

THE EFFECTIVENESS OF USING THINK-ALOUD STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION ABILITY IN RECOUNT TEXT AT THE EIGHTH GRADE STUDENTS OF SMP N 3 GOMBONG IN THE ACADEMIC YEAR OF 2015/2016

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Abstract

The objective of the study is to describe the effectiveness of using think-aloud strategy to teach reading recount text to the eighth grade students of SMP N 3 Gombong. The subject of the study is the eighth grade students of SMP N 3 Gombong in the academic year 2015/2016. In this research, the researcher took 64 students of VIII C and VIII A as sample; they are experimental and control class. The result of the study showed that the students' progress of experimental group in mastering reading ability is really good. It was found the result of t-value was 4.89. Based on the 0.05 significant level, the value of t-table was 1.68. The computation showed that t-value was higher than t-table, which was $4.89 > 1.68$. Moreover, the mean of control class (71.38) is included into interval 70-79. It means that students of control class have good result on their reading ability. The mean of experimental class (77.13) is included into interval 70-79. It means that students of experimental class have good result on their reading ability. It shows that using think-aloud strategy on the teaching-learning process gives a positive contribution toward the students' reading ability. So, the use of Think-Aloud Strategy was effective to improve students reading ability in recount text to eighth grade of SMP N 3 Gombong in Academic Year 2015/2016.

Keywords: *effectiveness, think-aloud strategy, reading comprehension, recount text*

Introduction

English is very important to communicate with other people in the world. The people are also demanded to master English in order to know the world information. English has been taught in Junior High School. In Junior High School, the purpose of teaching English is to make students able to use language to fulfill their daily activities such as listening, reading, speaking and writing

Nunan (2001:33) states that Reading is an interactive process between what a reader already knows about a given topic or subject and what the writer writes. Grabe and Stoller (2002:9) state that reading is the ability to draw meaning from the printed page and interpret this information appropriately. So, reading is a skill that can empower everyone who learns it.

Reading is one of the skills of English. According to Hartono (2005:7), there are many texts that include in reading such as descriptive, narrative, report, procedure, recount, etc. Descriptive is a text describing people, animal, place and things, especially in a detailed. Narrative is a text that tells us about a story or a description of a series of events. Report is a text that gives us a description of something or information about it to someone. Procedure is a text that tells us about a set of actions which is the official or accepted way of doing something. Recount text is a text that describes how something happened; to tell a story. The students are familiar to that text but they still feel difficult or bored to read that text. Before teaching, teacher should also observe the ability of each student, so teacher can apply the learning methodology that matches with students' ability. Teacher should also clearly establish the needs of the students in the classroom.

Based on the writers' interview the problems of students in teaching reading occurred because many students usually keep silent if the teacher asks those questions about the content of reading material, and sometimes the answer is out of question. Many students sometimes are unable to get complete understanding of the text. This caused by the fact the that students do not know the essential information needed to understand a word, including how a word combines with other word. Students find reading is difficult, so that it is important to help them by using a strategy. In this case, the researcher chooses Think-Aloud as a strategy to teach reading recount text in SMP N 3 Gombang.

Baumann, Jones, & Seifert-Kessell (1993:184) state that think-aloud is a strategy in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text. Within the think-aloud method we can mention some reading comprehension strategies like predicting and visualizing. This process helps the teacher and the students to get information about how they construct meaning from the text through students' responses

Think-Aloud is used by researcher in another country. This strategy is reasonably to adapt by teachers in Indonesia. That is why the researcher want to conduct a research entitled The Effectiveness of Using Think-Aloud Strategy to

Improve Students' Reading Comprehension Ability in Recount Text at the Eighth Grade Students of SMP N 3 Gombong in the Academic Year of 2015/2016.

Research Method

This research is experimental design. This research takes on 11 January to 20 January 2016 at SMP N 3 Gombong. The population is the Eighth grade students of SMP N 3 Gombong in the academic year 2015/2016. The sample is class VIII C as experimental group and class VIII A as control group. In this research, the researcher uses the purposive sampling. According to Arikunto (2013: 203), instrument is kind of tool used by the researcher to collect the data. In this research, the researcher uses test as the instrument.

In this research, the researcher uses descriptive analysis and inferential analysis to analyze the data. The descriptive analysis consists of the computation of mean, median, mode, standard deviation, and variance. Meanwhile, the inferential analysis consists of test of normality, test of homogeneity, and test of hypothesis.

Research Finding and Discussion

Students' Achievement of Control and Experimental Group

Group	H	L	R	Me	Mo	T	M	S	S ²
Control	79	61	18	71.50	76	2284	71.38	5.25	27.53
Experimental	85	69	16	77.50	79	2468	77.13	4.09	16.76

The researcher analyzes the computation of the post test result of control and experimental group. The test result from homogeneity of post test result of control and experimental group is homogenous with the amount samples result of homogeneity test computation from pos-test control and post-test experimental group, the computation shows that the test result is 1.64, the value is higher than 1.75, it means that the data is homogenous. Then, the test result of computation of

normality test from post-test control and experimental group, they are 0.271 and 0.428 (*Asymp. Sig. (2-tailed)*). Those values are higher than 0.05, it means that the data is normal. Then, the t-test result of post test control and experimental group is 0.00 (*Asymp. Sig. (2-tailed)*). It means there is significant different between post test experimental group and control group because the value was lower than 0.05.

Based on the data, the post-test result of the students of experimental group is 77.13 and control group is 71.38. It means that the post-test result of experimental group is higher than control group. The mean score of students of experimental group before given treatment is 65.19. It increases 11.94 point. In other way, the mean score of students in control group only increased from 62.97 to 71.38. It increased only 8.41 point. So, H_a is accepted. It means that there is effectiveness of using think-aloud strategy to improve students' reading comprehension ability in recount text at the eighth grade students of SMP N 3 Gombong in the academic year of 2015/2016.

After computing normality, homogeneity, t-test, and after knowing that the H_a is accepted, the theory meets the fact in this case. Then, from the computation in the previous section, the researcher concludes that there is effectiveness of using think-aloud strategy to improve students' reading comprehension ability in recount text at the eighth grade students of SMP N 3 Gombong in the academic year of 2015/2016.

Conclusion

The conclusion can be drawn that using think-aloud strategy to improve students' reading comprehension ability in recount text at the eighth grade students of SMP N 3 Gombong in the academic year of 2015/2016. is effective. It can be seen from the result of the t-value computation of post-test control and experimental group is 4.98. The significance level (*Sig.(2-tailed)*) is 0.000. That value is lower than 0.05, it means that think-aloud is effective in teaching reading because there is significant different between post test experimental group and control group.

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