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## The Effect of Think Aloud Strategy on Students' Reading Skill at The Eleventh Grade of SMA Negeri 1 Sawa

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### ABSTRACT

In order to determine whether the think-aloud approach had a substantial impact on the reading performance of SMA Negeri 1 Sawa pupils, the researchers undertook this study. Class XI IPA 1 including 22 students served as the sample for this research, whereas Class XI SMA Negeri 1 Sawa comprising 60 students served as the subjects. The researchers in this study used a pilot research strategy. Participants in this research were asked to fill out a pretest, a posttest, and a treatment test. When analysing the data, the researcher relied on descriptive statistics. The researcher used SPSS version 25 for data analysis. An average of 56.63 points was recorded in the pre-test and 76.86 points in the post-test, according to the study's findings. This means that, on average, students performed better on the test than would have been expected. Compared to  $t_{table} = 1.721$ ,  $t_{test} = 10.042$  is greater, according to the findings of the hypothesis testing. Therefore, the significance level is less than 0.05, and the probability value is sig two-sided 0.000. Thus, we accept H1 and reject H0. This proves that the think-aloud method significantly improves SMA Negeri 1 Sawa pupils' reading scores.

### *Keywords:*

*Reading, Teaching Reading, Think Aloud Strategy*

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### 1. Introduction

English is an effective language for communicating with people around the world who speak other languages. However, it should be the standard language used for communication between different countries. Furthermore, it is used in all fields of science in both oral and written forms. According to Muhassim et al. Al (2021) This poses a major challenge for students around the world to improve their ability to master what they read. One of the crucial interaction languages in many countries is English. The official languages used in government, education, commerce, communications and international affairs are known as languages of sovereignty or languages of power. Efrianti et al. (2022) found that learning English helps students expand their worldview and improves their oral, written, and reading communication skills. The act of reading is defined by Tarigan (2015: 7) as the act by which readers acquire

knowledge that is expressed by writers via the use of written language. According to Rahim (2008: 2), reading is fundamentally multi-modal, including not only reading and writing but also visual processing, reasoning, psycholinguistics, and metacognition.

Increasing pupils' awareness of their own learning processes is an aim of English language instruction. Of course, in order to teach English, a teacher needs a technique, method or strategy to support his teaching process and make his learning process easier. Many techniques, methods, or strategies have been developed to improve students' ability to understand reading. One of them is the strategy of thinking out loud. Students use think-aloud tactics when they read aloud, solve arithmetic problems, or even just respond to queries from the instructor or classmates. Effective teachers frequently think through and model this process for their students. In the process, they demonstrate practical ways to solve difficult problems while illustrating the complex thought processes involved in reading comprehension, solving mathematical problems, and other cognitively demanding tasks.

Several researchers have conducted several studies on strategies to improve students' reading comprehension. First, Setyawati's (2009) study titled "Effectiveness of using PALS strategies (Peer Assisted Learning Strategies) to improve students' reading comprehension skills." Reading is an activity that someone performs to obtain information that the reader did not previously know. Rusley et al. (2022). A further study titled "Effectiveness of Think Aloud Strategy for Learning Reading Comprehension among Class VII Students of SMP Negeri 5 Sleman" by Meliasari (2013). This study adopted quasi-experimental methods and Davie theory. He found that reading comprehension was more effective when using the think-aloud strategy than when people did not use the think-aloud strategy. A third study on think-aloud strategies comes from Anggolah et al. (2021) titled "The Impact of Think-Aloud Strategies on Students' Reading Comprehension," The effect of think-aloud tactics on pupils' ability to understand what they read was the focus of this investigation. Researchers in this quasi-experimental study hypothesised that having pupils practise their thinking aloud would lead to an improvement in their performance.

Regardless, the aforementioned research has shown that think-aloud tactics are beneficial for teaching reading. On the other hand, think-aloud tactics for improving high school students' reading comprehension were the primary focus of this research. Consequently, the purpose of this research was to find out whether the think-aloud method improved students' comprehension of the SMA Negeri 1 Sawa material.

## **2. Methods**

In this study, the researchers took a quantitative approach and used a single-group pre-experimental study design, meaning there was no control group. Research variables are attributes or values of a person. All XI students were considered part of the study's population. The categories and samples used in SMAN 1 Sawa are considered scientific (1) by A Kuswardani (2022). Choosing the school's demographic and sample of pupils is the next stage in conducting research. The reading test served as the data collection tool for this investigation. This research examined data gathering procedures three times: before, during, and after therapy.

**Table 1. The Randomized Group, pre-test and post-test**

Pre-test	Treatment	Post-test
O1	X	O2

The population in this studied was class XI IPA students at SMAN 1 Sawa with the number of students can be seen in Table 2.

**Table 2. Distribution Of Population**

Class	Total of the Student
XI IPA 1	22
XI IPA 2	19
XI IPS	19
<b>Total</b>	<b>60</b>

### 3. Result

**Table 3. Stud ents' Score on Read Achievemnt in Pre-Test**

<b>Total</b>	<b>22</b>	<b>100 %</b>
Mean	56,636	
Max	88	
Min	30	
Stand. Deviation	16,357	
Median	56	
Modus	68	
Range	58	

The table above shows the results of student pretest scores. The information too appeared that the number of understudies who completed the pretest was 22. The table appears that the cruel esteem is 56.636, which corresponds to the classification of poor standards.

Judging from students' predicted performance, there are still problems with students' reading ability. Researchers try to use think-aloud strategies in learning to improve students' reading abilities. The implementation of thinking aloud will determine whether it generates emotion.

In addition, the distribution results, data classification and frequency are shown are Table 4.

Table 4. Distribution of students' predicted grades

Score	Frequency	Percentage (%)
5	2	27.3 %
4	4	32.2 %
3	6	33.4 %
2	5	27.2 %
1	5	11.3 %
Total	22	100 %

Graph 1. Distribution of students' pre-test scores

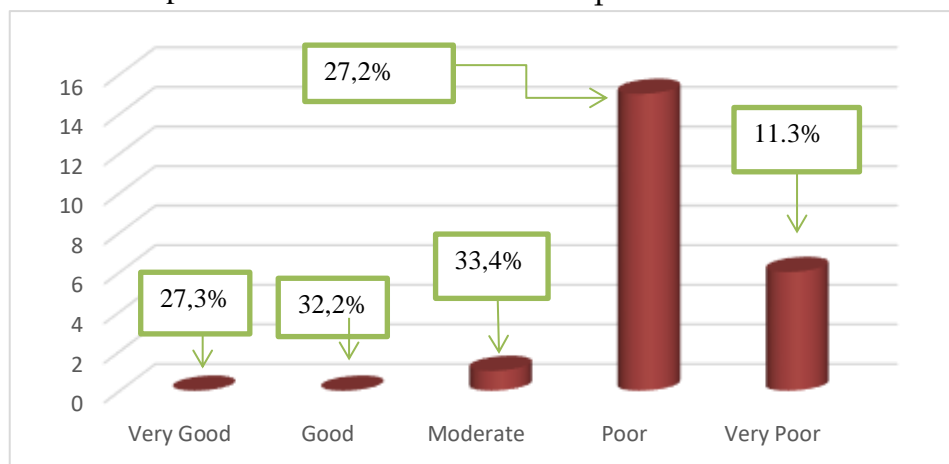


Figure 2. Distribution of students' pre-test scores

Based on table 4. it show that there are 2 students who are classification as very good and 4 students get good criteria with percentage very good (27,3 %) and good (32,2%). As a medium standard, 6 students (33.4%) achieved a score of 3. In addition, 5 students (27.2%) received 1 point and 5 students (11.3%) received 1 point and were classified as very poor.

Table 5. Students' Score on Speaking Achievement in Post-Test

Mean Score	76,772
Median	78
Modus	84
Range	44
Maximum	94
Minimum	50
Standard Deviation	10.745

Based on the two scores achieved by students in the post test, It shows the significant impact that think-aloud strategies can have on students. In addition, most pupils achieve an average standard. The average value of the above data is 3.1250, which is a medium standard.

Furthermore, from the distribution results, data classification and frequency as shown in Table 6.

Table 6. Students' Score on Reading Achievement in Post-Test

Score	Frequency	Percentage (%)
5	9	68.2 %
4	7	22.6 %
3	4	9.2 %
2	2	5.2 %
1	0	0
Total	22	100 %

As can be seen from the table above, 9 students (68.2%) achieved the "very good" standard, 7 students (22.6%) achieved the "good" standard and the remaining 4 students (9.2%) achieved the "medium" standard" while poor Category 2 is the percentage of students (5.2) who achieved a good activity in learning to read by using the think-aloud strategy. This is shown in the table above, which plots students' reading performance gains against pre-test scores. Compare.

Table 7. Pre- and post-test normality tests

Shapiro-Wilk			
	Statistic	Df	Sig.
Pre-Test	0,917	22	0.065
Post-Test	0,926	22	0.103

The table over appears the comes about of the typicality test utilizing the Shapiro-Wilk investigation, which speaks to the likelihood esteem (Sig.) of the pre-test and post-test values. The comes about of the over typicality for the pre-test 0.065 and the post-test 0.103 were higher than (0.05). Hence it can be concluded that the pre and post test scores are ordinarily conveyed. At that point the pre-test and post-test scores would be analyzed employing a t-test, to be specific a combined test t-test to find out whether there's a critical think out loud technique on students' perusing accomplishment or not.

Table 8. Summary of hypothesis testing

Statistic				Result
Df	Alfa	t <sub>count</sub>	t <sub>table</sub>	
21	0.05	10.042	1.721	t <sub>count</sub> > t <sub>table</sub> H <sub>0</sub> : Rejected H <sub>1</sub> : Accepted

Sugiyono (2010) said the value of t count is absolute value, so it is not seen (+) or (-). Based on the results of the hypothesis above t<sub>count</sub> is 10.042 and t<sub>table</sub> is 1.721. It can be concluded that H<sub>0</sub> is rejected dan H<sub>1</sub> is acknowledged which suggests that there's noteworthiness impact of utilizing think out loud procedure on the students' perusing accomplishment at SMA Negeri 1 Sawa.

Table 10. Descriptive Statistics

Descriptive Statistics					
	N	Min	Max	Mean	Std. Deviation
Pre Test	22	1.50	3.00	56.636	16.3577
Post Test	22	2.00	4.00	76.772	10.7611
Valid (listwise)	N 22				

The range of values for the pre- and post-test, as well as their means and standard deviations, are shown in the table above. The data shown above explains why the post-test score of 76.772 is greater than the pre-test number of 56.636. From that value shows data that proves that students' scores increase after being treated by researchers. This increase can be seen from how students can read all the information in the pre-test and post-test.

#### 4. Discussion

The purpose of this research is to find out if and how the think-aloud method may improve the reading skills of eleventh graders at SMA Negeri 1 Sawa. In accordance with the findings of Purba et al. (2023), this research successfully addresses the issue at hand and provides a viable solution. The initial assessment, conducted prior to the students' participation in the training, revealed low scores. However, after the training, the post-test results demonstrated a noticeable improvement in the students' performance. These findings clearly indicate a significant increase in the students' scores between the pre-test and post-test assessments.

The implementation of the think-aloud strategy in reading instruction resulted in an improvement in students' reading test scores, as evidenced by the test results. This is attributed to the fact that students are able to delve into their thoughts while reading and communicate their ideas with their teacher. As a result, they are able to comprehend the perusing, more viably and further create their claim thoughts. Sönmez and Sulak (2018) expressed themselves When students are able to think aloud, they are able to self-regulate when they are having trouble understanding, and they are able to summarise more effectively than students who do not use this strategy. These benefits highlight the need of using and teaching the thinking-aloud methodology. In terms of students' social thinking abilities, Irmayanti et al. (2022) found that students can effectively work on problems, understand the material, correctly complete a few tasks, and make valid conclusions.

Based on information examination and speculation testing, the comes about of calculations with the equation found that the invalid speculation (H<sub>0</sub>) was rejected and the elective theory (H<sub>1</sub>) was acknowledged. From the examination over, we know that understudies utilizing considering out loud procedures in instructing account writings can progress students' perusing aptitudes in account writings. The comes about of the information investigation appear that the utilize of the Think Out loud Procedure in educating perusing appears to be pertinent to the eleventh review of SMA Negeri 1 Sawa. This technique energizes understudies to have great instructing abilities. They are less demanding to get it English content. At that point, understudies are excited within the handle of educating perusing by utilizing the Think Out loud Technique.

## **5. Conclusion**

The study's objective was to look at how the Think Aloud Strategy affected the reading scores of students at SMA Negeri 1 Sawa. Applying the think-aloud approach significantly impacted kids' reading performance, according to statistical research. In Particular, the pupils in my class The study's findings demonstrate that students' reading performance at SMA Negeri 1 Sawa may be significantly enhanced by the use of think-aloud tactics ( $p < 0.05$ ). Since the students' posttest scores were greater than their pretest scores, we may reject H<sub>0</sub> and accept H<sub>1</sub>.

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