Using Think-Ahead and Write Strategy to Improve Student's Reading Ability in English Learning

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Abstract

This study aims to determine which strategy is the most effective in improving students' reading skills in English Learning. This study used two comparison classes, namely the experimental class and the control class at MTs Khazanah Kebajikan. In the experimental class, class VIII A uses the Think-Ahead and Write strategy. While the control class uses class VIII B with conventional methods. Based on the data obtained by the researcher, the results of the t-test of this study were 3.92007, while for the t-table with levels of 0.05 and 28 degrees of freedom obtained 1.70113. The calculation results show that the t-observation is 3.92007 > tt (t-table) 1.70113. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The results of the class research above show that the implementation of Think-Ahead and Write strategies as an effort to improve students' reading skills is effective and efficient.

Keywords: *English Learning, Reading Skills, Think-Ahead and Write*

Introduction

Learning activities are very important in an educational context. The success of learning efforts must be followed by willingness and self-awareness first. In learning, it can also form students' thought patterns and ways of behaving. Learning could be also said to be an effort to develop the potential of students. Learning skills are skills that are used to acquire new skills and knowledge. The aim of developing learning skills is to improve the learning process in subsequent learning. The concept used for the development of learning skills is the concept of self learning and the concept of cross-learning transfer. Learning skills are focused on the role of learners in improving their own performance processes and outcomes.

According to Kelemen (2014) in the learning process the teacher can convey material and knowledge with various methods and strategies depending on the ability of the teacher itself or the situation of the students themselves in the learning process. Teachers can shape the character of students to be responsive and able to think critically, help students understand and solve all aspects of problems, find solutions when students face difficulties and help students evaluate the material.

Reading ability is a skill that can contain students learning letters, compiling words, helping to understand eating from sentences, understanding the material they read and interpreting correct information through cooperation between the eyes, brain and good understanding (Satriani, 2017). The reading process is the result of evaluating reading comprehension in understanding the material or reading text. The understanding process can be said to be achieved if students are able to understand the message and meaning of a reading. The reading process is a result where students gain more knowledge than before and improve it

by understanding new information from the reading text (Rublik, 2017). According to (Hastuti, 2020) students' reading ability is needed to improve literacy. Through the reading process students can string imagination, identify topics, think of ideas, generic structures, linguistic features and grammatical structures in addition to understanding the meaning of all its contents (Amumpuni, 2017). According to Mikeladze (2014) a description of reading is the transfer of meaning from thought to mind to get meaning that involves students, teachers, and texts in the learning process. Reading is defined as a person's ability to use written symbols to remember information and store it as an effort to build interpretation based on reading. Understanding the reading text is the most important thing. In reading skills students must be able to capture information and then interpret it to gain understanding or problem solving from the text or material (Nurjanah, 2018).

Reading is defined as a process that involves interaction between students and the text to understand the meaning of written language. Efforts made to improve students' reading skills are that students are accustomed to reading English books and practicing reading English texts (Maximilian, 2020). Start with simple things first, like reading newspapers, magazines, brand names, ad text, short story books, and comics. In general, reading habits can improve reading skills in understanding and mastering English texts. The following are some types of reading activities that can develop reading skills. First, reading skimming is a reading that aims to confirm expectations and a reading for a communicative task. Second, general reading or scanning is readings that aim to gain general understanding and certain information. Third, close reading or searching; reading which aims to obtain a complete and detailed understanding (information, functions and discourse). Students' reading skills can be improved by familiarizing students with reading English books. If this habit is applied, students can understand the concept of learning correctly. By having the habit of reading, students can improve their reading skills in understanding English texts or materials given by the teacher (Maximilian, 2020).

According to Clarke et al (2014: 13), reading is a process that must be taught and learned. The process of learning to read is complex and requires a struggle to become a proficient reader. Reading is needed to understand, respond to, and assess in order to produce meaning. Reading also means gaining knowledge of the language. Reading is the process of obtaining information from a written text which aims to understand the meaning to be conveyed in reading. Reading is more than just seeing the words clearly and it is more than just speaking the printed words. In reading we are required to think and understand. Reading is one way to understand the components of text (Dean, 2013). Reading skills are not only important in English but are important for all school subjects which aim to help students understand the subjects being studied (González, 2017).

This strategy is a process in which students can ask questions, create an initial picture, and relate topics to their own experiences. The use of Think-Ahead and Write (TAW) strategies is a necessary effort to improve students' learning abilities, especially to improve reading skills. In general reading skill the ability to read, understand and comprehend and written message. Reading skills are important because they are a media of communication and a learning tool (Budiarno, 2014). By reading English, students can gain knowledge, experience, and develop new concepts. Think-Ahead and Write (TAW) is a strategy that can help students understand reading texts to develop students' thinking skills. Students will be given the understanding to dare to ask questions, make a picture of the learning process and connect it after reading. This strategy can make students think critically.

According to Aminlimpo (2012) the advantage of this strategy is that students can easily understand the content of the reading they are learning. Think-Ahead and Write (TAW) is a strategy to help students understand text. This strategy can help students develop their thinking skills in the learning process. Students will be trained to ask questions, form a mentality to discuss and connect learning material from the reading texts they read. This strategy makes students think more critically in reading the core content of the reading text. Think-Ahead and Write (TAW) is a strategy used so that students can understand the reading text they read, and understand the main ideas of the text.

Method

In this research, the researcher used quantitative research. This is intended to see efforts to improve student learning using the Think-Ahead and Write (TAW) strategy. Quantitative research methods are quantitative which involve analyzing data to answer questions with the aim of obtaining results using statistical techniques. This research was conducted using a quasi-experimental design. In conducting research, the researcher will use two classes as an example of group comparison. The two groups are the experimental class and the control class. Class VIII A as the experimental class will use the Think-Ahead and Write (TAW) strategy. This class will get lessons using videos in English and explanations that are in accordance with the learning topic. Meanwhile, class VIII B as the control class accepts students from books or powerpoints only. To find out the final results of the research of the two classes, it is necessary to do a post test for each student assessment. To conduct this research, the researcher used a post-test.

Results and Discussion

The researcher collected student data through post-test using two classes, the experimental class and the control class. The experimental class used the Think-Ahead and Write strategy. While the control class uses conventional methods.

Table 1. The Distribution Frequency of Post-Test VIII A as the Experimental Class

Score Interval	Frequency Experimental Class		Frequency Control Class	
	Student's	Relative	Student's	Relative
70-79	6	40%	9	60%
80-89	1	7%	1	7%
90-100	8	53%	5	33%
Total	15	100%	15	100%

The post-test scores of the experimental class differ from those of the control class. The highest score for class VIII A as the experimental class was 98 and the highest score for class VIII B as the control class was 90. Meanwhile, the lowest score for class VIII A as the experimental class was 75 and the lowest score for class VIII B as the control class was 65.
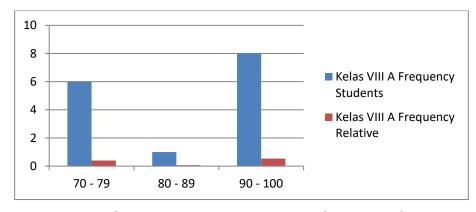
Diagram 1 Students Post-test Experimental Class VIII A Chart

Based on the table and frequency diagram above the post-test results of class VIII A students as an experimental class, there were 6 students (40%) who got a score of 70-79, 1 student (7%) got a score of 80 -89 and 8 students (53%) get a score of 90-100 for the application of the Think-Ahead and Write strategy in an effort to improve students' reading skills.
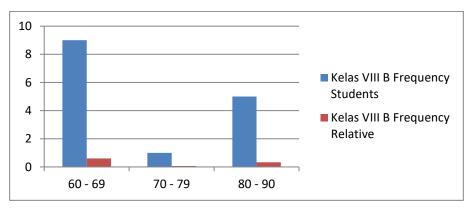

Diagram 2 Students Post-Test Control Class VIII B Chart

Based on the table and frequency diagram above, the post-test results of class VIII B students as the control class were 9 students (60%) who got a score of 60-69, 1 student (7%) got a score of 60 -69. 70-79 and 5 students (33%) get a score of 80-90 for the application of using conventional methods in an effort to improve students' reading skills.

Table 3 The Result of Hypothesis the Data

t-calculation	t-table	Significant
3,92007	1,70113	Significant

From the research that has been researched, the hypothesis is tested using the t-test and knows a significant difference between the experimental group and the control group. To find out the significant difference between the post-test experimental class and the control class post-test, it was obtained the value of 3,92007 and the t-table with a level of 0,05 and 28 degrees of freedom obtained 1,70113. The results of the calculation obtained (t-observation) 3.92007> tt (t-table) 1,70113 so that the null hypothesis (H_0) is rejected and (H_a) is accepted. That is, there is a significant difference between the experimental class and the control class.

Conclusion

Based on the data obtained by researchers from the research that has been done, it can be concluded that the results of implementing the Think-Ahead and Write strategies are effective. It is proven that the t-test result of this study is 3.92007, while for the t-table with a level of 0.05 and 28 degrees of freedom it is obtained 1.70113. The calculation result shows that the t-observation is 3.92007> tt (t-table) 1.70113. The alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. The results of the above classroom research indicate that the implementation of the Think-Ahead and Write strategy as an effort to improve students' reading skills is effective and efficien.

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