

STUDENT'S READING SKILL PROBLEM IN PERGURUANTAMAN MADYA (SMA) TAMAN SISWA PEMATANG SIANTAR

Reninda Tambunan¹, Rianti Tesalonika Simanjuntak², Fitri Simamora³, Yolanda Simanjuntak⁴, Selviana Napitupulu⁵

^{1,2,3,4,5}English Department, Faculty Of Teacher Training And Education, HKBP Nommensen University
Pematangsiantar, Indonesia

ABSTRACT

This research was conducted with the aim of knowing the problems of students' reading skills. The method in this research is the classroom action research method. The subjects or participants in this study were at SMA TAMAN MADYA TAMAN SISWA PEMATANGSIANTAR, to be precise, the class XII students with the number of participants were 22 students. Of the five aspects of reading comprehension, vocabulary experienced the highest increase, while the lowest increase was in the main idea. The purpose of the Think Aloud Method is for students to better understand the text, find the main idea, detailed information, inference, reference and vocabulary understanding, all of which increase. The Think Aloud method not only makes reading learning more interesting, but also improves students' ability to understand texts

Key words : Student's reading skill problem, Think aloud method.

INTRODUCTION

Reading is a multi-faceted process involving vocabulary, comprehension, efficiency, and motivation. Investigate how readers can put together the elements to clarify the outline. Reading gives meaning to the unpublished. Reading is an important basic skill for language learning. According to Grabe (1991, cited in Zare 2011, p. 98), reading is the most important skill for learning a foreign language. educational status. Reading is an acquisition skill that requires students to learn more effective reading techniques to acquire new knowledge. In Indonesia, by using a student-centered approach to the 2013 curriculum, according to Wangid (2014, p. 162), students are required to participate actively, meeting the ongoing challenge of high school education. critical thinking, and the ability to evaluate and solve their problems. Problems. Thus, through reading, students are able to expose themselves to innovation, information, and problem-solving techniques and satisfy requirements for the implementation of the 2013 syllabus. Not fluent in reading Text difficulty level in English Problems in remembering information after reading Recall depends on students paying sufficient attention to the reading task and knowing what is important for remembering details. The use of effective and inadequate reading strategies.

METHODS

Think Aloud method

Teaching reading requires a technique that enables students to arouse their interest and background knowledge, especially before reading, to help them understand the text. Students could use reading techniques to make their reading efficient and effective. Pre-interrogation as a reading technique can be used by middle school students when reading, e.g. The students are

able to identify and search for specific information in functional texts, especially in descriptive texts.

Pressley et al. (1992), in McKeown and Gentilucci (2007, p. 1) state that Think Aloud acts as a bridge, connecting teachers and students to work together to develop text comprehension. Through the interactions that encourage thinking aloud, students can better understand the texts. Afflerbach and Johnston (1984), quoted by McKeown and Gentilucci (2007), assert that Think Aloud functions as a method of measuring the cognitive reading process and as a metacognitive tool to monitor comprehension. According to Oster (2001), Think Aloud is a method in which students verbalize their thoughts while reading. In Think Aloud, students are encouraged to identify the differences between reading the words and understanding the text by speaking out loud about what they are thinking. This meta-cognitive consciousness; Thinking about thinking is a crucial component of learning, as it allows learners to gauge their level of understanding and adjust their strategies for greater success. Jahandar et al. (2012) say that using the Think Aloud method when teaching EFL reading comprehension allows students to increase their awareness of becoming strategic readers.

For teachers too, using the Think Aloud method will provide information about the needs of individual students and enable them to give appropriate direction to students learning to read to improve their understanding. Jahandar et al. (2012) add that by participating in Think Aloud exercises, students gain insight into the complexities of reading and thus broaden their understanding of what it means to become good readers. Cassanave (1988) claims that by using the "think aloud" strategy, students are able to improve their reading quality by focusing on the main points and asking questions about the main ideas in the text, rather than less important details. Therefore, this method is useful as students verbalize all of their thoughts to create understanding of the reading texts. Therefore, when students think aloud, they learn how to learn and they develop into reflective, metacognitive, independent learners, an invaluable step in helping students understand that learning requires effort and often is not easy. Think Aloud is also used to facilitate understanding processes such as making predictions, creating images, linking 152 | to model STUDIES IN ENGLISH LANGUAGE AND EDUCATION, 5 (1), 148-158, 2018 information in a text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension.

The research design used is quantitative research in this study. Arikunto (2010, p. 124) states that quantitative research is a type of research that requires the use of numbers, ranging from data collection, data interpretation and the appearance of the results. It is about finding improvement in students' EFL reading comprehension using the Think Aloud method. Additionally, the researchers used a group's pre-test - post-test design for this study. Mackey and Gass (2005, p. 148) state that "in an experimental study conducted with a single group for the study without a comparative group, participants are given a pre-test to ensure comparability of participating groups prior to treatment and a post-test to measure the effects of treatment." The purpose of this study was not to compare two methods, but only to demonstrate the results of the method used in the study. This is called a pre-test - post-test project at a group because two tests were administered to only one group. After Springer (2010, p. 30), the sample was selected by random sampling. The sample for this study was Class XII-MIPA1 with 22 students. To collect data for this study, tests were used. Treatments were carried out in three meetings. In each meeting, the third researcher taught the class following these steps of the Think Aloud method:

- He started by reading a text and along the way; he clarified and explained to the students the new vocabulary and the construction of unfamiliar sentences.
- Then, after reading the text, he established some questions to encourage thinking aloud, asking questions that the students can answer for themselves: What do I know about this topic? What will I learn on this topic? Did I understand what I just read? Do I have a clear picture in my head of this information? What else can I do to figure it out? What were the most important points of this reading? What new information have I learned? How does it fit what I already know?
- She gave students some time to respond and gave feedback to students who needed assistance.
- Afterwards, she reread some selected passages aloud while the students read the same text in silence. At one point she stopped and asked the students to think aloud about the answers to some of her questions about her.
- During the teaching and learning process, she showed how good readers check their understanding by re-reading a sentence, reading ahead for clarity, and looking for context clues.
- Students then learn to provide verbal answers to questions while the teacher directs the thought out loud.

RESULTS & DISCUSSION

A pre-test was administered to the students at the start of the first meeting before the Think Aloud method was implemented.

Of the five aspects of reading comprehension, vocabulary had the highest increase, while the lowest increase was in the main idea. The aim of the Think Aloud method is to make students understand the texts better, finding the main idea, the detailed information, the inferences, the references and the understanding of the vocabulary, all enhanced. According to Huang (2010, p. 149), the Think Aloud method helps improve five functions in learning EFL, through: (1) practicing pronunciation, (2) improving oral language, (3) gaining a better understanding deep, (4) strengthen EFL knowledge, and (5) enhance the classroom atmosphere. Mainly, by applying this technique, students were taught to listen to the English text as much as possible in order to become more familiar and to be able to read the English texts with correct pronunciation, as demonstrated by their teacher. Subsequently, the students were asked to understand the text more completely; find the main idea as the main point of the text to acquire the information. They also learned to notice detailed information in the text, as well as to find references, how to make inferences and how to guess the meaning of a new vocabulary.

From this study, the Think Aloud method had a positive effect on the students in improving their reading comprehension, they were able to combine their experiences during the lessons, thus it motivated the students who enjoyed the reading process the most. . . . learning and this improved their understanding of the texts. Furthermore, the findings of this research are reinforced by the previous findings of Charters (2003), Jahandar et al. (2012), McKeown and Gentilucci (2007) and Oster (2001) who also found that this method had a positive effect in improving students' reading comprehension. Previous studies have focused on observing teachers' approach to teaching reading comprehension as well as teaching techniques and student responses; but in this study, the goal was to examine the five aspects of reading comprehension, namely the main idea, detailed information, references, inferences, and meaning of the vocabulary.

Therefore, the researchers were able to determine which aspects improved significantly when the Think Aloud method was used in the learning processes. As we know, students with

different learning interests can improve their reading comprehension by using an appropriate method and by improving motivation. In short, the Think Aloud method not only makes learning to read more interesting, it also improves students' ability to understand text. Some strengths of applying this method 5 (1), 148-158, 2018 were that the students appreciated the teaching-learning processes more so that the conditions in the classroom became more alive and active. This method is interesting and easy to apply in teaching-learning processes.

CONCLUSION AND SUGGESTION

Conclusion

The Think Aloud method helps improve five functions in learning EFL, via: (1) practicing pronunciation, (2) improving oral language, (3) getting deeper understanding, (4) strengthening knowledge of EFL, and (5) improving the classroom atmosphere. Principally, by applying this technique, students were taught to listen to the English text as much as possible so they became more familiar and were able to read the English texts with correct pronunciation as demonstrated by their teacher. Then, the students were asked to comprehend the text deeper; to find the main idea as the main point of the text to catch the information.

They also learnt to note the detailed information in the text, plus learning how to find the references, how to make inferences and how to guess the meaning of new vocabulary. From this study, the Think Aloud Method had a positive effect for the students in improving their reading comprehension, they were able to combine their experiences during their lessons, so it motivated the students who enjoyed the learning process more and this improved their comprehension of the texts.

Suggestion

In this study, it can be seen that the authors provide the following tips, for teachers, especially English subject teachers, to be able to use the Thinking Aloud Pair Problem Solving learning model because it can help students master the yuan-yuan-yuan- button research. handlers yuana yuana yuana yuana yuana yuana yuana push pen yuana yuana pens teaching for better results and efforts to develop research with other stakeholders. so that it can be a reference for educational research for future researchers.

REFERENCES

1. Walsh, L. N. Howard R.G, and Bowe. B, Phenomenography Study of Students' Problem Solving Approach in Physics. Physics Education Research. (Online). 3 (2) 2007, pp 1-12.
2. Brad. A, A Study of The Problem Solving Activity in High School Student: Strategies and Self-Regulated Learning. Acta Didactica Napocensia. (Online), 4(1) 2011, pp 21-30.
3. Ogunleye. A. O, Teacher and Student Perception of Student Problem Solving Difficulties in Physics: Implication for Remediation. Journal of College Teaching & Learning, (Online) 6 (2) 2009, pp 85-90.
4. Ikhwanuddin, Jaedun. A. and Purwantoro, D, Problem Solving dalam Pembelajaran Fisika untuk Meningkatkan Kemampuan Mahasiswa Berpikir Analitis. Jurnal Kependidikan, 3, 2010, pp 14-16.
5. Wilhelm. J, Thacker. B, and Wilhelm. R. ,Creating Constructivist
6. Physics for Introductory University Classes. Electronic Journal of Science Education, 2007.
7. Jonassen. D. H.. Learning to Solve Problem. United States of America: Pfeiffer. 2003.

8. MacGregor. J. Collaborative learning: Shared inquiry as a process of reform In Svinicki, M. D. (Ed.), The changing face of college teaching, New Directions for Teaching and Learning No. 42., San Francisco, 1990.pp 19-30.
9. Fransisco, 1990.pp 19-30.
10. Stice. J.E. Teaching Problem Solving [Online]. 1987. Tersedia :[http:// wwwcsi.unian.it /educa /problemsolving/stice_ps.html](http://wwwcsi.unian.it/educa/problemsolving/stice_ps.html)
11. Hartman. Improving Student"s Problem Solving Skills[Online].1998.
12. Polya. G. How to Solve It. New Jersey: Princeton University Press. 1973.
13. Selcuk. G. S, Caliskan. S, Erol. M, The Effect of Problem Solving Instruction on Physics Achievement, Problem Solving Performance and Strategy Use. Latin America Journal Physics Education. (Online). 2(3) 2008, pp151-166.