THE EFFECT OF USING THINK ALOUD TECHNIQUE ON THE STUDENTS' READING COMPREHENSION ACHIEVEMENT

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Abstract

The purpose of this study is to investigate the effectiveness of using "Think Aloud Technique" on the eleventh-grade students reading comprehension achievement at one of "Vocational School in East Java Indonesia". Quasi-experimental research is the design of this study that employs "XI A1" as the experimental group and "XI A2" as the control group. The experimental group got treatment by "Think Aloud" technique while the control group had no treatment but taught by using group discussion technique. The researcher conducted this study in four meetings, three meetings for giving treatment in the class, and a meeting for conducting the post-test. The data was collected by using multiple choice reading comprehension tests. The data obtained were analyzed by using the independent t-test formula. Result of data analysis showed that there is a significant effect of using the think aloud technique on the eleventh-grade students' reading comprehension achievement in Vocational School in East Java (p=.034).

Keywords: Reading comprehension, Think Aloud technique

INTRODUCTION

Reading is considered the most significant one since it can enhance the progression of mastering the other skills and improving knowledge. The goal of reading is for understanding or comprehending a printed text. Reading is fundamentally the process of reaching information and understanding a written texts. It is an action that involves both perceptions and thought (Pang, Muaka, Benhardt, & Kamil, 2003; Sulistyo, 2011; Burt, Peyton, & Adam, 2003; Duffy, 2009). It means that reading is not only about what the reader gain after they read the text. It does not only know about the meaning but also knows about what the writer's messages deliver through the text toward the readers. In other hand, Reading is not only translating or receiving new information, but also appropriating the reader's ability to read well, understand, and comprehend deeply of what is read by making prediction, evaluating, and judging the idea of the text (Kusumawati and Widiati, 2017).

Meanwhile, comprehension is also needed when the students read a text. It helps the students to get information from the text. According to Brassel and Rasinski

(2008,11), comprehension is the essential purpose of reading and reading instruction. Readers are not only fluent in reading the written text but also comprehend the written passage since the point of reading is comprehension. He adds that comprehension occurs when a reader can act on, respond to, or transform the information that is presented in written text.

Furthermore, reading comprehension will occur when a person reads a text and get the meaning through the written text. as Snow (2002:13) states that reading comprehension is the progression of concurrently extracting and constructing meaning through communication and connection with written language. Besides extracting and constructing the meaning, reading comprehension also needs to be interacted and involved. It is supported by Alyousef (2006:64) says that reading seems like an interactive connection between a reader and passage, which leads automatically or reading fluency. It means that reading not only reads the content but also constructs the meaning of the content.

Reading comprehension holds a vital role in the background of English learning and teaching. It is a process of language learning. Consequently, where there is a little reading, a few questions, and a few interactions, there will be little language learning (Bright and McGregor, 1970:52). It is fundamentally determined by how the teacher gives instruction and presents reading in the class. Then, students will be enthusiastic in reading the study. Besides that, the content of the research hopefully encourage the students to develop and enhance their language proficiency and their reading skill. Therefore, "the student's capability to read is the point out of literature and often compact with academic success" (Dabarera, Renandya, Zhang, 2014:462).

However, reading has been still viewed as a burden by the students. It contains of many texts, many unfamiliar vocabularies, or it can bring them into a monotonous condition. Furthermore, reading instruction is also an important part of reading. It will determine how reading is presented in the class. Otherwise, reading activity will build the wrong perception then make students feel lazy in joining the reading class if the instructions are not clear. Duffy (2009:06) argued that a vision is one's analysis of what the primary thing should be in reading lessons. It means that a vision is a way to change students' perception of reading. Having a vision will help students to decide why reading is considered an English subject.

The signficance of the study can be useful both theoritically to our perceptive of reading in indonesia as a second language, and practically in designing proper curriculum for teaching English and preparing suitable instructional material. Moreover, the significance of the the study hopefully can be useful for the English teacher, the other researcher, and the body of knowledge based on reading strategy.

Teaching reading comprehension effectively and efficiently is not easy. The teacher must be creative and selective in choosing a strategy which is appropriate when it will be applied in delivering the material. Updating learning strategies in 1990, area research on reading strategies attract the researcher's attention. Reading strategy as an activity that readers visualize an assignment, deal with literary cues, make sense of they studied, and an alternative solution to understand (Block, 1986; in Mistar, Zuhairi, & Yanti, 2016:49). Moreover, Riswanto, Risnawati, & Lismayanti

(2014:1) said that using strategies in reading can gain a innovative concept, obtain deeply concerned in reading, significantly evaluate, and relate the knowledge.

Think Aloud Technique is a strategy chosen by the researcher for teaching and learning reading comprehension. Verbalizing thoughts while reading take into the open strategies to comprehend a passage is called think-aloud (Oster, 2001). It means that think-aloud technique will help the students' monitoring their comprehension and their direct thinking as they work through the problem-solving process. Moreover, Israel (2004:154) stated that think-aloud enables the instructors to show to the students how to decide an appropriate comprehension process at a particular point in a spesific passage. It means that the collaboration between both of them make the students easy to comprehend the text. It is supported by Presley, El-Dinary, Gaskin, Schuder, Bergman, & Amasi (in McKeown and Gentilucci, 2007:137) state that think-aloud acts as a bridge that connects teacher and students to work together to construct an understanding of the text.

Previous study was conducted by Sari (2013) indicates that using think aloud helps the students to read fluently and understands a narrative text. It also can increase students' active participation and motivation in the reading process. Besides that, Barjesh (2010) found out that the implementation of think-aloud technique contributes to improving of EFL students' reading comprehension. Meanwhile, Wang (2016), who conducted the research by using mixed method to discover the differences between more successful and less successful EFL readers. He focused on the reading strategies used by the reader which relate to the abilities and comprehension performances by interaction with English passage through think-aloud while reading in pairs. The subject was the junior high senior school's students. There were ten students who were registered in pair to comprehend the textual meaning of four reading tasks, and to answer reading comprehension's question. The finding indicated that the reading score of the most successful is higher than the least successful. The most successful could answer the comprehension's question and perform the think-aloud better.

The present study are concerned in conducting the research on Think Aloud technique by modifying the research in the different samples. It means that different of age, grade, and country. The relationships between microsystems of the students such as family, classmate, grade, and the broader country resources of macrosystem such as economy and cultural values considered can contribute to student learning (Ciuw and Chow 2015). It also uses more sources of texts, and more students as the sample. The researcher will also enable the students into group, pair, and individually on implementing think-aloud technique. Besides that, the researcher will use a recount text as the instrument in conducting this research because there is no previous research that used the recount text as the instrument. The use of expository text, and narrative text are suitable used in comprehension strategy (Gilliam, Fargo, & Robertson, 2009; Ogle as cited in Spigelman, 1986) . Furthermore, this research aims that is to investigate the effectiveness of using Think Aloud Technique on the eleventh grade's students' reading comprehension achievement by conducting experimental research.

METHOD
RESEARCH DESIGN

This study is quasi-experimental research. According to Cohen, Manion, & Morrison (2007:282), quasi-experiments are the stuff of field experimentation. It is intended to investigate the effectiveness of using strategy on reading comprehension achievement. This research applied a post-test only group design. Meanwhile, the pre-test score is gotten from the students' reading score from the teacher.

In general, the procedures to conduct the research are described as follow: determining experimental group and control group, administering a homogeneity analysis of the two classes by using the data taken from students' reading score from the teacher, constructing instruments that are used in the research, giving a treatment to the experimental group through Think Aloud technique while The control group through group discussion, giving post-test to both of them, analyzing the collected data by using SPSS program, and making a conclusion.

SUBJECT

The subject of this research was the eleventh-grade students of Vocational School in East Java Indonesia in the 2020/2021 academic year. The eleventh-grade of Vocational School in East Java Indonesia consists of 4 major departments. The researcher took XI A1 and XI A2, which each class consists of 27 students. The subject was chosen by the researcher based on the headmaster's permission.

In this study, the researcher analyzed the homogeneity of both groups based on their reading score that had been gotten from the teacher. The analysis of homogeneity used an independent sample t-test through the SPSS program. As Mistar (2018), stated that independent t-test can analyze the data of the research if the experiment and control group are not significantly different. the result of analysis shows that the mean score of XI A1 is 61.11 and the mean score of XI A2 is 60.74. Also, the result of the analysis is 0.925, which is higher than 0.05. The significant level set by the researcher is .05 (5%). It means that the difference is not significant.

TREATMENT

Treatments were done in three meetings, This study had two teaching reading techniques that are implemented for both groups (Experimental group and Control group). The researcher provides treatment to the experimental group (XI A1) by using the Think Aloud technique. The researcher asks the students to explore their knowledge about reading and explains the step to use the Think Aloud technique by modeling first. The researcher performs how to make prediction and how to develop hypothesis. Then, he shows how to develope image during reading. After that, he shows how to relate prior knowledge with new information in the text. Next, he shows how to monitor the comprehension by verbalizing the confusing part in the text and rereading the sentence or looking the context clues to understand the text. Meanwhile, the control group (XI A2) is without treatment but teach by using Group Discussion technique. The students are inquired to read the passage and analyze the passage by using the exercises.

TEST VALIDITY

Items of the test are based on indicators of the syllabus. They can establish content validity. It means that the items of the test are constructed to measure students' reading comprehension by finding literal and inferential information. The test materials are based on the curriculum 2013 for Vocational High School. The items of the test covered basic competence that is about reading recount biography text. Besides that, the objective of the test is for the students can answer some questions about literal and inferential information. So, the test was accurate and appropriate with the material in the syllabus. There are eight recount biography texts in this test that are adopted from the English book and the internet, which is appropriate with the material. There are 21 literal comprehensions and 19 inferential comprehensions.

TEST RELIABILITY

The reliability analysis could be done by administering try out. The researcher conducted the tryout in the XI H1, which is not both an experiment and a control group. It contained 28 students. Then, the result was analyzed by using split-half correlation through SPSS. Based on the analysis, the result the coefficient is .734. It indicated that this test has a high reliability test.

The analysis of the test is used to know the difficulty of test items such as how very easy, easy, moderate, difficult, or very difficult of the item is. The researcher calculates the difficulty of the test items by using the difficulty index. The level of difficulty index is the number of right answers in each item that is divided by the number of the subjects. The level of difficulty level shows 0 – 0.125 as very difficult, 0,126 – 0,25 as difficult, 0.26 – 0.75 as moderate, 0.76 – 0.875 as easy, and 0.876 – 1 as very easy (Adopted from Sulistyo, 2019:215). They were 1 question as very easy, 6 questions as easy, 25 questions as moderate, 5 questions as difficult, and 3 questions as very difficult. The researcher took only 30 items for the post-test because some considerations are about test difficulty and appropriate material. There were 1 item considered very easy, 3 items considered as easy, 22 items as moderate, 3 items as difficult, and 1 question as very difficult. It has to be noted that the the items which considered as very easy and very difficult can be deleted because it cannot measure the students capability. Then, The 10 questions other are deleted by the researcher because they were not good questions for the students.

The post-test was accomplished after the groups were given treatment, which was completed for three meetings. Both groups got the same material in the post-test. The test is made by the researcher, which consists of 30 items in the type of multiple choices. The time was allocated 60 minutes.

DATA ANALYSIS

Based on the calculation of homogeneity analysis, the result confirmed that the mean score of XI A1 is 61,11, and the mean score of XI A2 is 60.74. Then, the result of the analysis is .925, which is higher than .05. the two classes were not significantly different. The data of the study were analyzed by using an independent sample T-test through the Statistical Package for Social Science (SPSS). The significant level set by the researcher is 0.05 (5%). If the finding research has 95% for being true, the theoretical hypothesis is supported by empirical findings.

RESULTS AND DISCUSSION
RESULT
Result of Calculation Before Treatment

In this study, the researcher analyzed the homogeneity of both groups based on their reading score that had been gotten from the teacher. The analysis of homogeneity used an independent sample t-test through the SPSS program. The result of homogeneity analysis can be perceived in following table:

Table 1. Result of Homogeneity Analysis

	Group	N	Mean	Std. Deviation	Std. Error Mean
	1	27	61,11	15,212	2,928
Score					
	2	27	60,74	13,637	2.624

X	Score	
	Equal Variances assumed	Equal variances not Assumed
Frequency	.357	
Significant	.553	
T	.094	.94
Df	52	51.3 91
significant (2-tailed)	.925	.925
mean Difference	.370	.370
Std. Error Difference	3.932	3.932
95% Confidence Interval of the	-7.519	-7.52 1
Difference – lower		
95% Confidence Interval of the Difference – upper	8.260	8.262

Based on the table, the result of analysis shows that the mean score of XI A1 is 61.11 and the mean score of XI A2 is 60.74. Also, the result of the analysis is 0.925, which is higher than 0.05. The significant level set by the researcher is .05 (5%). It means that the difference is not significant.

Furthermore, it shows that both of groups are homogen as the difference is not significant. It means that the students'ability of each group are balance that can be as the subject of this study. Thus, both of groups can be treated by using different techniques (Think Aloud Technique ang Group Discussion Technique).

Result of Students Post-Test Score Comparison

The students' reading comprehension score was acquired from the outcome of the post-test that had been provided to both experimental and control group. Then the researcher examined the score by using an independent sample t-test through SPSS. The result of the independent sample t-test analysis can be perceived in following table:

Table 2. Result of Independent Sample T-test

Group Statistics					
	Group	N	Mean	Std. Deviation	Std. Error Mean
Score	Ex	27	78,78	4,273	,822
	Con	27	74,59	9,014	1,735

X	Score	
Assumed	Equal Variances assumed	Equal variances not
Frequency	9.898	
Significant	.003	
T	2.180	2.180
Df	52	37.122
significant (2-tailed)	.034	.036
mean Difference	4.185	4.185
Std. Error Difference	1.920	1.920
95% Confidence Interval of the Difference – lower	.333	.296
95% Confidence Interval of the Difference – upper	8.037	8.075

Based on the calculation, the mean score of the experimental group is 78.78, and the mean score of the control group is 74.59. It shows that the students who are taught by using Think Aloud technique achieve better score on reading comprehension test than those who are taught by group discussion.

From the data mentioned, the mean score of both two groups before doing treatment was balanced. However, after doing the treatment, the mean score of the two groups are different. Based on the table, the mean score of the experimental group is higher than the control group. To prove the significant difference between the experimental group and the control group, it was not enough only by calculating the mean score of the students in both groups.

Further, it is known that the t value is 2.180, and the significant level value is .034. The significant level set by the researcher is .05 (5%). It means that the mean difference of the group is significant. It shows that the eleventh-grade students of Vocational School in East Java Indonesia who are taught by using Think Aloud technique achieve significantly better score on reading comprehension than those who are taught by using group discussion.

The result finding show that Think Aloud technique has significant effect on the eleventh-grade students' reading comprehension. It means that the experimental group who are taught by using Think Aloud technique achieve significantly better score than the control group who are taught by using group discussion.

DISCUSSION
Students' Reading Comprehension

The result of finding shows that the think-aloud technique has a significant effect on the eleventh-grade students' reading comprehension achievement. This technique significantly improve the students' achievement in reading comprehension such as identifying main idea, identifying supporting detail information, identifying reference, making conclution, identifying purpose of the text and increasing their vocabularies, which deals with the students reading comprehension. They are literal and inferential comprehension. Sulistyo (2011:42), said that students can reach more comprehension of reading by finding stated and unstated information of the text. So, the experimental group who was taught by using Think Aloud technique significantly achieved better score than the control group who was taught by using group discussion.

Based on the application of the Think Aloud technique in the experimental group, this technique could make the students easier to comprehend the text. Besides that, this technique also encouraged them to use some strategies to monitor their comprehension. It could be seen from the instructing and studying progression. while the practice of learning, the students could make a prediction from the title and related their prior knowledge about a topic of the text. Besides that, the students could verbalize their thinking as they read when they found a confusing part of the text. Then, they could reread the sentence and looked for context clues to monitor their comprehension. In addition, this technique could help them to comprehend the text easily and monitor comprehension.

The Interpretation on The Result of Data Analysis in Relation to The Earlier Theories.

Based on the study finding, the Think Aloud technique is an appropriate technique for teaching reading comprehension. It could be perceived from the result of the research that has a significant effect on the eleventh-grade students' reading comprehension. This finding is consistence with the previous research done by Sari (2013), she said that using think aloud helps the students to read fluently and recognize a passage. This technique encourages students to use some strategies on reading activity such as predicting, creating images, and visualizing, which help them comprehend and monitor their comprehension. Kusumawati and Widiati (2017:175), stated that reading is not only translating or receiving new information, but also appropriating the reader's capability to read well, be aware of, as well as comprehend deeply of what is read by making prediction, evaluating, and judging the idea of the text. In other hand, Riswanto et al. (2014:1), added that using strategies in reading can gain a innovative concept, obtain deeply concerned in reading, significantly

evaluate, and relate the knowledge. Thus, this technique could be applied to teaching reading comprehension.

Based on the application of the Think Aloud technique in the experimental group, this technique could make the students easier to understand the passage. It could be perceived from the teaching and learning process. It is consistence with the previous research done by Barjesh (2010), which said that the implementation of Think-aloud technique contributes to the development of EFL students reading comprehension. Think Aloud technique encourages the students to think about the strategy that will be used to comprehend the text. They could make prediction when they knew the title of the story of the paragraph. After that, they could visualize their prediction and think about what the story would tell them. They are also encouraged to activate their prior knowledge to monitor their comprehension while they are reading. A good reader makes a plan before reading, knows the purpose of reading, regularly previews the passage, connects prior knowledge in proper ways, and makes predictions about the passage (Pressley, 2006). Grabe (2009 : 228), added that a good reader are encouraged to integrated the text information with prior knowledge to fill in gaps in the text. According to Bauman et al. (in Oster, 2001:64), verbalizing thoughts while reading take into the open strategies to comprehend a passage. It means that this technique is appropriate to be practiced in instructing reading comprehension. Besides that, in modeling this technique, students were divided into the group first in order to analyze between the good reader and the weaker reader, it also can help the weaker reader to solve their problem as they collaborate with the good reader. then as pairs to train their ability on reading process, and individually in order that they can evaluate themselves on reading process through think aloud technique. So, this technique could facilitate students to understand the passage easily.

During applying this technique in teaching reading, the researcher found the strengths and weaknesses of it. From the students' responses, the researcher easier to measure their awareness of text being read. The students were active in discussion, and the weaker readers were also helped by the partners. As Oster (2001:64), said that think-aloud guides students to develop discussion, gain better comprehensions, and gain more enjoyful of literature. Besides that, this technique made the students sensitive of how they construct a meaning, and sensitive when their strategies possibly will not be functioning. Anderson (2002), added that metacognitive awareness of reading strategy is not only encourage the students to aware of what strategy they can apply or how they apply but also when, where, and why they suppose to use at particular stage, and how to assess their efficiacy together with awareness of the principle of reading. Further, this technique helps the teacher to face the students' problems in reading. Meanwhile, this technique made the students confused with the instructions at the first meeting. The researcher should explain the instructions clearly and this technique needed a long time because the students needed to think and verbalize their thought. It is in line with Rankin (1988:121), which stated that all methods have their disadvantage. Besides that, the lack of the technique's guidance is still unclearly explain in this research so that it need to be explain more in detail. Then, It has to be noted that the items which is

considered as very easy and very difficult can be deleted because it cannot measure the students capability.

The researcher applied the Think Aloud Technique in three meetings. The researcher enables the students into the group, pair, and individual when implemented the Think Aloud in teaching reading comprehension. Besides that, the teacher also used three recount texts as the material of reading. Furthermore, the researcher suggests to the future researcher to investigate the Think Aloud technique in different skills or subjects to become a renewal research.

In conclusion, founded on the result of the research and discussion above, the Think Aloud technique can make students easier to understand the passage and make them become good readers.

CONCLUSION

The main purpose of this study was to investigate whether the students who are taught by using Think Aloud technique achieve significantly better score on reading comprehension than those who are taught by using Group Discussion technique. Based on the treatments were given by the researcher, this technique could significantly develop the students' achievement in reading comprehension. They are identifying the main idea, identifying supporting detail information, identifying reference, making conclusion, identifying purpose, and interpreting vocabulary. Based on the result of data analysis, it can be accomplished that there is a significant effect of using the Think aloud technique on the eleventh-grade students' reading comprehension achievement of Vocational School in East Java Indonesia (p=.034). Therefore, the eleventh-grade students of Vocational School in East Java Indonesia who are taught by using Think Aloud technique achieve better score on reading comprehension test than those who are taught by using group discussion.

The use of the Think Aloud technique on teaching reading comprehension has proved to have a significant effect on reading comprehension achievement. Further, There are some suggestions for the English teacher and future researchers.

The English teacher can apply this technique in reading class since the students can achieve scores better by using the Think Aloud technique. In addition, it is recommended that the result of this study can be employed as reference or information to conduct further research on the use of the Think Aloud technique in different skills or subjects to become a renewal in the world of education.

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