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The Use of Think Aloud in Increasing Students' Reading Comprehension at Management Study Program Bina Insan University

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Abstrak

Penelitian ini membahas tentang proses dan persepsi mahasiswa dalam menggunakan think around dan diskusi kolaboratif dalam pemahaman membaca. Hipotesis dari penelitian ini adalah Ho: Tidak ada perbedaan yang signifikan dalam prestasi membaca siswa antara mereka yang diajar menggunakan tehnik Think Aloud dalam diskusi kolaboratif dan mereka yang diajar menggunakan cara konvensional. Dan Ha: apakah ada perbedaan yang signifikan dalam prestasi membaca siswa antara mereka yang diajar menggunakan tehnik Think Aloud dalam diskusi kolaboratif dan mereka yang diajar menggunakan cara konvensional. Penelitian ini dilakukan di Universitas Bina Insan. Hasil tes membaca menunjukkan bahwa think around dalam diskusi kolaboratif membantu siswa memahami teks. Dan think aloud dalam diskusi kolaboratif adalah strategi yang baik untuk membantu siswa memahami teks bacaan.

Kata Kunci: *Berpikir Keras, Meningkatkan, Pemahaman Membaca*

Abstract

This study discuss about the process and students' perception in using think aloud and collaborative discussion of students' reading comprehension. The hypothesis of this study were Ho: whether there is no significant defference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional way. And Ha: whether there is significant defference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional way. This study was conducted at Bina Insan University. The result of reading test indicated that think aloud in collaborative discussion helped the students comprehend the texts. And think alod in collaborative discussion is a good strategy to help students comprehend reading text.

Keywords: *Think Aloud, Increasing, Reading Comprehension*

INTRODUCTION

English is the most widely language in world. Beside that, English is also the first foreign language that has been taught in Indoneisa in every level of school. From primery school up to University. English taught as a compulsory subject in secondary school as a complementary subject in university.

The goverment hopes that Indonesian students could master English language, because by mastering English students can develop their knowledge in every subject and communicate with people from other countries. Therefore, teacher should be more creative and imaginative to develop students ability in English. English is also used to share information with the others. English as one of languages has been booming around societies. It supports the goverment to declare English as the major foreign language in Indonesia that must be learned by all students. English plays an important role to absorb and develop science and tecnology. English has become the main communication in the globalization era. In academic field, students are required to master four English skills, such as reading, writing, speaking and listening. All skill must be comperhensive, and to create a successful learning, students should learn each skill, including reading skill which is regarded as important. It can be said that reading skill is very useful for academic success.

Teaching a foreign language especially English is not as easy as teaching the first language, because the students will certainly face many problems. So, teachers must find a good methods, approaches and technique in teaching English to help teachers and learners in teaching and learning process. Teachers must do their best to achieve the learning goal by using good methods, model and technique in language teaching. Considering the importance of reading skill, teacher must improve teaching reading

comprehension. Teachers must use some methods in teaching reading in order to students can enjoy and be stimulated in Learning English especially reading comprehension by using think aloud teaching technique.

Think aloud strategy is a strategy of learning process, which students ask to say out loud what they are thinking when they read, solving math problems, or simply responding to questions posed by teachers or other students. This strategy makes an excellent addition to the learning methods taught in your curriculum. Effective teachers think out loud on a regular basis to model this process for students. In this way, they demonstrate practical ways of approaching difficult problems while bringing to the surface the complex thinking processes that underlie reading comprehension.

Think aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open strategies they are using to understand a text (Baumann in). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. Additionally, thinking aloud helps students to learn, think and reflect upon the reading process. That is students not only make sense about what they read but also move beyond literal decoding to comprehending (Wilhelm, 2001). It hoped by using think aloud students may be able to comprehend what they read.

Students must be mastering in reading because, reading is clearly one of the most important skills in learning English, many instances around the world argue that reading is the most important foreign language skills, particularly in case where students have to read English material for their own specialist subject, but may never actually have to speak the language. Think alouds are used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996) by listening when students think aloud, teachers can diagnose students strength and weakness. " when teachers use assessment techniques such as observations, conversations and interviews with students or interactive with students, or interactive journals, students are likely to learn through the process of articulating their ideas and answering the teacher's questions (National Council of Teachers).

English became one of the dreaded subjects for the students. Their fear of learning English because is actually constituted less able to read and understand the meaning of reading. The other this strategiesthere was needs, 1) it helps students learn to monitor their thinking as they read and improves their comprehension, 2)it teaches students to re-read

sentence, read ahead to clarify, and/or look for context clues to make sense of what they read, 3) it shows down the reading process and allows students to monitor their understanding of a text, (Alderson, 1985).

In this study, the writer must develop the set of questions to support thinking aloud such as: 1) what do I know the topic?, 2) what do I think I will learn about this topic?, 3) Do I understand what just I read, 4) Do I have a clear picture in my head about this information?, 5) what more can I do to understand this?, 6) what were the important points in this reading?, 7) What new information did I learn?. Give students opportunities to practice the technique, and offer structured feedback to students. Read the selected passage aloud as the students read the same text silently. Demonstrate how good readers monitor their understanding by rereading a sentence, reading ahead to clarify, and looking for context clues. Students then learn to offer answers to the questions as the teacher leads the think aloud.

This study observed the application of think aloud reading to increase reading comprehension for the second level Manajemen Students at Bina Insan University, Manajemen Students at Bina Insan University, consist of 3 classes, based on observation, it was found that most of the students still face difficulties in learn reading comprehension. It is needed to use the application of various techniques in the learning aims to create a fun learning style and give encouraging results. Think aloud is a teaching technique that prioritizes think aloud by using eye movement and made no sound. The purpose of think aloud is to obtain information accurately and thoroughly in a short time. Think aloud done with a very high speed usually by read sentence by sentence and paragraph not read word by word.

The benefit of think aloud are to sort out and master the essential information quickly (Noer, 2012). Therefore, learning reading by using think aloud method would be benefits for the students to know the topic in reading text, find out what the other people opinion, get something that is important, and save time reading.

The previous study above inspired the writer to combine think aloud and collaborative discussion in promoting the students reading comprehension. The writer assumes that it is also important to know how the college students perceptions towards the implication of think aloud strategy in collaborative discussion on their reading comprehension. The reason students' perception and the process of think aloud in collaborative discussion would strengthen the data whether or not this strategy is recommended to be applied to promote students reading comprehension achievement according to (Hodgson and Mc Connell in

Marjanovic, 1999), Collaborative learning, especially in the face to face mode, has an important social dimension as it gives rise to other positive outcomes which are not usually considered. Academic such as self assurance and personal insight. In this process the purpose is to unite students with similar proficiency levels and enable the to learn. Furthermore, (Demirel in Istifci and Kaya, 2011) states that group members help each other by teaching one another or every member completes one part of the task. In other words, everybody in the group is responsible for the others' learning.

From this statement, can be formulate some questions as follow: 1) how is the process of students' reading comprehension by using think aloud in collaborative discussion?, 2) how is students perception about think aloud in collaborative discussion on their reading comprehension? 3) is there any significant deference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method?.

The purpose of this study was to determine the results of student learning during the instructional process using speed reading technique for management students at Bina Insan University. The successful learning can be determined based on the test results, questionnaire, observation and students activities in the class. Based on the observation, in learn reading comprehension, lecturer still uses less appropriate methods, in teaching and learning process there is only one way interaction. After doing an observation, the writer do the planning stage, this stage begins with reflection and analysis of student learning outcomes, identify problems, analyze problems and find out alternative solutions. After doing the planning stage, the second stage in this study was preparing exercises for the students that contains tasks that need to resolved students learning outcomes and after that, the writer determining criteria for success or improving achievement.

RESEARCH METHOD

This study used qualitative and quantitative method in order to know the significant difference of using think aloud strategy in collaborative discussion towards students reading achievement and to describe the process of it on students' reading comprehension. The researcher took two classes as sample of this study consisting of an experimental class and a control class. Experimental class was taught using think aloud strategy in collaborative discussion and another class was taught using the strategy based on conventional method that is applied by the English teacher in teaching and learning process.

In this study the writer use four instruments to analyze the data, they are observation, questionnaire, interview and reading test. To analyze quantitative data, the writer used spss program 16 version for windows.the data obtained from test were before and after treatment. The writer compare the score between control class and experimental class. All comparisons of the test above were analyzed by using independent t test to know the differences before and after the treatment.

The population in this study were 110 students from 3 clases management students at Bina Insan University. The detail for the population in this study can be seen in the following table:

Table 1. Total of Populations

No	Classes	Total of Students
1	Management a1	37
2	Management a2	40
3	Management a3	33
Total		110 Students

Samples were calculated using the Slovin technique according to (Sugiyono, 2011). Slovin's formula for determining samples is as follows:

$$n = \frac{N}{1 + Ne^2}$$

After calculating using the Slovin Formula according to Sugiyono 2011, 36 samples were obtained.

RESULT AND DISCUSSION

The process of think aloud in collaborative discussion from the process of using think aloud in collaborative discussion, it was found that there were six strategies used by the students in doing think aloud in collaborative discussion. The following table presents those reading strategies.

Table 2. The Findings of Reading strategies Used by Students in Doing Think Aloud in Collaborative Discussion

No	Reading Strategies	Frequency	Percentage
1	Making Prediction	45	15,90%
2	Asking Questions	96	36,22%
3	Clarifying Something	5	7,23%

4	Judgement	74	29.25%
5	Making Connection	25	10.70%
6	Rereading the text	2	0,70%
	Total	237	100%

Based on study, it find that collaborative learning also influenced the students for doing think aloud. It got them active when they were in reading process. In collaborative discussion. They not only verbalized their thoughts, but also they help other group members to understand the text with the 4 strategies that had been taught by the writer before. The leader of each group gave some stimulating questions to the members in order to make the group members active in verbalizing their thoughts. Therefore, each student had responsibility to help his friends comperhend the text by sharing the strategies they had.

The data above in line with (Demirel in istifci and Kaya, 2011), students who have different abilities, different body developments and different learning background toward a common aim and establish better friendship in group works. It is supported by (Vygotsky, as Quoted by Seng, 2007), social interaction is the mechanism for individual development, since in the presence of a more capable participant, the novice is drawn into, and operates within , the space of the expert's strategic processes for problem solving. The purpose of learning collaboratively is to acquire common knowledge and use this knowledge to solve a problem.

From the explanation above, it can be interpreted that collaborative discussion took a part in the students' reading comprehension process. By doing think aloud in collaborative discussion, the students shared one anothe's strategy in order to comprehend the text. For example, the students exchanged their knowledge to others in order to have similar perception of what the text about. Their interaction facilitated their perceptions to comprehend the text together.

Students' perception about think aloud in collaborative discussion on students' reading comprehension. To describe the students' perception about think aloud in collaborative discussion. The indicators of the students perception about using think aloud in collaborative discussion on their reading comprehension, that the researcher used based on related to the strategy of think aloudin comprehending the text, interaction, think aloud in collaborative discussion in comprehending the text, and learners' satisfaction.

From the observation, it can be seen that the students used some reading strategies , making predictions, asking questions, clarifying something, making judgments ,making connections and rereading the text. To help students comprehend the text. As stated before,

the writer found that collaborative learning also influenced the students for doing think aloud. It got them active when they were in reading process in collaborative discussion. They not only verbalized their thoughts, but also they help other group members to understand the text with the strategies that had been taught by the writer before.

The leader of each group gave some stimulating questions to the members in order to make the group members active in verbalizing their thoughts. Therefore, each student had responsibility to help his friends comprehend the text by sharing the strategies he had 5 in line with observation data, data of questionnaire and interview also showed that the students enjoyed using think aloud in collaborative discussion on their reading comprehension. Based on the answers given by the students through interview about students' perception toward the implementation of think aloud in collaborative discussion, the students told that this strategy were useful for them to comprehend the text. Moreover, their group members also helped them not only comprehend the text, but also share some strategies to comprehend a text.

From the explanation above, it can be stated that think aloud in collaborative discussion unite students with similar proficiency levels and enable them to comprehend the text together. Furthermore, (Demirel in Istifci and Kaya, 2011), states that group members help each other by teaching one another or every member completes one part of the task. In other words, everybody in the group is responsible for the others' learning. It can be seen that students have good positive perspectives about think aloud in collaborative discussion, and their satisfaction. Students' reading comprehension achievement mean difference between score in control and experimental class was calculated to determine the significant difference of the treatment. In determining the significant difference of the mean score in control and experimental class, quantitative data collected through the pretest and post test was examined through stastical analyses.

The hypothesis in this study were:

Ho : There is no significant difference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

Ha : There is no significant difference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

From the result of T Test, the independent T-test revealed that P value is less than an alpha level (0.05), then Ho that the variability of the test score is equal can be rejected,

implying that variances are equal. It was shown in the data analysis $P = 0.000$. according to this assumption, it is considered $\alpha = 0.005$, $P < 0.05$. Based on data analysis and testing Hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted.

Result of statistical analysis pointed to statistically significant different between reading comprehension performance measures in control class and experimental class. the instructional procedure had contributed to the students reading comprehension improvement. Besides think aloud strategy can improve students reading comprehension including identifying the main idea, making prediction, interpreting the problems, understanding vocabulary and making a generalization. This finding supports the use of think aloud in reading instruction. From the results of the data analysis, it was found that there was a significant difference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

CONCLUSION

From this study, it can be concluded that :

1. The students' perception about the implementation of think aloud in collaborative discussion was positive. For four indicators think aloud, interaction, think aloud in collaborative, discussion, and learners' satisfaction those had good positive perspective from the students.
2. In the process of think aloud in collaborative discussion, the students verbalized their thought related to the text, the writer also found reading strategies used by students such as making prediction, asking questions, clarifying something in the text, making judgement, making connection, and rereading the text. To help them verbalize their thought.
3. There is a significant difference on students' reading achievement between those who are taught using think aloud collaborative discussion and those who are taught using conventional method.

It can be concluded that think aloud in collaborative discussion enhances of the students' reading comprehension achievement by considering the conclusions above, the writer proposes suggestions, as follows

Teacher should use this strategy in reading process because, it was really effective to be applied. It can be seen from the improvement of the students reading

comprehension achievement after the treatments. However the lecture should introduce reading strategies that the students can use when they verbalize their thoughts. For the next research, it is suggested using different types of text to measure students' reading comprehension. On the other hand, think aloud strategy may also be used to measure other skills, such as writing performance. With combining think aloud and collaborative discussion, it may improve the students writing improvement.

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