

## **THE USE OF THINK BEFORE, WHILE, AFTER READING (TWA) STRATEGY TO IMPROVE STUDENTS' READING ACHIEVEMENT**

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**Abstract:** Reading as an essential skill in order to obtain information written in the books. Therefore, students must master the skill of reading. This study aimed to find whether there was a significant difference in students' reading achievement between the students who were taught using Think before, While, After reading (TWA) strategy and that of those who were not. The samples were the two classes of the eleventh-grade students of SMA Negeri 1 Teluk Gelam. The data obtained using the written test in which the students chose the correct answer after reading hortatory exposition texts. Then, to analyze the data, the t-test was used if the data were considered normal and homogenous. The result of t-test showed that t-obtained was 9.8 at the significance level of  $p < 0.05$  with df 58 and the critical value of t-table was 1.99. Since the value of t-obtained exceeded the critical value of t-table, the null hypothesis ( $H_0$ ) was rejected and the research hypothesis ( $H_a$ ) was accepted. It means that there was a significant difference in students' reading achievement between the students who were taught using Think before, While, After reading (TWA) strategy and that of those who were not. Think before, While, After reading (TWA) strategy guided the students to find the main idea/topic of the text, specific/detail information of the text, synonym, and antonym of the vocabularies written in the text.

**Keywords:** reading, reading comprehension, think before, while, after reading

### **INTRODUCTION**

By using language, people could show what they wanted to express through their own ways. According to McKay and Tom (2008, p.2), language is a vital part of their identity and the means through which they relate to others. Therefore, people need a means of communication to show their expression and feelings with other

people. In conclusion, language is the most important means which is used to show someone's identity and communicate each other by delivering some complete thought and expressions in order to convey emotion, attitude, and information.

Moreover, one of the languages used by all people over the world is

English. English also become a compulsory subject and the most important subject which should be mastered nowadays in the school around the world. It happens because many people over the world use English as a native language, a second language, a foreign language, and a lingua franca among them (Focho, 2011, p.5). Besides, English has been accepted as an international language and has been used as a means of communication in scientific, technological, and also commercial in this modern era (Agrawal, 2010, p.123). It meant that English is very important to learn by all people, especially students throughout the world in order to be able to communicate with people over the world and be used in science, technology, and business in the wide-world.

Furthermore, learning English would not be mastered well by the

students without learning four skills such as listening, speaking, reading, and writing. Among the four skills, reading is the most important skill that should be learned by students. According to Grabe and Stoller (2001, p.188), reading is the ability to comprehend the text. It meant that reading is a skilled process to understand the text. Nation (2009, p.49) also stated that reading is very important to learn because reading is a place used to get pleasure and knowledge in the world. It meant that the students could comprehend the text and obtain many new vocabularies about the world by reading.

Basically, reading could not be called reading if there is no comprehension. Comprehension the text is very important, as Gentile (2010, p.21) defines that comprehension is the heart of the reading process, where the students interact with the text by involving their prior knowledge and the

information included in the text. In short, it is better for students to have a reading skill and comprehension. Moreover, reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and involvement with written language (Snow & Chair, 2002, p.11). It meant that reading comprehension is the activity of how students communicate and engage themselves with the text in getting information and building meaning by correlating what students have already known and what they read.

In contrast, learning English through reading does not always run smoothly especially for Indonesia students because they learn another language which is not used in their daily life. According to Siljander, Reina, and Siljander (2005, p.17), many EFL students get difficulties in reading comprehension because there are some

general problems which are always found in students' reading comprehension. Students generally do not have enough prior knowledge in reading comprehension. In fact, prior knowledge is important in learning because it is used as a framework to filter new information from the text which is reading. It meant that prior knowledge is an essential part in order to construct new information in the text by making a connection between students' experience and reading text.

Moreover, Snow and Chair (2002, p.13) state that linguistic or discourse knowledge and vocabulary might increase students' reading comprehension. However, many EFL students have difficulty in reading comprehension because they do not have enough vocabulary (Nation, 2009, p.80). It meant that the EFL students have limited vocabulary and do not understand the way how to guess the

meaning of new words which they find in reading.

There are many strategies or methods which can be used by the teacher to improve students' reading achievement, but not all teaching methods or strategies are appropriate to be applied to all students. According to Klingner, Morrison, and Eppolito (2011, p.220), strategies are one of aspect metacognition, where it involves knowing about thinking and knowing about how to employ executive function processes to regulate thinking. Each student has different needs and level of difficulties in reading comprehension. Most students do not have the metacognition which is needed to support the multiple processes required to understand what is read (Mason, et al., 2013, p.69). Therefore, the students need to use methodologies or strategies which promote self-regulation of critical thinking processes. In short, the

teachers of English have to find methodologies or strategies which can monitor and evaluate how the students comprehend the reading text by regulating students' thinking during the learning process.

Moreover, one of the strategies that can be used to improve students' reading achievement is Think before, While, After reading (TWA). Think before, While, After reading (TWA) is one of the strategies for reading comprehension which combines previously validated reading comprehension strategies into a nine-step multiple-strategy informational reading package (Mason, et al., 2013, p.72). This strategy can encourage students in improving their reading comprehension through three phases in reading (before, while, and after reading), wherein each phase consisted of three steps. Before reading phases, the students are encouraged to think

about the author's purpose, what they knew, and what they wanted to learn. Then, while reading they are asked to think about reading speed, linking knowledge, and rereading parts while reading. Finally, after reading, the students are asked to think about the main idea, summarizing information, and what they learn.

This study aimed to find whether there was a significant difference in students' reading achievement between the students who were taught using Think before, While, After reading (TWA) strategy and that of those who were not.

## **METHODOLOGY**

The experimental method was used in this study. The experimental method type was quasi-experimental with nonequivalent control group research design. The design involves

experimental and control groups which both were given a pretest and posttest.

The population of this study included all the eleventh-grade students of the SMAN 1 Teluk Gelam in the academic year 2014/2015 with 167 students. The samples were two classes which were selected using purposive sampling and had some criteria, namely had the same number of total students (30 students), had the same average English score, and taught by the same teacher of English. The selection of the experimental and control groups was determined using a flip of the coin. Consequently, XI IPA1 was the experimental group, while XI IPA2 was the control group. The data were collected using a written test which was in the form of multiple choice consisting of 50 questions about the hortatory exposition texts.

The validity and reliability of the test were determined by conducting try

out to the non sample students. The try out was done to 30 students on 22nd April 2015 to the eleventh-grade students of SMA Negeri 1 Pedamaran (class XI IPA 3), which had the same level with the eleventh grade of SMA Negeri 1 Teluk Gelam. After trying out, it was found that there were 30 desirable questions used as pretest and posttest in the experimental and control groups. In addition, the test was reliable because it was higher (0.99) than 0.70.

The validity of the test was checked using a table of test specification which was based on the English syllabus was used. Then, index of the difficulty (IDIF) was used to check the desirable questions and Flesch-Kincaid was used to check the readability of the text.

The stages of teaching reading using Think before, While, After reading (TWA) Strategy from Mason,

et.al, (2013, p.72-73) were explained below.

#### 1) Pre-activity

##### a) T: Think before reading

Asking the students to Think about the author's purpose by showing the hortatory text and its picture, then asking the questions about the picture through the step "Think about what you know", and "Think what you want to learn."

##### b) Explaining learning objectives.

#### 2) Whilst –Activities

##### a) Giving a self-monitoring sheet used by students to check off strategy used during the three reading phases.

##### b) W: think While reading

Directing the students to think While reading: Think about Reading Speed by asking the students to monitor how well they understand what they read; Think about Linking Knowledge by making the connection between the text and students' prior knowledge;

Think about Rereading Parts by asking the students to reread the part of the text which they do not understand the meaning.

c) A: After reading

Asking the students to answer teacher's questions by using Think After Reading steps: Think about the main idea of the text; Think about Summarizing Information: For example, teacher asks about specification questions or information details about the text in the form of essay; Think about What You Learned by asking the students to restate what they learn.

## **RESULTS AND DISCUSSION**

In the experimental group, the lowest score of the pretest was 9.99, the highest score was 69.93, and the mean score was 39.18. Meanwhile, the lowest score of the posttest was 39.96, the

highest score was 86.58, and the mean score was 60.50.

In the control group, the lowest score of the pretest was 26.64, the highest score was 63.27, and the mean score was 42.51. Meanwhile, the lowest score of the posttest was 33.3, the highest score was 69.93, and the mean score was 50.62.

Before analyzing the data using a t-test, normality and homogeneity of the test were found. Both pretests of the experimental and control groups were normal (0.425 and 0.258). The posttests of the experimental and control group were normal (0.479 and 0.078). The data obtained were considered normal because it was higher than 0.05. In addition, the data were homogenous because it was higher (0.313) than alpha level of 0.05.

To find whether there was a significant difference in reading achievement between the students who

were taught using think before, while, after reading (TWA) strategy and that of those who were not, the result of posttests of the two groups were compared. The result showed that the mean difference between experimental and control group was 9.87 at the significant level  $p < 0.05$  in two-tailed testing with  $df = 58$ ,  $t$ -obtained was 3.36, and the critical value of  $t$ -table was 1.99. Since  $t$ -obtained (3.36) was higher than  $t$ -table (1.99) and  $p$ -value (0.001) was less than  $\alpha$ -value (0.05), it showed that null hypothesis ( $H_0$ ) was rejected and the alternative hypothesis ( $H_a$ ) was accepted.

Based on the results of the study, it could be stated. In the experimental group, it was found that the students' reading achievement before and after the treatment had a progress. It could be seen that the mean difference of the students between the pretest and the posttest of the experimental group was

47.4. It indicated that students who were taught using Think before, While, After reading (TWA) strategy could improve their reading achievement. The students who were taught by using Think before, While, After reading (TWA) strategy had improvement because Think before, While, After reading (TWA) strategy guided them to think before, while, and after reading phases. Before reading, the students' brain were forced to think about what the author purpose in writing the text (hortatory exposition text) by identifying the title or the picture has given or showed by the teacher, then, they asked to think what they knew and what they wanted to learn after they knew about the author purpose. Finally, the students could answer the questions after reading the text.

Meanwhile, in the control group, the students who were taught using conventional method could improve



their reading achievement. It could be seen that the mean difference before and after the teaching process using conventional method was 8.11. It indicated that the students who were taught by using lecturing had improvement in reading achievement because they were accustomed to studying reading by using lecturing. Moreover, the students were taught reading by using a conventional method that was lecturing. As a result, the students could understand the hortatory exposition text and answer the questions.

The comparison between the posttest in the experimental and control groups showed that there was a significant difference between the students who were taught using Think before, While, After reading (TWA) strategy and that of those who were not. In other words, the null hypothesis (Ho) was rejected and alternative hypothesis

was accepted. It could be seen that t-obtained (3.36) was higher than t-table (1.99) and p-value (0.001) was less than  $\alpha$ -value (0.05). The result of this study was in line with the research conducted by Mason, et.al (2013, p.83) say that most of students who are taught by using Think before, While, After reading (TWA) strategy, are helpful during reading because they are reinforced in the study by the use of a checklist of TWA in order to help them what they are going to do next during reading activities. Consequently, the students who were taught by using Think before, While, After reading (TWA) strategy in the experimental group had better progress in reading achievement than the students who were taught by using lecturing in control group.

The students in the experimental group were more interested to read, especially hortatory exposition text

because they were guided to think what they had to think when they were reading by using the nine-steps of TWA strategy during before, while, and after reading phases: Think about what the author purpose, what you know, what you want to learn (before reading); Think about reading speed, linking knowledge, rereading part (while reading); and Think about what the main idea, summarizing information, what you learned (after reading). Besides, this strategy was interesting because the students were asked to give the checklist of TWA chart during they followed the guidance from the teacher in each step of TWA strategy; therefore, the students could focus on what they had to do in their reading process and got some information and could answer the teacher's question. As a consequence, the students had improvement in reading achievement after they were taught by using Think

before, While, After reading (TWA) strategy. On the other hand, the students who were taught by using conventional method, lecturing, did not have guidance to be used in reading the hortatory exposition text. Therefore, they found some difficulties in comprehending and answering the questions.

## **CONCLUSION**

Think before, While, After reading (TWA) strategy was effective to help students to improve their reading achievement. The students who were taught using Think before, While, After reading (TWA) strategy was exposed to read a lot. Therefore, they could understand the meaning of the text and comprehend the content of the text. As a result, the students in the experimental group could find the main idea/topic of the text, specific/detail information of

the text, synonym, and antonym of the vocabularies written in the text.

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