

# The Effect of Inking Your Thinking Strategy on the Students' Reading Comprehension at Tenth Grade Students in SMKN 1 Pariaman

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**Abstract:** *This experimental research aimed to find out the effect of Inking Your Thinking on the students reading comprehension At tenth grade students in SMKN 1 Pariaman. The students face some problems in reading comprehension such as: the first problem in reading comprehension was some students were interested to engage activity during the class, it made them only read the text without understand the meaning of the text. Some students rather did the other activities such as chatting with their friends while the teacher asked them to read the text. when the teacher asked them about the text they have read, only a few students had participation and most of them were lazy in doing the activities. It was related to their basic attitude toward reading itself, as many students did not have any passion on reading. Furthermore, the Inking Your Thinking have better result in reading comprehension, especially in teaching and learning process. The Population of this research was the students at tenth grade students in SMKN 1 Pariaman in academic year 2018/2019 which consisted of three classes (90 students). The samples were chosen by using cluster random sampling. The instruments were applied using reading comprehension test of the text. The students reading comprehension scores were analyzed using t-test formula and it used the level of significance at 0,05 (5%). After being calculated, the value of t-observed was (-), whereas the value of t-table on the df 31 was (-). The result of this research show that: The students who were taught by using of Inking Your Thinking Strategy had better reading comprehension than those who were taught by Conventional Technique. It can be concluded that Inking Your Thinking Strategy had a significant result on students' reading comprehension test.*

**Keywords:** Inking Your Thinking, Reading Comprehension

## 1. Introduction

The changing School Based Curriculum (KTSP) be Curriculum 2013 based on Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia No 70 Th.2013 (Permendikbud) has big influence in teaching – learning English subject which including listening, speaking, reading, and writing skills. In curriculum 2013, reading is one of the skills that must be learnt by students of vocational high school in learning English. The students should be learnt descriptive, recount, and narrative text. So, the students must have the skills; Remember, Knowledge, Apply, Analyze, Evaluate, and Create (Taksonomi Bloom revision Anderson).

Reading is the process of getting information from the written; from the writer to the reader. The goal of all reading is the text comprehension of meaning that is conveyed in the written text. According to Dean (2013), reading is more than seeing words clearly, more than pronouncing printed words correctly and more than recognizing the meaning of isolated words. Reading requires you to think and feel. Reading is not just looking and pronouncing words in the text but comprehending all the component of a text.

Reading comprehension is a complex and difficult process to do by the students as the readers. The students' s inadequacy to achieve comprehension are triggered by internal factors. They had difficulties to know the words in the text , they had low understanding of the message from the text, lack of motivation, and the students' reading interest. Based on the experience the writer as the English teacher at SMK N 1 Pariaman, there are some problems in the process of teaching

and learning reading. They difficulties are; Students did not understand well the text that was given to them. Students were still confused to get the message of the text. It meant that they found difficulties while reading.

The process of reading comprehension requires the use of various strategies. The effective reading strategies are considered as significant skills that have received the special focus on students' reading comprehension proficiency. Kintsch *et.al* (1998) define reading comprehension as the process of creating meaning from text. Grabe *et.al* (2002) state that reading comprehension considered as a complex cognitive process which varies in numerous ways depending on tasks, interested, purposes, and language abilities text. The purpose is to get an understanding of the text rather than to acquire meaning from individual words or sentences.

Based on the preliminary observation at SMKN 1 Pariaman, it was found that The first problem in reading comprehension was some students were not interested to engage actively during the reading class, it made them only read the text without understand the meaning of the text. The second problem in reading comprehension was the lack of vocabulary. It can be seen through the student's learning. The third problem in reading comprehension was students were still confused in applying reading strategies.

Those problem above happened because of the English teachers an SMKN 1 Pariaman used Guided Reading (conventional strategy) as their strategy in teaching reading. Guided reading was a strategy that was used by many teachers as usual. This strategy was related to provide guidance to the students. In this method, the teacher gave a text to students, gave a time for students in reading a text

silently, helped students in comprehending the text by guessing meaning based on the context, explained the generic structure, language features, purpose of the text, then asked students to work in group to do the same things such as determine the generic structure, language features, and purposes of the text. After that the teacher asked students to do the exercise.

Taking into consideration of those problems above, it is needed for teachers to find appropriate teaching strategies in order to improve students' reading comprehension. The teaching strategies used by a teacher plays important role in teaching and learning process in the classroom. It influences how to help students in learning. It means that, the appropriate strategies are needed for both teacher and students to enable them face difficulties in the process of learning reading comprehension. In this case, the researcher chooses Inking Your Thinking Strategy to be used in teaching reading which is assumed to be able to help students in improving their reading comprehension.

Based on this, the researcher is interested in conducting a research **The Effect of Inking Your Thinking Strategy on The Students Reading Comprehension at Tenth Grade Students at SMKN 1 Pariaman**. This study is aimed at explaining how a inking your thinking strategy can give a significant effect on students' reading comprehension ability.

## 2. Review of Literature

### 2.1 Reading Comprehension

Reading is a crucial skill that should be acquired by students in learning English. According to Urquhart *et.al* (2010), reading is a process of receiving and interpreting information encoded in language form via the medium of print, for getting the information from reading text, the reader should be to encode the information to build a meaning. Moreover, Nuttal (1996) defines reading as a perceptive process in which the reader interact to the text in order to get understanding and interpreting meaning to the written symbols in the text. To get the meaning, the reader should do perceptive process. In short, reading is a thinking process to get comprehension from the written text done by the reader.

Reading comprehension is about understanding the meaning and concepts of the written texts involving some processes. Klingner *et .al* (2007:2) state that reading comprehension is the processes that include word meaning, word and world knowledge and fluency. Moreover, Guthrie (2004:225) defines reading comprehension refers to the processes of constructing conceptual knowledge from a text through cognitive interaction involvement with the text. It is supported by Feng (2000:13) states that reading comprehension is a process of negotiating understanding between the reader and writer.

There are several component of reading comprehension. According to King *et.al* (2004:8) reading comprehension skill has five components contained in reading texts that may

help the students in comprehending a text which they are finding factual information, main idea, meaning of vocabulary in the context, references and making references. Moreover, Smith (2006:97), the components of reading comprehension are finding the factual information, main idea, the meaning of difficult word, reference and inference. Hence, the students need the skill to find factual information, main idea, vocabulary, reference and making references components in comprehending text well by themselves.

Reading comprehension is not an easy activity to do by the students since it is a complex process. It is supported by Merisuo *et.al* (2012) who define reading comprehending as a complex process in which the reader should combine both information from the text and their previous knowledge to construct the meaning. To comprehend the text, the reader does not only need information in the text but also their previous knowledge. Moreover, Healy (1999) defines that reading comprehension is the understanding of the written word, the contents that are being read and the constructions of the meaning of the text. In short, reading comprehension is a complex process in which the reader should be able to combine the information get from the text with their own background knowledge in order to understanding written word and contents that is being read. Another definition proposed by Grellet (1998:182) is that reading comprehension means understanding a written text to extract the required information from it as efficiently as possible. In short, reading involves an activity which encourages students thinking process.

There are some skills in reading comprehension, Tabrani (2008:250) mention the skills in reading comprehension which are described as follow: a quick skill to locate specific information or know the items which is scanning, a quick reading for the general ideas of reading the passage/ the organization of the text which is called skimming, reading for a complete understanding of the entire text which is called intensive reading and extensive reading means reading for main ideas of larger amount of the text. While, Harmer (1991:323) mentioned some skills as strategies for comprehending a text, namely students skill in predicting the meaning of the text; students are able to extract specific information from the text: students are able to get the general pictures of the reading text: students are able to extract the detailed information from the text: students are able to deduce meaning from context. Clearly, reading is an active and interactive process not passive. It needs language comprehension

### 2.2 Inking Your Thinking Strategy

Inking your thinking strategy is one of the strategies which is used in order to improve student's reading comprehension. According to PatDonnelly (2007:32) inking your thinking strategy is "the recording of students' thought". The recording the reading process involves three phases; the before-reading phase, the during-reading phase, and the after-reading phase. Each phase has associated strategies, which can be applied and recorded in written form.

In this strategy, the students learn a comprehensive strategy for recording thought at each phase of the reading process. According to Queensland Studies Authority (2010:32) each phase helps develop decoding skills, vocabulary, word knowledge, and active comprehension skill such as, predicting, analyzing stories, asking questions, constructing image and self monitoring. In addition, there is a strong causal relation between decoding and comprehension in that fluent or automatic decoding allows more processing resources to be available for comprehension. And also, comprehending a text aids word identification, especially for readers of low word reading skill. However, at closer distance, these causal effects depend on word meanings being produced by identification. Based on Margaret G (2010:294) knowledge of word meanings (or vocabulary knowledge) has a pivotal position between word identification and comprehension.

Moreover, inking your thinking strategy can be applied to both fiction and non fiction, print and visual, complex and simple texts. Inking your thinking should not form the sole basis of comprehension strategy in literacy, but it is an effective and simple-to-use strategy that can meaningfully enhance students' comprehension.

Based on explanation above, the writer can conclude that inking your thinking strategy in the teaching of reading has some benefits in improving students' reading comprehension. It helps develop decoding skills, vocabulary, word knowledge and active comprehension skills such as predicting, analyzing stories, asking questions, constructing images, summarizing and self-monitoring. One of the purposes of teaching reading is to know the ability in comprehending the text. The use of inking your thinking strategy will help the students to comprehend the text.

### 3. Methodology

The design of this research was a quasi-experimental research. According to Gay et.al (2011:259), a quasi-experimental research occurs when it is not possible for the researcher to randomly assign subject group. In this research, there were two classes involved: experimental and control classes. In the process of teaching, the differences between experimental class and control class were only about the strategy used. The experimental class taught by using Inking Your Thinking strategy while the control class taught by using conventional method. Both of these classes were administered pre-test & post-test at the end of the study. Here, the researcher analyzed the phenomena about the effect of inking your thinking strategy on the student's reading comprehension at tenth grade student's in SMK N 1 Pariaman at Academic Year 2018/2019.

The population of the research was the students at tenth grade of SMK N 1 Pariaman in academic years 2018/2019. There were 3 classes and total numbers of students were 90. This research was conducted in two classes chosen as samples, one as experimental class and another as control class. Sample is a subgroup of the target population that the researcher plans to study for generalizing about the target

population (Cresswell, 2011; 142). The procedures of deciding the experimental and control class were applied before taking the samples. Firstly, the researcher did the normality and homogeneity testing of the population from the result of reading test. The formula was used to test normality of the population was Lilliford formula, while homogeneity test used Barlett formula. Then, because of population are distributed normally and homogeneously, the lottery was used take the sample. The first chosen was class XTITL1 I it was decided as experimental class which was taught by using Inking Your Thinking strategy. Then, the second class was XTITL 2 it was decided as control group which was taught by using conventional method.

Reading test was given to measure the students' reading ability. The test itself is in the form of multiple choices. The text reading comprehension were taken from the students' book and story book. The text consist of 40 items which were developed based on the indicators of descriptive text and it will be tried out to the students. Before giving post-test to the samples, the instruments was tried out to other group which had similar capability to both experimental and control group to know the validity, reliability, difficulty index and discrimination index of the instrument before it was assigned to the sample groups. In this case, try-out class was XTMI III. Then, the instrument was analyzed know the significance off the test items.

The following procedures are as follows: Reading comprehension test were validated using content validity by an expert. Then, treatments were given to both experimental and control class. The experimental class was taught by using Inking Your Thinking strategy and control class was taught by using conventional method. Before testing the hypothesis, the data have been analyzed prerequisite analysis which was test of normality and homogeneity. The normality testing was done to see whether the data collected from both experimental and control group are normally distributed or not. It was analyzed by using Liliefors test. The purpose of homogeneity test was to see whether the data taken from same population were homogenous or not. The homogeneity test was analyzed by Variance test (F-test). Hypothesis testing was carried out with technique analysis that was managed by using t-test. It was used to test the hypothesis in order to know the differentiation of students score between experiential and control class.

### 4. Finding and Discussion

#### The Effect of Inking Your Thinking Strategy on The Students' Reading Comprehension at Tenth Grade Students in SMKN 1 Pariaman

The data analysis of reading comprehension was taken from the results of the students reading comprehension test which was administered in experimental and control class after treatment. The sample classes were given different treatment. The experimental class was taught by using Inking Your Thinking strategy and the control class was taught by using conventional method. The data of reading comprehension test was analyzed by using Ms Excel. After analyzing, the

maximum score of students reading comprehension in experimental class is 100 and the minimum score is 50. The mean score is 77,70, the standard deviation is 13,32 and the variance is 177,61. While, the maximum score of students reading comprehension in control class is 72 and the minimum score is 40. The mean score is 63,57, the standard deviation is 13,27 and the variance is 176,75. Based on analysis, it was found that the score of the students reading test in experimental class was higher than the mean score of students reading test in control class, it is shown in the following table:

**Table 1:** The Summary of Students' Reading Comprehension Test in Experimental and Control Class

Class	N	Mean	Max	Min	SD	Var	Sum
Experiment	28	77,70	100	50	13,35	177,63	2407
Control	32	63,59	72	40	13,27	176,75	2035

The table above shows, the students' who are taught by using Inking Your Thinking strategy get better reading comprehension than the students' who are taught by using conventional method. The normality and homogeneity of students' reading comprehension score were tested. Then, the hypothesis was tested by using t-test formula.

#### a) Normality Testing

The normality testing is used to find out whether the data normally distributed or not in experimental and control class. After analyzing, the value of  $L_{observed}$  in experimental class is 0,0828. In the control class, the value of  $L_{observed}$  is 0,9113. Based on analysis normality testing of students' reading comprehension test in experimental and control class is shown in the following table.

**Table 2:** Summary of Normality Testing from Students' Reading Comprehension Test in Experimental and Control Class

Class	N	$L_{observed}$	$L_{table}$	Data Distribution
Experimental	31	0,0828	1,59	$L_{observed} < L_{table}$ normal
Control	32	0,9113	1,363	$L_{observed} < L_{table}$ normal

The table above shows the data analysis of students' reading test in experimental and control class was normally distributed. It is because the value of  $L_{observed}$  is lower than  $L_{table}$ .

#### a) Homogeneity Testing

The homogeneity testing is used to find out whether the data in both experimental and control classes are homogeneity or not. After analyzing, the value of  $F_{observed}$  was 0,87 and  $F_{table}$  was 4,00 with significance 0.05. The data analysis is shown on the table below.

**Table 3:** Summary of Homogeneity Testing of Students' Reading Comprehension Test

Variable	$F_{observed}$	$F_{table}$	Conclusion
Reading Comprehension Test	0.157	0.33	Homogeneous

The table above shows, the value of  $F_{observed}$  of the students' reading comprehension was lower than the value of  $F_{table}$ . It indicated that the variance of those groups of data

analysis were homogeneous. For the detailed procedure of homogeneity testing analysis.

#### b) Hypothesis Testing

In this study, the hypothesis 1 are tested by using T-test formula.

$H_a$  : The students who are taught by using Inking Your Thinking strategy get better reading comprehension than the students who are taught by using conventional method.

$H_o$ :The students who are taught by using Inking Your Thinking strategy do not get better reading comprehension than the students who are taught by using conventional method.

$H_o$  was accepted if  $t_{observed}$  was lower than  $t_{table}$  and  $H_o$  was rejected when  $t_{observed}$  was higher than  $t_{table}$ . After analyzing, the mean of students' reading test in experimental class is 77,00, meanwhile the mean score of control class is 67,00. Then,  $t_{observed}$  is 6,54, which is higher than  $t_{table}$ . The data analysis of reading comprehension by using t-test in both experimental class and control class can be seen in the table below.

**Table 4:** Summary of T-test Analysis of Students' Reading Comprehension in Experimental and Control Class

Data	Technique	
	Inking Your Thinking Strategy	Conventional Method
N	28	32
$\bar{X}$	75,00	63,00
SD	177,63	58,36
$t_{observed}$	6,58	
$t_{table}$	2,00	
Df	31+28-2=57	
Conclusion	$t_{observed} > t_{table}$ ( 6,56 > 2,00 )	

The table above shows the alternative hypothesis ( $H_a$ ) is accepted and the null hypothesis ( $H_o$ ) is rejected. It shows the students who are taught by using inking your thinking strategy have better reading test than those who are taught by using conventional method in reading test. Based on the findings which were gotten from data analysis of students' reading test, the hypothesis indicate that using Inking Your Thinking strategy was effective to the students than Conventional method.

**The Students' who are taught by using Inking Your Thinking strategy get better reading comprehension than the students who are taught by using conventional method.** The high score of students' reading test in the experimental class was 100,00 and in the control class was 72,00. It was found that, the implementation of Inking Your Thinking strategy gave better result to the students' reading skill than conventional method. In the the teaching process of Inking Your Thinking strategy help the students to develop decoding skills, vocabulary, word knowledge, and active comprehension skill such as, predicting, analyzing. the writer can conclude that inking your thinking strategy in the teaching of reading has some benefits in improving students' reading comprehension. It helps develop decoding skills, vocabulary, word knowledge and active comprehension skills such as predicting, analyzing stories, asking questions,

constructing images, summarizing and self-monitoring. One of the purposes of teaching reading is to know the ability in comprehending the text. The use of inking your thinking strategy will help the students to comprehend the text.

## 5. Conclusion

Based on the findings and discussions, several conclusions can be drawn as follows: The students who are taught by using Inking Your Thinking strategy had better reading comprehension than those who are taught by using Conventional Method at tenth grade students at SMKN 1 Pariaman. The Inking Your Thinking strategy is emphasized on helping students in getting understanding of.....

## 6. Implication

The result of this research has some implications for the teacher in teaching English especially teaching reading. Based on the result of the research, Inking Your Thinking strategy is effective for teaching reading, especially for teaching reading. The finding convey some implications for the teachers and students: Inking Your Thinking strategy is effective strategy for teaching reading where the English teachers are encouraged to use it in teaching reading comprehension. English teachers are encouraged to use Inking Your Thinking strategy to students who have low reading interest in comprehending the reading text because it offers sequential steps of reading. One of the steps cannot be dismissed or the students should follow that all steps to gain deeper comprehension.

## 7. Suggestion

Based on the findings and conclusions and implications above, there are some suggestions as follow: It is suggested to English teacher to use Inking Your Thinking strategy since it gives benefit to the students. Inking Your Thinking strategy help them develop decoding skills, vocabulary, word knowledge, and active comprehension skill such as, predicting, analyzing stories, asking questions, constructing image and self monitoring. In addition, there is a strong causal relation between decoding and comprehension in that fluent or automatic decoding allows more processing resources to be available for comprehension.

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