

**Solving Reading for Main Idea Problem by
Thinking Aloud Technique of Students from Class 1/2
Demonstration School of Suan Sunandha Rajabhat University**

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Abstract

The study on solving reading for main idea problem by thinking aloud technique has the 2-persons target group of class 1/2 of second semester, 2019 academic year from Demonstration School of Suan Sunandha Rajabhat University. The students were chosen using the purposive sampling by considering their result of reading assessment which did not pass the criteria of 50%. The research tool included four lesson plans with the implementation of thinking aloud technique and a test on reading for main idea with content accuracy of 1.0. Percentage statistics was used on data analysis by presenting the data in tables and descriptions.

The result showed that two students of class 1/2 who are currently studying in 2019 academic year have improved on their reading for main idea skill after the use of thinking aloud technique. The first student passed over 70% while the second student passed over 76.60% of the overall criteria. This indicated that both students has better understanding on reading for main idea since the post-test score was higher than the pre-test's.

Keyword: Reading for main idea, thinking aloud technique

INTRODUCTION

Basic Core Curriculum, Basic Education B.E. 2551, Thai Language learning has established guidelines for organizing learning activities in the Strand 1: Reading, Standard TH1.1: application of reading process to build knowledge and thoughts for decision-making and problem-solving to life with M.1/2 grade level indicators: capture the main idea of what has been read. Reading is necessary to our daily lives. It is partially linked to successful living, education, career, and quality of life development which will encourage readers to keep up with certain news or things happening in the society. Reading is also a good tool for absorbing knowledge and creating understanding. The more the readers read the better they will gain expertise on the subject matter, originating new ideas and also make them intellectual. To develop a prosperous nation will progressively require people with ideas, knowledge, and capability and all this skills could be enhanced by reading and capturing the main idea itself.

Reading is necessary basic skill for general reading because reading is a mean to absorb content and objective of what the readers read which then generate thoughts, ideas, and even entertainment. To read effectively is when the readers are able to capture the main idea and summarize what they have read. From the survey of student achievement assessment, it is found that the students' major problem was the inability to capture the main idea or summarizing the main points. Students cannot separate facts, opinions, main idea and supporting idea from one another. This not only caused them to not gain full benefits of reading, but affected them negatively in learning other subjects.

By checking the exercises and tests after the reading for main idea lesson, the result is that students have a score of 50% lower than the specified criteria.

The researcher has studied for methods to solve reading for main idea problem and one interesting option that could help students understand and are able to read and capture main idea from what they have read is Thinking-aloud technique. This is an advance technique and it will encourage students to orally express their thoughts while they are reading because reading involves thinking processes, understanding the scriptures that occur within the mind. Therefore, it is interesting choice of tool to be implemented as a technique in teaching to screen the thinking process of students hidden inside their minds as (Kumjohn Maneekeaw. 1996) stated that when teacher encourages students to orally express their thoughts and ask themselves aloud while they are solving a problem and from listening to the teacher showing thoughtful thinking in the brain by means of thoughtful words which then makes aware of the thinking process while trying to comprehend the reading content reasonably and eventually lead to analytical thinking and data processing process. This corresponds to what (Maneerat Sukashotirut, 2005) has said that thinking aloud is a way of reading and understanding reading content using thought along with speaking in words to oneself out loud or mentally. The purpose is to eliminate doubts or complex clues that hinder the process of reading to understand that contents. In addition, (Pukdee Boonsunee, 2007: abstract) has studied the results of teaching and learning by pronunciation techniques that affect mathematical achievement. The results of the study found that the students taught by the pronunciation techniques affect the mathematical achievement. After learning, it was significantly higher than before learning at the .05 level.

Reading for main idea is not only related to the Thai language learning, but also affect other departments. If students is not efficient or unable to read for capturing idea they will struggle in other subjects that require extensive reading skills as reading is important for receiving knowledge contents. People who are good at reading tend to get bigger opportunity than people who have inefficient reading skill or are slow readers. Nowadays, reading is undeniably included in almost every tasks in our lives and that it is the mentioned importance of reading and its benefits that interest me to solve problems regarding the reading for main idea in classroom.

The technique used in this study is thinking aloud with the group study of grade 7 (M.1/2) from Demonstration School of Suan Sunandha Rajabhat University in the 2019 academic year.

DEFINITIONS

1. Reading for main idea refers to reading in which the learners have the ability to read and capture the main idea from the reading texts. There are 2 types: 1. Articles reading 2. Fable reading

2. Reading instruction using thinking aloud techniques refers to teaching behaviors in which the instructor organizes educational activities for students to express their thoughts into words while the thought process tries to resolves reading comprehension. In which the teacher will demonstrate as an example first by following the update procedures of stratcyies Think Alouds. (2015)

3. Students are 2 students from grade 12 school of Suan Sunandha Rajabhat University Demonstration with learning scores on reading comprehension Lower than the standard criteria 50% and currently studying in Mathayomsuksa 1, Semester 2, Academic Year 2019.

DOCUMENTS AND RELATED RESEARCH

Pukdee Boonsunee (2007: 58-61) has studied the results of teaching and learning by thinking aloud techniques that affect mathematical achievement and attitude towards learning Mathematics of purposive 12-persons subject group of Prathom Suksa 2 students. The instruments used in this research were: 1. lesson plans with the use of thinking aloud techniques. Mathematics learning achievement test, 2. The attitude test towards mathematics learning, 3. Posttest, the results showed that the students taught by using thinking aloud techniques have improved on the mathematics learning achievement. After learning, it was significantly higher than before learning at the .05 level.

Aphisak Inta (2009: 119-122) has developed learning and teaching activities by using the teaching technique to show thinking through words along with making a mapping summarizing points of reading contents. In order to develop English reading for main idea achievement of mathayom suksa 5 students who were selected purposively. The research tools used in the experiment includes: lesson plans with the use of the teaching technique of thinking aloud plus the making of 7 reading plans, the English reading achievement test, and attitude test toward learning activities. The result of the research found that English reading achievement of the students learning by teaching with the use of the thinking aloud technique along with a diagram, after the experiment the scores are higher than before with statistical significance at the level of .01

Busayarat Janpraseet (2007: 4) conducted a study examining the effectiveness of thinking aloud techniques in Thai language reading of Prathom Suksa 5 students. Time series experiments is a quasi-experimental research in time series. The sample group is 52 Prathom Suksa 5 students. The instrument used in this research was the Thai reading comprehension ability test, consisting of 7 items which were parallel tests. The research results can be summarized as follows: the experimental group that received reading training using thinking aloud technique had the ability to read Thai with better understanding higher than the control group students who read normally with statistical significance at the level of .05

Supanwadee Waiyarob (2011) stated that translation of symbols into words with understanding can be done in a variety of ways. Reading varies on the account of what is being read, for example, there are those who can read the words out loud, but may or may not necessarily understand the content, those who can read and understand the normal level of text, and those with advance reading skill who can read and understand complex content. Efficient reading happens when readers are able to analyze words, understand the meaning of the words being used in the contents and if readers are happened to have background or experiences that are related to the reading contents in some ways they will find that it is easier to understand of what they are reading.

METHODOLOGY

This study is an action research. The purpose of this research was To (1) study the problems in the classroom. (2) to find innovations that are suitable for solving reading comprehension problems (3) to solve the problem of reading comprehension using phonetic thinking techniques of Mathayom Suksa 1/2 students of the Demonstration School, Suan Sunandha Rajabhat University. The research procedure was divided into phases;1) exploring the problems and causes of students in reading comprehension and 2) assessing the effectiveness of the teaching and learning model used on 2 students in Demonstration School. They learn Reading subject.

The research data is the reading content of the Thai language department for students which is mainly about classic fairy tale stories and articles. Their reading contents are chosen based on students' interest and needs in the Thai language programs. The duration of the experiment was one semester in the academic year of 2019. The research instrument was a reading comprehension test which aimed at helping students to succeed in their reading. These structures refer to the characteristics of schools, teachers and students. The data of the reading test comprehensively provides information of many factors that measure various elements of the educational context.

Data were analyzed using mean scores and descriptive statistics which are frequency of mean and the average of grade to examine the students' reading comprehension ability.

RESULTS AND DISCUSSION

Section 1: Causes of reading comprehension problems

The result of the research shows that the most common problems are the main idea and the details of the supporting information of the reading contents that students could not identify.

Section 2: The innovation that the researcher used to solve the problems is thinking-aloud technique. The expert has done a quality check of the innovation and found that it is appropriate and suitable with the score of 1.00 for use in solving problems of reading comprehension.

Section 3: The effectiveness of the teaching and learning model using thinking-aloud techniques.

Table 1

The comparison of the pre and post study average scores in reading comprehension (score = 30)

Number of students	Reading Comprehension	
	score	percentage
Students 1	21	70
Students 2	23	76.67

Table 1 showed reading comprehension average score of the students which passed the criteria of 50 percent, 70 and 76.67, respectively.

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