THE INFLUENCE OF USING THINK ALOUD STRATEGY TOWARDS STUDENTS' READING COMPREHENSION

Novi Yani[1], Akhmad Sutiyono[2], Destia Herlisya[3]
[1,2,3,] STKIP PGRI Bandar Lampung
Email: [1]noviyanii100@gmail.com, [2]sutiyonolpg@gmail.com, [3]misadestia@gmail.com

Abstract: The objective of the research was to know the influence of Think-Aloud strategy towards students' reading comprehension. The writer used quantitative method and categorized the research as quasi experimental method. The population was 869 from 24 classes. The writer used Cluster Random Sampling Technique. The writer took two classes for the sample. X AKL 1 was an experiment class and X AKL 2 was a control class. The experiment class consisted of 36 students and control class consisted of 36 students. The main technique in measuring students' reading comprehension was multiple choice which consisted of 40 items with 5 options a, b, c, d and e. The score of each item is 2,5 for correct answer. In analyzing data, the writer used t_{test} formula. Based on the data analysis, the average score of experimental class was 75.55 and the average score of control class was 66,28 which means the average score of experimental class was higher than control class. The writer got that Ha was accepted. It was obtained that t_{test} = 3,65 and t_{table} 0,05 = 2,00 and 0,01 = 2,66 (3,65 > 2,00 < 2,66). It means that there was a significant influence of Using Think-Aloud strategy towards students' reading comprehension at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023.
Keywords: Think-Aloud Strategy, Reading Comprehension

INTRODUCTION

Reading is a component that cannot be separated in human beings as it is considered an important skill that has to be learned because it can influence other language skills. According to Grabe (2009: 5), "reading can also be defined as a process in which readers learn something from what they read and become involved in the academic context as part of education." Learning to read is not the only process to gain information to be understood as the source of knowledge, but readers need an appropriate strategy to transfer more information from written form to the readers as the subject who is active in taking the information itself.

Moreover, reading is a complex process, consciously and unconsciously, from reading, students will learn all the components and the author's writing style. It is supported by Herlisya et al. (2022: 361), By reading, students will have the opportunity to study language components such as

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vocabulary, grammar, punctuation, and the way sentences, paragraphs and text are created. Cahyono & Widiati (2006: 36) stated that "reading can be classified into two types, such as initial reading and reading comprehension." Izuagba et al. (2016: 95) defined initial reading is learning how to read of the letters of the alphabet (letter names). Meanwhile, Hansen (2016: 9) defined that "reading comprehension is what to focus upon concerning reading comprehension and how it may be increased by focusing on comprehension of words, concepts, and phrases."

Based on the preliminary research that was conducted at SMK N 4 Bandar Lampung, the researcher conducted an interview with the tenth-grade English teacher there. The teacher stated that the students still have difficulty in reading also on comprehending and understanding the text. The students just read without knowing the meaning. This causes students have difficulty in understanding the main idea of the text. Then, the students tend to be lazy to find the meaning of the word because reading takes longer texts, which makes it

difficult for students to understand English texts. As a result, they do not understand the contents of the texts they read. The needs of students make them less enthusiastic and less motivated in reading a text, and students also become passive because reading activities still depend on the teacher's explanation.

These problems can be solved through the learning process by teachers, like using the right teaching strategy. Strategy in reading comprehension is a tool to improve readers' academic performance. One of the strategies in reading comprehension is the Think-aloud strategy. Afflerbach and Johnston cited by McKeown & Gentilucci (2007:136), claimed that "think-aloud serves firstly as a method of measuring the cognitive reading process, then as a meta-cognitive tool to monitor comprehension." In that sense, think-aloud is appropriate for this study because, through this strategy, the students can monitor their comprehension process.

Based on the problem above, the researcher expects students can understand what they read. Therefore, the researcher proposed

research entitled: "The Influence of Using Think Aloud Strategy towards Students' Reading Comprehension at The Tenth Grade Students of SMK Negeri 4 Bandar Lampung in The Academic Year 2022/2023".

Related to the research background above, the formulation of the problem as follows:

1. Is there any significant influence of using the Think Aloud strategy towards students' reading comprehension?

2. Is the average score of the students who are taught through the Think Aloud Strategy is higher than students who area taught through conventional strategy?

METHOD

In this research, the researcher used Quasi-experimental research. Mackey & Gass (2005: 363) defined "Quasi-experimental research as a type of experimental research but without random assignment of individuals." In this case, the researcher used two classes for investigation, the experimental class and the control class. In the experimental class, the researcher applied the Think Aloud Strategy in teaching reading, whereas in the control class, the researcher applied the conventional strategy.

The researcher took the Population from the students in the Tenth Grade of SMK N 4 Bandar Lampung in the academic year 2022/2023. According to Lodico (2006: 140), "A population is the wider group of individuals about which the researcher wants to make statements." There are 869 students, and it consists of 24 classes. In conducted the research, the researcher used the Cluster Random Sampling technique to carry out the research. Walter (2003: 174) said that "cluster random sampling is used when it is more feasible to select groups of individuals rather than individuals from a defined population." In this case, the samples were from X AKL 1 as an experiment class which consisted of 36 students and X AKL 2 as a control class which consisted of 36 students.

In this research, the researcher used a multiple-choice

test as a technique to collect the data. There are 40 items total, and each item has five choices (a, b, c, d, and e). Each question had a score of 2.5 for the correct answer and 0 for the incorrect answer. The lowest score is 0, and the highest is 100.

To know whether the data of the sample were normal or not, the researcher was analyzing test the normality of the test. It is used to know whether the data are normally distributed or not. To get the data on the normality of the test, the researcher used the formula:

$$\chi^2{}_{hit} = \sum_{i=1}^{k} \frac{(O_i - E_i)^2}{E_i}$$

To test whether the data are homogenous or not. The formula of the homogeneity test as follows:

$$F = \frac{S^2(The\ Highest\ Variance)}{S^2(The\ Lowest\ Variance)}$$

The criteria of the test is accepted Ho if $F_{ratio} > F_{tabel}\frac{1}{2}\ \alpha\ _{(v1.v2)}$

To test the hypothesis in this research, the researcher used T-test formula by Sudjana (2005: 329) :

$$t = \frac{\overline{X_1} - \overline{X_2}}{S\sqrt{\frac{1}{n_1}+\frac{1}{n_2}}} \quad In$$

which: $\qquad S^2 =$

$$\frac{(n_1 + 1)S_1^2 + (n_2 + 1)S_2^2}{n_1 + n_2 - 2}$$

The testing of the equality of the average score with the criteria H_a is accepted if $t_{test} > t_{table}$ for significance level 5% ($\alpha=0,05$) and 1% ($\alpha=0,01$) and for the different test of two average score with the criteria is H_a is accepted If $t_{test} > t_{table}$ for significance level 5% ($\alpha=0,05$) and 1% ($\alpha=0,01$).

RESULTS AND DISCUSSION
Results
From the research of data normality in experimental class, the writer got the result that highest score is 90 and the lowest score is 50 with (n) = 36 students.

$\sum F_1 \qquad = 36$

$\sum F_1X_1 \qquad = 2720$

$\sum F_1X_1^2 \qquad = 209442$

So, It can be searched the average score:

$$\overline{x} = \frac{\sum F1X1}{\sum F1}$$

$$\overline{x} = \frac{2720}{36}$$

$$\overline{x} = 75.55$$

Standard deviation:

$$S_1^2 = \sqrt{112.31}$$

$$S_1 = 10.6$$

Determining x^2 ratio by using the following formula:

$$X^2{}_{ratio} \qquad = \sum_{i=1}^{K} \frac{(O_i - E_i)}{E_i}$$

X^2_{ratio} = 0.89 + 0.16 + 0.47 + 0.92 + 0.95 + 2.12

= 5.51

Based on the calculation above, it was obtained at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that $x^2_{ratio} < x^2_{table}$ (5.51 < 7.81 < 11.3). So, Ho was accepted which means the data had normal distribution.

From the research of data normality in control class, the writer got the result that highest score is 85 and the lowest score is 45 with (n) = 36 students.

$\sum F_1$ = 36

$\sum F_1X_1$ = 2386

$\sum F_1X_1^2$ = 162184

So, It can be searched the average score:

$\bar{x} = \frac{\sum F1X1}{\sum F1}$

$\bar{x} = \frac{2386}{36}$

$\bar{x} = 66.28$

Standard deviation:

$S_2^2 = \sqrt{115.58}$

$S_2 = 10.75$

Determining x^2 ratio by using the following formula:

X^2_{ratio} = $\sum_{i=1}^{K} \frac{(O_i - E_i)}{E_i}$

X^2_{ratio} = 0.21 + 0.46 + 0.27 +

0.18 + 0.38 + 0.65

= 2.15

Based on the calculation above, it was obtained at significant level of 0,05 is 7,81 and also 0,01 is 11,3 that $x^2_{ratio} < x^2_{table}$ (2.15 < 7.81 < 11.3). So, Ho was accepted which means the data had normal distribution.

From the result of homogeneity test by comparing to the f_{table}, it was obtained F_{ratio} was 1.01. F_{table} at significant level of 0.05 was 1.80 and 0.01 was 2.30. Since $F_{ratio} < F_{table}$, therefore, Ho was accepted (1.01 < 1.80 < 2.30). It means that the variance of the data in experimental class and control class are homogeneous.

The hypothesis test, to test whether the hypothesis is accepted or not, the researcher calculating the end of result, the researcher used t_{test} formula:

$t = \frac{\bar{X}_1 - \bar{X}_2}{s\sqrt{\frac{1}{n_1} + \frac{1}{n_2}}}$ With : S_1^2

$= \frac{(n_1-1)S_1^2 + (n_2-1)S_2^2}{n_1 + n_2 - 2}$

It was obtained t-test: **3.65**

To know the equality test of two

averages, the writer consulted t-test to t-table. It was got t_{test} 3.65 > 2.00 < 2.66. Criterion Ha accepted if t_{test}> t_{table}. Therefore, H_a was accepted, it means that there was an influence of using Think-Aloud strategy towards students' reading comprehension at the tenth grade of SMK N 4 Bandar Lampung in 2022/2023.

Based on the calculating of difference test two average score, t_{test} was higher than t_{table} 3.65 > 1.67 < 2.39. Therefore, Ha was accepted. It means that the average score of students' reading ability who learn through Think-Aloud strategy higher than who learn through direct instruction at tenth grade of SMK N 4 Bandar Lampung in 2022/2023.

Discussion

Based on the result of the data collected and analyzed through the reading test, the writer found think aloud can help students to understanding the reading comprehension, by using think aloud strategy that can help the students to improve reading comprehension by developing critical thinking, student participation, and self-monitoring skills. Think-Aloud allows demonstrating to students how they employ comprehension processes or

strategies to extract meaning from written text. It is supported by Oster (2001: 69), The think aloud is the most successful strategy I have used to date to help students improve reading skills, initiate and participate in class discussion, and understand and enjoy literature.

The main purpose of reading is comprehension, and how the reader is required to build and get meaning from the text, reading is not just looking at and pronouncing the text correctly but comprehending all the components of a text. So, to improve students' reading comprehension, the teacher must choose the right strategy to make capturing meaning easier. Strategy becomes important to achieve the purpose of reading. In that sense, think-aloud provides opportunities for students to understand the meaning of texts through their metacognitive processes and self-monitoring thinking. Block & Israel (2004) said that, This metacognitive awareness significantly increases students' scores on comprehension tests, adds to students' self-assessment of their comprehension, and enhances students' abilities to select thinking processes to overcome comprehension challenges while they

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read.

In this research, the writer used experimental research with a quasi-experimental design. The writer did the research at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023 and took two classes as a sample. The first class was the experimental class, which consisted of 36 students and the second was the control class, which consisted of 36 students. In the experimental class the writer taught Think Aloud Strategy and to see the experimental influence of the think aloud Strategy, the writer also taught reading in another class that is control class by using Direct Instruction. At the end of the meeting, the writer gave the reading test to the students. It was multiple choice consisting of 40 questions with five options: A, B, C, D and E.

Based on the data analysis by using t_{test} and testing the hypothesis, the writer got the result that Ho was rejected and H_a is accepted. It showed the result t_{test} was higher than t_{table} at significance level 5% and 1% (3.65 > 2.00 < 2.66). It can be concluded that there was significant influence of Think Aloud strategy towards students' reading comprehension at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023. Therefore, this research was valid. The data of the students were normally distributed. and the average score of the students in the experimental class was higher than in the control class (75.55 > 66.28).

It fitted the intention of this research, think aloud strategy can influence students' reading comprehension. It means that think aloud strategy can helped the students to improve their reading comprehension. It made the students more interested, and it was easier to find the information in the reading text. It also encouraged the students to engage with the strategy, they were encouraged to comprehend the text and developing critical thinking, student participation, and self-monitoring skills. Eventually, students will develop a similar thinking process when they are reading independently, which will improve their comprehension. Therefore, the writer recommends the Think-Aloud strategy to apply in classes in teaching reading. The teachers could take advantages in improving students' reading comprehension.

CONCLUSION

Based on the result of the data analysis, the writer concluded that:

1. There is a significant influence of using think aloud strategy towards students' reading comprehension at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023. It can be seen that the result: t_{test} was higher than t_{table} at significance level 5% and 1% (3.65 > 2.00 < 2.66).

2. The average score of the students' reading comprehension which is taught through think aloud strategy is higher than taught through direct instructional at the tenth grade of SMK Negeri 4 Bandar Lampung in 2022/2023. It can be seen that the result the average score of the students in experimental class was higher than in control class (75.55 > 66.28).

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