; students use their prior knowledge to make inferences about the text”).

¹⁹Inferences are often referred to as what you “read between the lines” that means the author wants the reader to make the jump to the same conclusion the author has made. The inferences are the conclusions that a reader draws about the unsaid passage based on what is actually said by the author.

e. Guessing The Meaning of New Words

One of the most difficult problems that make an obstacle for students in the comprehension of reading is unfamiliar/new words or lack vocabulary. The ability to guess meaning from context is a useful skill to practice and try to improve. There are many things that could help students such as: (1) Guess the meaning of the text which surrounds it (2) the way the word is formed (3) background knowledge of the students about the subject.

f. Self Monitoring

A students must take responsibility for their own behavior, and able to make changes, then these students have done one step to self-monitor Reviews their performance. self-monitor also serves as the academic and behavioral assessment of students in improving their academic performance and behavior towards the better.

¹⁹ Prezler, J. (2006). Strategies to Help Readers Make Meaning through Inferences Grade 4-12. (pp 4). South Dakota Department of Education

g. Summarizing

Oxford (2006) defines “summarizing as a short description of the main ideas or points of something without any details.”²⁰ Tips for teaching comprehension strategy : Making connections, Learners make personal connections from the text with: something in their own life (text to self), another text (text to text), something occurring in the world (text to world). (2) Predicting, Learners use information from graphics, text and experiences to anticipate what will be read/ viewed/heard and to actively adjust comprehension while reading/ viewing/listening. (3) Questioning, Learners pose and answer questions that clarify meaning and promote deeper understanding of the text. (4) Monitoring, Learners stop and think about the text and know what to do when meaning is disrupted. (5) Visualising, Learners create a mental image from a text read/viewed/heard. (6) Summarising, Learners identify and accumulate the most important ideas and restate them in their own words.

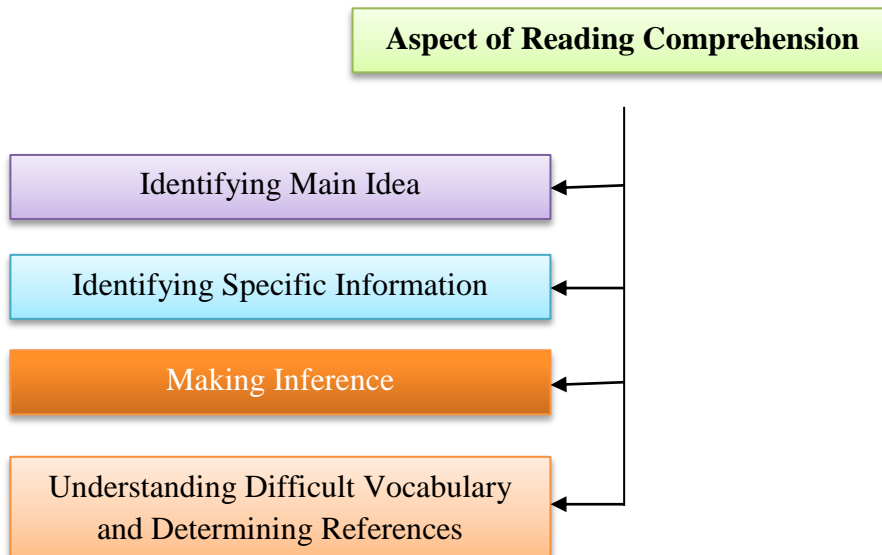
6. Aspect of Reading Comprehension

There are five aspects of reading which help the students to comprehend the English text: main idea, specific information, references, inference and vocabulary²¹.

²⁰ Oxford. (2006). Word Power Dictionary(pp 717). New York: Oxford University press.

²¹ Mc Whorter. 2012. Guide to college reading. Toronto: Little, Brown and Company

Figure 1. Aspects of reading comprehension



a. Identifying Main Idea

Main idea refers to important information that tells more about the overall idea of a paragraph or section of a text. This main idea is called the topic sentence. She adds that the topic sentence tells what the rest paragraph is about in some paragraph, the main idea is not explicitly stated in any one of sentence. Instead, it is left to the reader to infer, or reason out. In other words, the main idea is the most important idea that author develops throughout the paragraph.

Reading for main idea is a skill that requires carefully reading a text to identify the main point without worrying about unnecessary detail. The main idea is the statement made about the topic which is supported by detail. Therefore, the main idea is directly related to both the topic and the details in the paragraph. The main idea of paragraph is the central thought of paragraph

and what the paragraph is about. Without a main idea, the paragraph would just be confusion of sentences. All the sentences in paragraph should develop the main idea.

Main idea of a reading selection is what the passage is mostly about. The author often states the main idea in the first or last few sentences of the first paragraph. However, the author may state the main idea anywhere in the passage. Sometimes the author only suggests the main idea by leaving clues within the passage. Longer reading passage can have more than one main idea. Sometimes the main idea of a literary passage is called theme. The questions of main idea can be for examples: (1) *What is the main idea of first paragraph?* (2) *What is the main in last paragraph?*

b. Identifying Specific Information

Supporting sentence or specific information develops the topic sentence by giving definitions, examples, facts, an incidents, comparison, analogy, cause and effect and quotation. Reading for detail is skill that a reader to get all information of the text thoroughly. Readers need to be more careful and slower assuring that they have correctly understood the message. In order to find details that support the main idea, the readers should be able to identify which are more important than the others.

Supporting details provide the reader with more information about the main idea or subject of a passage. For example, after reading story about Bawang Putih and Bawang Merah, general questions related to specific information can

be for instances: 1) *Where was Bawang Putih washing some clothes?* 2) *How did Bawang Merah and her mother treated Bawang Putih?*

c. Making Inference

In relation to make inferences, an inference is an educational guess or prediction about something unknown based on available facts and information. It is the logical connection that the reader draw between his observes or unknown and what he does not know. Inference requires that each reader construct a meaning that makes the text a reflection of her experience.

Inference is defined as understanding that is derived from an indirect suggestion of what is stated. To understanding the reading text, the reader must be able to detect the clues that the author give. In general questions related to this type of reading can be for examples: 1) *What was first paragraph talking about?* 2) *All of the following statement is true related to the passage, except...* 3) *What is the best title for the passage?* 4) *Who was the main character of the story?*

d. Understanding Difficult Vocabulary and Determining References

Vocabulary is the stock of word used by the people or even person. Concerning with those statements indeed vocabulary is fundamental for everyone who wants to speak or to produce utterances for reading. The role of vocabulary in reading is clearly understood: vocabulary knowledge, the understanding of word meanings and their use, contributes to reading comprehension and knowledge building. The question of understanding difficult vocabulary can be, for instances:

1) *What is the closest meaning of underlined word?*

2) *In line 13, the word “fit” is closest in meaning to...*

References are words or phrase used either before or after the reference in the reading material. One of sub process in sentence comprehension is referential representation; this process identifies the references that words in a sentence make to external word. In general questions related to this type of reading can be, for examples:

1) *The word “she” in line 5 refers to...*

2) *what was word “her” position?.*

In summary, reading comprehension is basically about getting main ideas, specific information, references, inference and vocabulary.

However, finding main ideas and specific information were on the low order then reference, inference and vocabulary were on the cognitive thinking for high school students.

B. Think Aloud Strategy

1. Definition of Think Aloud Strategy

Think-aloud served firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension.²² 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) work: “think-aloud is one of the “transactional strategies” because it is a joint process of

²² Mckeown, R. G., & Gentilucci, J. L. (2007). Think-Aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(2), 136-147.

teachers and students working together to construct understandings of text as they interact with it”.²³ Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom.

Oster (2001) provides several important factors to consider when reading. The first factor is “what they notice” if they find some important points²⁴. The second is “facts and possible facts about characters or the story”. Then “predictions” if the students imagine what is next. The next factor is “questions they have” about anything in the story. The last factor is “personal reactions” on how they feel about the story. Finally, Oster (2001) in her classroom demonstrated the ThinkAloud strategy using a short story and discussed the process with the class.²⁵

The thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process [5]. By means of this strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking-aloud strategy ensures that students are aware of their own comprehension processes.

2. Steps in using Think Aloud Strategy

Oster effectively used the Think-Aloud strategy in her classroom.²⁶ According to her experience, in teaching the reading she gave students many opportunities to use the ThinkAloud strategy. Those opportunities included whole

²³ Ibid

²⁴ Oster, L. (2001). Using the think-aloud for reading instruction. *The Reading Teacher*, 3, 64-69.

²⁵ Ibid

²⁶ Ibid

class instruction, pair work, and individually. Furthermore, she encouraged her students to write their questions and comments as they were reading. In modeling Think-Aloud strategy the teacher should instruct the students to think while they are reading. Comprehension is required to be explicitly instructed to students and modeled long term at various grades. Research suggests that if reading is taught to students earlier in their school careers, they will be ready to understand and engage with more complicated, challenging texts ²⁷.

Meyers found that the Think Aloud strategy is important in the learning and development of students, especially those who have recently joined school, and are new to the educational system as a whole. Thinking aloud does not allow students to hide their learning weaknesses. When they are able to share that they have learned with the class, or with their teachers, the teachers are able to easily identify the points of weakness in the students. The teachers are also, through this method, able to identify the correct and appropriate methods through which the weak students can be helped to improve their performance. Furthermore, they can assist the students with attaining a learning level that the rest of the class will have reached. Every student is special in his or her own way, and thus each of them have different methods through which they are able to grasp what is taught to them in school. While some students are able to understand things quickly as they are explained in school, there are those who need certain special assistance and strategies to help them understand.

²⁷ Moss, B. (2005). Making a case and a place for effective content area literacy instruction in the elementary grades. *The Reading Teacher*, 59(1), 46-55. doi:10.1598/RT.59.1.5

The following five steps should be taken into account when using the thinking-aloud strategy:

- 1). Students should develop hypotheses by making predictions about the text.
- 2). Students should create mental images from the information that has been read.
- 3). Students should establish links between previous and new information through analogies.
- 4). Students should observe their comprehension by making explanations at contradictory points.
- 5). Students should arrange their comprehension by showing strategies.

The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

C. Relevant Previous Study

There are some studies using Think Aloud strategy. First, the research by Nikmah (2014) entitled "The effectiveness of using think aloud strategy toward students' reading achievement in narrative text study at 8TH grade SMP Islam Durenan Trenggalek Actademic year 2013/2014 " by the student of State Islamic Institute (IAIN) Tulungagung,2014. The result showed that the students mean in teaching reading comprehension before taught using think aloud strategy is only 56.11. While the students Mean in teaching reading comprehension after the being

taught using think aloud strategy is 72.50. It was improved, with the t-test analysis that used by the researcher.

Second, a research by Alqahtani (2015) entitled *The Effects of Think Aloud Strategy To Improve Reading Comprehension of 6th Grade Students in Saudi Arabia*. The result showed that A significant number of students fail to achieve reading comprehension in the country due to the ineffectiveness of the traditional methods. Twenty 6th grade students participated in this quantitative research study. Students in the experimental group, using the Think Aloud strategy consistently scored higher grades compared to the students in the control group taught by traditional methods of reading. In conclusion, the Think Aloud strategy is instrumental in improving reading comprehension and should be considered a potentially valuable alternative strategy to the traditional method of reading in Saudi Arabia.

Third, a research by Karyawati (2016) entitled *The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit in the Academic Year of 2016/2017)*. The result that the students mean in teaching reading comprehension who are taught by the Group Discussion strategy is only 70.62, while the students Mean in teaching reading comprehension who are taught by Think Aloud strategy is 83.98. the result of t-test computation that observation is 9.3 while the value ttable is 3.1. It shows that tobservation is higher than table ($t_o > t_t$). Therefore the alternative Hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. In other word, it can be concluded that THINK

ALoud strategy is effective to teach English lesson especially for reading comprehension at junior high school of SMPN 1 Sawit.

From the three previous researches above, there are some differences and similarities to this present research. The differences are the location of the research, the subject of the research, and the design of the research. In the first research, it was done on the level Junior High School in Trenggalek which applied quasi experimental research. Meanwhile the second one was done on sixth grade students in Saudi Arabia. The third study was done in junior high school level of students in teaching reading narrative text with quasi experimental method. However, the similarity of those researches is the use of Think Aloud Strategy in teaching reading skill. Thus, the researcher will do a research with entitled, "The Use of Think Aloud Strategy to Improve Students' Reading Skill: study at 8th Grade SMP PGRI Bengkulu in Academic Year 2018".and this research will use an action research method.

D. Conceptual Framework

The implementation of think aloud strategy hopefully can improve students' reading comprehension. There are some steps done in research. First, students should develop hypotheses by making predictions about the text. Second, students should create mental images from the information that has been read. Third, students should establish links between previous and new information through analogies. Fourth, students should observe their comprehension by making explanations at contradictory points. And the last, students should arrange their comprehension by showing strategies. The thinking-aloud strategy, which

includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

CHAPTER III

RESEARCH METHODOLOGY

This chapter explained about the research design and how the researcher conducted the research. The procedure of research and data analysis were explained. And also the instrument used is explained deeply in this research.

A. Research Design

The researcher used classroom action research method. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning. ²⁸There are many ways to improve knowledge about teaching. Many teachers practice personal reflection on teaching, others conduct formal empirical studies on teaching and learning. Classroom Action Research is more systematic than personal reflection but it is more informal and personal than formal educational research.

The goal of Classroom Action Research is to improve the students' achievement in the classroom. While there is no requirement that the findings be generalized to other situations the results can add to knowledge base. Classroom Action Research goes beyond personal reflection to use informal research practices such as a brief literature review, group comparisons, and data collection and analysis. The focus is on the practical significance of findings, rather than statistical or theoretical significance. Findings are usually disseminated through brief reports or presentations to local colleagues or administrators.

²⁸ Julian Hermida. (2001). The what, why and how of classroom action research. JoSoTL Vol. 2, Number 1.

B. Subject of the Research

This research was done by researcher at grade VIII A of SMP PGRI Bengkulu. This class consists of 26 students. Fourteen (14) females and twelve (12) males students. The reason why researcher choose that class because this class has mean score under average in a minimum completeness criteria (KKM) is 75. The problem faced by students are difficult in identifying information of the texts, topic, main idea, and another information of the reading text.

C. Time and Place of the Research

This research was conducted in SMP PGRI Bengkulu in Jl. Sepakat, RT/RW 18/3, Dsn. Sawah Lebar Baru, Ds./Kel Sawah Lebar, Kec. Ratu Agung, Kota Bengkulu, Prov. Bengkulu. This research was done on march and april. It will take 1-2 months to conduct this research.

D. Research Instrument

In this phase, there were four instruments used in collecting data, they were by reading test, interview, observation sheet, and documentation.

1. Reading Test

Test is a process to measure students' ability and knowledge about material that is given, competence, intelligence and talent that can belong to individual or group. Test may be constructed primarily as devices to reinforce learning and to motivate the students or primarily means of assessing the students' performance in language. In this research, the researcher will

conduct pre-assessment, and evaluate the students at the end of each cycle.

There are 25 questions will be used for each cycle.

2. Interview

The collection of data by asking people question and following up or probing their answer, interview can be defined as a way to get information from the participants of a research through face to face interactions, interview can be used to investigate a range of issues including developmental aspects of learner language and learning-style preference. The interview questions are in the table below.

No	Grid of Interview Questions
1	Do you feel interest while learning reading using Think Aloud Strategy? Why?
2	How can Think Aloud Strategy help you in understanding general information of a reading text?
3	Can the implementation of Think Aloud Strategy help you to find the main idea of the reading text? Please explain!
4	Do you think Think Aloud Strategy help you in finding specific information from a reading text?
5	How could Think Aloud Strategy motivate you in

reading?

Grabe and Stoller (2002)²⁹

3. Observation Sheet

Observation is the way to collecting the data by directly to an object. And the observation in this research would conduct by researcher and the English teacher. It was to get implementation of learning data. The designed observation sheet is administered to the researcher as the teacher and the students. The observation sheet will be filled by the collaborators. It will be conducted for every meeting in each cycle. The form of the observation sheet is illustrated as follow.

Observation Sheet

Grade :

Date :

Meeting :

No	Activity	Number of students
1	Students who prepare their learning equipment such as book and bolpoint	
2	Students who tried to express their idea	
3	Students who pay attention actively to what	

²⁹ Grabe, W. And Stoller, F.L. (2002). Teaching and researching reading. Harlow: Pearson Education.

the teacher explain

- 4 Students who are willing to work together
- 5 Students who show their enthusiasm as long as the learning activity
- 6 Students who are able to help other students in teaching and learning process
- 7 Students who are brave to speak individually in front of the class
- 8 Student who have good self confidence
- 9 Students who ask the question
- 10 Students who tried to answer the question

Bengkulu,2018

Collaborator

4. Documentation

Documentation is used to support research in form some of photos while implementing think aloud in teaching reading. The purpose of it is to show the activities that do by the students during teaching and learning process. The documentation of activity in teaching and learning process as follow:

No	Documentation of activities
1	Pre-Assessment
2	Teacher applies Think Aloud Strategy
3	Teacher explain English material to the students
4	Students' activities during teaching learning process and discussing the material
5	Reflection

E. Research procedure

In Classroom Action Research (CAR), the procedure was started from Pre-assessment and cycles. The cycle were aimed to give improvement to the students' skill.³⁰

1. Pre-assessment

Before giving the action, the researcher gave a pre-assessment to the students. The aim of the assessment was to know the students beginning or starting ability in reading comprehension. After knowing the ability of the students, then the result of assessment would be analyzed. So, from the result of the pre-test or pre-assessment, researcher would know the students'

³⁰ Iskandar. (2009). Metodologi penelitian pendidikan dan sosial (kuantitatif dan kualitatif). Jakarta: GP Press.

problem in reading comprehension. In this reseacher focused on teaching about reading comprehension by using think aloud strategy.

2. Cycle

In classroom action research, there were more than one cycle. It depended on the situation and conduction of the sample, if on the two cycle the students have increased and improved their mastery of reading comprehension achievement, so the action would be stopped. There were four components in classroom action research that sholud be considered. They are planning, implementing, observing, and reflecting. In every cycle, there would be:

a. Planning

In this phase the researcher identifies a problem or issue and develops a plan of action in order to meet the expect improvments in the research context. Futhermore, describes the action in this phase (Arikunto:2006):³¹ Arranging a schedule for preparing time allocation of the research, arranging an observation checklist for teachers, arranging an observation checklist for students, and preparing a lesson plan: making a learning material/resources for students, preparing teaching and learning a Think Aloud strategy, and arranging test.

1) Teaching Strategy

³¹ Arikunto,Suharsimi. (2006). Prosedur penelitian (suatu pendekatan praktis. Jakarta: Rineka Cipta.

In this research, the researcher will use Think Aloud strategy as the teaching strategy. The following five steps should be taken into account when using the thinking-aloud strategy:

- a). Students should develop hypotheses by making predictions about the text.
- b). Students should create mental images from the information that has been read.
- c). Students should establish links between previous and new information through analogies.
- d). Students should observe their comprehension by making explanations at contradictory points.
- e). Students should arrange their comprehension by showing strategies.

The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

2) Teaching Instructional Media and Material

The instructional media and materials used in this research are laptop, camera, projector, and reading text which are taken by some sources, such as textbook and internet. Camera will be used to keep the pictures while the researcher did the research.

3) Teaching Instrument

The data of this research would be conducted by giving test to the students, observation, interview, and documentation.

a) Test

According to Ary and friends as quoted in Sukardi, a test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.³² In this research, the researcher used test of pre-assessment and each cycle to measure students' level and develop the comprehension students.

b) Observation

Observation is a way of collecting data by directly noticing an object. The observation done in this research was a direct observation. Observation was done in order to see the improvements of students's attitude during the treatments was doing. Kind of observation was done in this research about the students' attitude during the researcher was doing treatment, all that activities was done by using observation checklist.

c) Interview

Interview in this research is dialog that is done by interview to get information to know students feeling, perception, and experiences during follow the treatment. In this study, the researcher interviews the teacher about the teaching and learning English.

³² Sukardi, Metodology penelitian pendidikan, (Jakarta ; PT. Bumi Aksara).2008.p. 138

b. Action

From the beginning, the researcher gave a text to students. Then the researcher explained about Think Aloud strategy in front of the students for several times and hope they can understand text well. After the researcher explain about Think Aloud strategy, the students are allowed to answer the test to measure their comprehension in reading. So, researcher hopes the students can improve their reading comprehension using Think Aloud strategy.

c. Observation

In this stage, the researcher would collect the data from the action planning that is made, including all of what the students do in the classroom based on instruments that made by the researcher. Observation is the direct method toward students' attitude in social situation. The researcher and English teacher would conduct observation to find the effect of the action from students' score and observation sheet. Then the researcher will conduct an evaluation by using observation sheet.

d. Reflection

This is the last stage of the cycle. In this phase, the result of observasion and evaluating step will be collected and analyzed to measure the success level of the implementation in cycle. The researcher identifies the thing that do not reach yet and the researcher make planning to repair it. The result of this reflection will be taken as considerationto the next treatment for the next cycle and to determinee wheather the next cycle will be needed or not.

F. Technique for Analyzing Data

Data analyzing is the last step in research, in the step researcher interpreted the data that has result in the subject. Reading test is analysis through the following steps :

- 1) The individual score of the students' reading comprehension test by researcher was done following the formula :

$$S = \frac{\varepsilon x}{\varepsilon y} \times 100$$

Exp :

S = Score

X = Total of the correct item

Y = Total of item

Research will count the mean score after completing the scoring process by using this formula :

$$M = \frac{\varepsilon X}{\varepsilon N}$$

Exp :

M = Mean score

X = Total of students' score

N = Total of students

- 2) To see improvement from the first cycle and last cycle, the researcher used the formula below:

$$Y = X_n - X_1$$

Exp :

Y = Improvement

X1 = The mean score

Xn = The mean score of last

G. Indicator of Success

This classroom action research was success if the the using of Think Aloud strategy improves student's reading comprehension at eighth grade students of SMP PGRI Bengkulu with mean score of reading comprehension test was more than 75.

CHAPTER IV

RESULTS AND DISCUSSION

After conducted the treatment, the researcher explained the result and discussed it in this chapter. There was a research question that will be answered; How did the implementation of Think Aloud strategy improve students' reading comprehension of recount text at grade eight SMP PGRI Bengkulu?

A. Results

Before doing the pre-test, the test itself was tried in another class in similar school. The try out was used to find the validity and item characteristics of the original draft. From 30 try out item questions, 26 of them were found to be valid, and 4 were invalid. Then 25 of them were used as the research instrument.

Since it was a classroom action research, the researcher was helped by two collaborators who were the English teachers of SMP PGRI Bengkulu in doing this research. There were four steps in each cycle of this research; they were plan,

action, observation, and reflection. The result of each cycle was used as reflection to make better improvements for the next cycle.

Before doing the research, the researcher collected the baseline data. The mean score of baseline data was 65.54. The result showed that the mean score could not reach the standard of passing grade of SMP PGRI that was 75. This result also concluded that the students' reading comprehension was still low. Furthermore, a new strategy or technique in teaching was needed to be applied in order to create a better learning process and to improve the students' reading comprehension. Therefore, the implementation of using Think Aloud strategy was expected to solve the problems and to improve students' reading comprehension

A.1. Result of Cycle 1

Cycle 1 was conducted in 3 meetings (3 x 90 minutes). The researcher was helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

a. Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about recount text. The reading test had been designed in order to see the improvement of

students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

b. Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of recount text. Firstly, the teacher gave apperception to the students. The teacher gave explanation about recount text and Think Aloud strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Think Aloud strategy in reading class. The researcher gave the students to how to apply Think Aloud strategy in group. Then the researcher asked the students to read the text and answer the questions.

In the last meeting, the researcher recalled the students' knowledge about recount text and Think Aloud strategy. Then, the students had to answer the reading test designed by the researcher. Thus, the reading test at the end of cycle 1 was taken as the result of cycle.

c. Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist and teacher's

observation checklist. The observation result will be explained for each meeting except the post-test.

The collaborators observed the teacher's and students' activities for three meetings in cycle 1 then the researcher analyzed the result by summing up the point given by the collaborators to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Think Aloud strategy in cycle 1. The result revealed that generally the students' activities during learning process using Think Aloud strategy was moderate. It means that the students did not understand enough about the use of Think Aloud Strategy.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 1. Firstly, the interval ability category of reading test result in cycle 1 will be presented in the following table and chart:

Table 1. Students' Reading Score in Cycle 1

Number of Students	Category	Percentage
9 Students	Passed	34,62%
17 Students	Did not Pass	65,38%

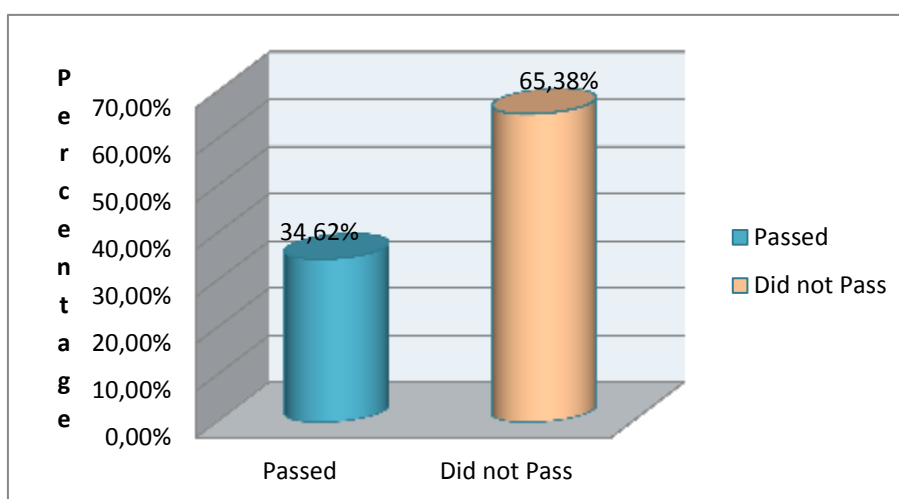


Chart 1: The Students' Percentage in Cycle 1

Regarding to the table 1 and chart 1, there were only 9 students or 34,62% of students who passed the reading test and the rest with number of students 17 or 65,38% of students did not passed the test. Meanwhile the students' reading mean score in cycle 1 increased from baseline data. It can be seen on the chart below:

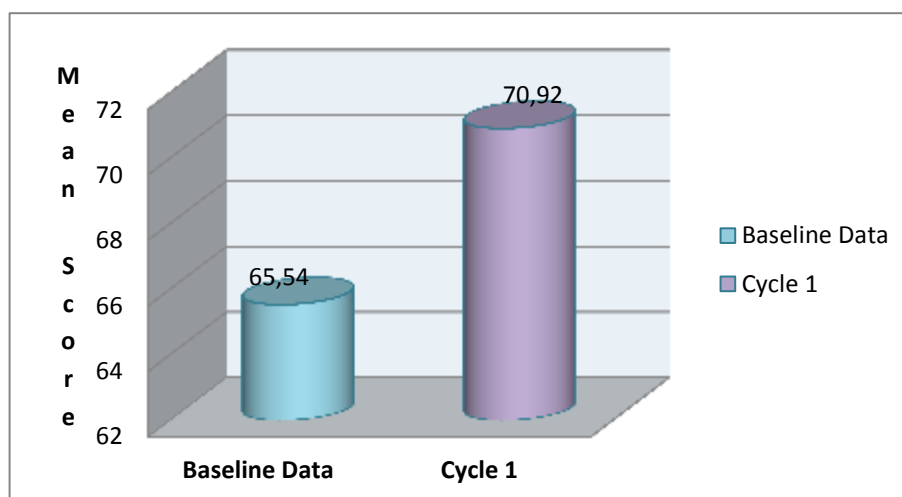


Chart 2: The Students' Mean Score in Baseline Data and Cycle 1

From the chart 2, there was a better improvement from the mean score of the baseline data (65,54) and the mean score of students' reading test in cycle 1 (70,92). The improvement got from test was 5,38 points. This increasing point could be categorized as good but still unsatisfying since 65% of the students did not passed the standardized score. It means that had not improved the students' comprehension yet. Furthermore, the result of the observation checklist was still need to be improved on the next cycle.

d. Reflection

The result of the reading test showed that just few students approximately 34,62% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, it would be taught more effectively on the next cycle. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Think Aloud strategy in reading were not maximal. The students' participation during the using of Think Aloud was still moderate, some students did not give their good ideas while answer the question. The teacher also could not control the class well. Based on the result above, it was important to conduct the next cycle with some improvements for the best result. Based on those weaknesses, the improvement of applying the strategy had to be done. The improvement in applying Think Aloud strategy can be seen in the following table.

Table 2: The Weaknesses and The Improvements of applying Think Aloud strategy in cycle 1

No	The Weaknesses	The Improvements
1	The teacher gave the questions orally	The teacher wrote the questions on the whiteboard
2	The teacher only focused on some students	The teacher enhanced in controlling and monitoring the students
3	The teacher did not give enough information to predict the main idea and the specific information of the text	The students' mean score in cycle 1 was better than students' mean score in baseline data

A.2. Result of Cycle 2

Cycle 2 was conducted in 3 meetings (3 x 90 minutes). The researcher was also helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

a. Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about recount text. The reading test had been designed in order to see the improvement of students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

b. Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of recount text. Firstly, the teacher gave apperception to the students. The teacher gave explanation about recount text and Think Aloud strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Think Aloud strategy in reading class. The researcher gave the students to how to apply Think Aloud strategy in group. Then the researcher asked the students to read the text and answer the questions.

In the last meeting, the researcher recalled the students' knowledge about recount text and Think Aloud strategy. Then, the students had to answer the reading test designed by the researcher. Thus, the reading test at the end of cycle 2 was taken as the result of cycle.

c. Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test.

The collabrators observed the teacher's and students' activities for three meetings in cycle 2 then the researcher analyzed the result by summing up the

point given by the collaborators to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Think Aloud strategy in cycle 2. The result revealed that generally the students' activities during learning process using Think Aloud strategy was moderate. It means that the students did not understand enough about the use of Think Aloud Strategy.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 2. Firstly, the interval ability category of reading test result in cycle 2 will be presented by using the following table and chart:

Table 3. Students' Reading Score in Cycle 2

Number of Students	Category	Percentage
19 Students	Passed	73,08%
7 Students	Did not Pass	26,92%

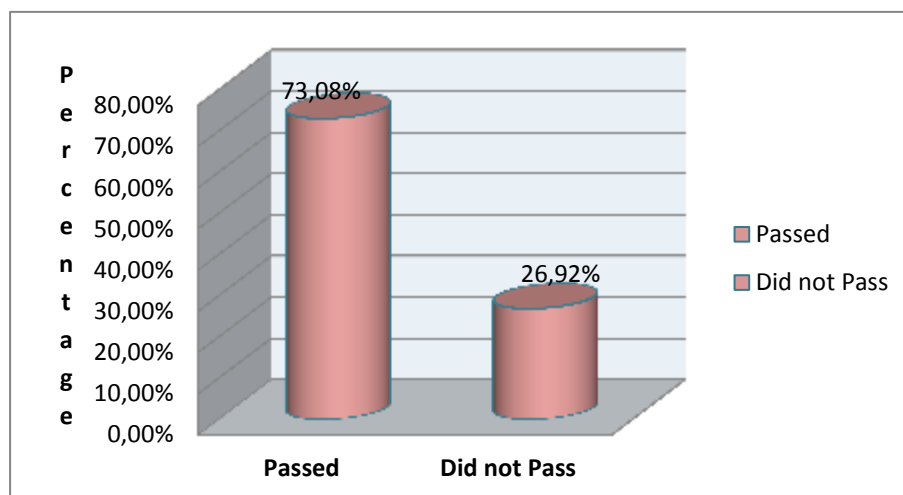


Chart 3: The Students' Percentage in Cycle 2

Regarding to the table 3 and chart 3, there were only 7 students or 73,08% of students who did not passed the reading test and the rest with number of students 19 or 73,08% of students passed the test. Meanwhile the students' reading mean score in cycle 2 increased from cycle 1. It can be seen on the chart below:

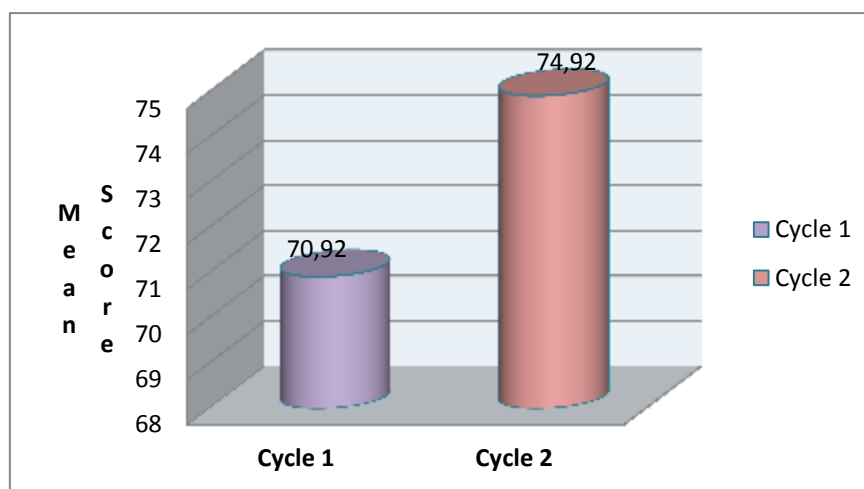


Chart 4: The Students' Mean Score in Cycle 1 and Cycle 2

From the chart 4, there was a better improvement from the mean score of students' reading test in cycle 1 (70,92) and cycle 2 (74,92). The improvement got from test was 4,00 points. This increasing point could be categorized as good but still unsatisfying the meanscore of cycle 2 was not more than 75. It means

that cycle 2 did not reach the indicator of success. Furthermore, the result of the observation checklist was still need to be improved on the next cycle.

d. Reflection

The result of the reading test showed that just few students approximately 73,08% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, it would be taught more effectively on the next cycle. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Think Aloud strategy in reading were not maximal. The students' participation during the using of Think Aloud was still moderate, some students did not give their good ideas while answer the question. The teacher also could not control the class well. Based on the result above, it was important to conduct the next cycle with some improvements for the best result. Based on those weakness, the improvement of applying the strategy had to be done. The improvement in applying Think Aloud strategy can be seen in the following table.

Table 4: The Weaknesses and The Improvements of applying Think Aloud strategy in cycle 2

No	The Weaknesses	The Improvements
1	The teacher did not too active to ask the students in teaching process	The teacher wrote the questions on the whiteboard
2	The teacher only focused on some students	The teacher enhanced in controlling and monitoring the students

- | | | |
|---|--|---|
| 3 | The teacher did not apply the technique better | The students' mean score in cycle 2 was better than students' mean score in cycle 1 |
|---|--|---|

A.3. Result of Cycle 3

Cycle 3 was conducted in 3 meetings (3 x 90 minutes). The researcher was also helped by collaborator. This cycle was consisted of four steps; plan, action, observation, and reflection. The brief explanation of this cycle can be seen as follows:

a. Plan

All of the elements that needed in doing this research had been completed in the plan stage. They were schedule, lesson plan, learning material, reading test, students' and teacher's observation checklists. The lesson plan and the learning material had been designed based on the curriculum K13 and school's syllabus. However, based on the syllabus, the researcher had planned to teach about recount text. The reading test had been designed in order to see the improvement of students' reading comprehension. Observation checklists also had been designed based on the indicators and learning strategy used in this research.

b. Action

The researcher applied the action according to the lesson plan in action stage. The action on this research was consisted of three meetings.

In the first meeting, the teacher gave the students a kind of recount text. Firstly, the teacher gave apperception to the students. The teacher gave

explanation about recount text and Think Aloud strategy. The teacher explained briefly about what the students had to do.

In the second meeting, the researcher applied Think Aloud strategy in reading class. The researcher gave the students to how to apply Think Aloud strategy in group. Then the researcher asked the students to read the text and answer the questions.

In the last meeting, the researcher recalled the students' knowledge about recount text and Think Aloud strategy. Then, the students had to answer the reading test designed by the researcher. Thus, the reading test at the end of cycle 2 was taken as the result of cycle.

c. Observation

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this stage were collected by using observation checklist which filled by the collaborator. The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test.

The collabrators observed the teacher's and students' activities for three meetings in cycle 3 then the researcher analyzed the result by summing up the point given by the collaboators to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Think Aloud strategy in cycle 3. The result revealed that generally the students' activities during learning

process using Think Aloud strategy was moderate. It means that the students did not understand enough about the use of Think Aloud Strategy.

Beside of reading test, the observation was also done through the result of reading test which was held at the end of the cycle 3. Firstly, the interval ability category of reading test result in cycle 3 will be presented by using the following table and chart:

Table 5. Students' Reading Score in Cycle 3

Number of Students	Category	Percentage
23 Students	Passed	88,46%
3 Students	Did not Pass	11,54%

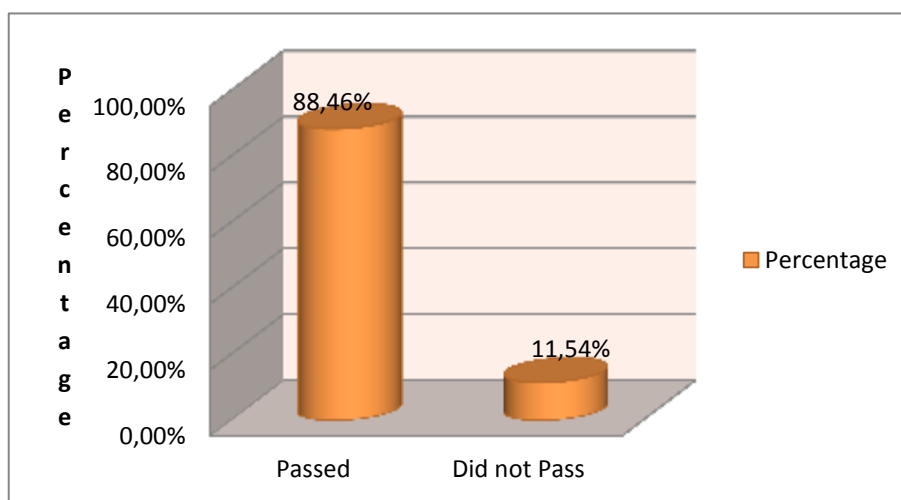


Chart 5: The Students' Percentage in Cycle 3

Regarding to the table 5, there were 23 students or 88,46% of students who passed the reading test and the rest with number of students 3 or 11,36% of

students did not pass the test. Meanwhile the students' reading mean score in cycle 3 increased from cycle 2. It can be seen on the chart below:

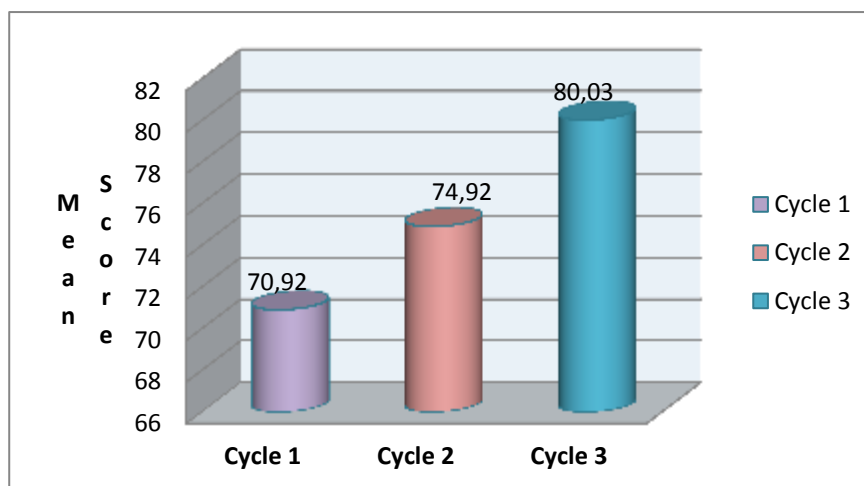


Chart 6: The Students' Mean Score in Cycle 1 and Cycle 2 and Cycle 3

From the chart 6, there was a better improvement from the mean score of the cycle 1 (70,92), the mean score of students' reading test in cycle 2 (74,92) and cycle 3 (80,03). This increasing point could be categorized as good satisfying since 88,46% of the students passed the test. It means that had improved the students' comprehension yet. Furthermore, the result of the observation checklist was also good and satisfied.

d. Reflection

The result of the reading test showed that just few students approximately 88,46% passed the standard passing grade which was 75. Through the reflection and discussion between the researcher and the collaborator, the treatment was stopped. Moreover, from the observation checklists, it could be concluded that students' and teacher's attitude during the learning process and during the using of Think Aloud strategy in reading were maximal. The students' participation during

the using of Think Aloud was good, some students gave their good ideas while answer the question. The teacher also controled the class well. Based on the result above, it was no more treatment for the next cycle. It means that Think Aloud strategy was effective in improving students' reading comprehension.

B. Discussion

Based on the research result in cycle 1, cycle 2, and cycle 3. Think Aloud strategy improved the students' reading comprehension. The students' percentage improved from 34,62 % students passed reading test in cycle 1 to 88,46% students passed in cycle 3. This better improvement was also revealed from the observation checklist result which was good.

This finding confirmed some theories and previous studies result. As an expert said that Think-aloud served firstly as a method of measuring the cognitive reading process, then as metacognitive tool to monitor comprehension.³³ 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) work: "think-aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to contract understandings of text as they interact with it".³⁴ Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom.

³³ Mckeown, R. G., & Gentilucci, J. L. (2007). Think-Aloud strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy*, 51(2), 136-147.

³⁴ *Ibid*

Oster (2001) provides several important factors to consider when reading. The first factor is “what they notice” if they find some important points³⁵. The second is “facts and possible facts about characters or the story”. Then “predictions” if the students imagine what is next. The next factor is “questions they have” about anything in the story. The last factor is “personal reactions” on how they feel about the story. Finally, Oster (2001) in her classroom demonstrated the ThinkAloud strategy using a short story and discussed the process with the class.³⁶

The thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process. By means of this strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking-aloud strategy ensures that students are aware of their own comprehension processes.

In a similar way, this strategy is provided by pressley et al. In McKeown and Gentilucci's (2007) work: “think-aloud is one of the “transactional strategies” because it is joint process of teachers and students working together to construct understandings of text as they interact with it”. Through the interaction that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process. Thus,

³⁵ Oster, L. (2001). Using the think-aloud for reading instruction. *The Reading Teacher*, 3, 64-69.

³⁶ *Ibid*

this strategy is useful because students are verbalizing all their thought in order to create understanding of the reading text.

This research confirmed some previous studies result, First, the research by Nikmah (2014) entitled “The effectiveness of using think aloud strategy toward students’ reading achievement in narrative text study at 8TH grade SMP Islam Durenan Trenggalek Actademic year 2013/2014 “ by the student of State Islamic Institute (IAIN) Tulungagung, 2014. The result showed that the students mean in teaching reading comprehension before taught using think aloud strategy is only 56.11. while the students Mean in teaching reading comprehension after the being taught using think aloud strategy is 72.50. it was improved, with the t-test analysis that used by the researcher.

Second, a research by Alqahtani (2015) entitled The Effects of Think-Aloud Strategy To Improve Reading Comprehension of 6th Grade Students in Saudi Arabia. The result showed that A significant number of students fail to achieve reading comprehension in the country due to the ineffectiveness of the traditional methods. Twenty 6th grade students participated in this quantitative research study. Students in the experimental group, using the Think Aloud strategy consistently scored higher grades compared to the students in the control group taught by traditional methods of reading. In conclusion, the Think Aloud strategy is instrumental in improving reading comprehension and should be considered a potentially valuable alternative strategy to the traditional method of reading in Saudi Arabia.

Third, a research by Karyawati (2016) entitled *The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension on Narrative Text (An Experimental Study at the Eighth Grade Students of SMPN 1 Sawit in the Academic Year of 2016/2017)*. The result that the students mean in teaching reading comprehension who are taught by the Group Discussion strategy is only 70.62, while the students Mean in teaching reading comprehension who are taught by Think Aloud strategy is 83.98. the result of t-test computation that tobservation is 9.3 while the value ttable is 3.1. It shows that observation is higher than table ($t_o > t_t$). Therefore the alternative Hypothesis (H_a) is accepted while the null hypothesis (H_o) is rejected. In other word, it can be concluded that THINK ALOUD strategy is effective to teach English lesson especially for reading comprehension at junior high school of SMPN 1 Sawit.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter the researcher concluded the research findings into two conclusions. The suggestions were also mentioned in this research.

A. Conclusion

From the research result, it can be concluded that Think Aloud strategy improved the students' reading comprehension at grade VIII of SMP PGRI Bengkulu. The percentage of students who passed the minimum mastery criterion

improved continually from baseline data to cycle 1, cycle 2, and cycle 3. The mean score also improved continually from baseline to cycle 3.

B. Suggestion

Based on the conclusion above, the researcher suggested the following points:

1. English teachers can apply Think Aloud strategy as one of the alternative way to improve students' reading comprehension and to improve students' academic achievement. It could help the teacher in applying various activities in the classroom.
3. Further research is highly recommended to find as many as good reading strategy and technique to be applied in the classroom. By finding other strategy and technique, it hopes can create better reading comprehension for the students.

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