



## The Impact of Think Aloud Technique on the Students' Reading Comprehension

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### Abstract

The purpose of this study was to see and see the effect of think aloud techniques on students' reading comprehension. This research is an experimental quays study because it consists of two variables. Think Aloud technique as variable one (X) and ability to read comprehension as variable two (Y). Then the researcher measures the impact of the impact of one variable on variable two. So, a suitable type of research is a dock experimental study. This experiment was conducted at SMAN 1 Ujan Mas. The population consisted of three classes with a total of 49 students. After homogeneity testing was carried out, two classes were obtained as research samples. Class XII IPA 2 as an experimental group with 11 students and class XII IPA 1 as a control group. So, the sample size is 23 students. The results of this experiment show that the value of this technique is lower than that of the hard thinking technique. Finally, based on the research objectives above, the think aloud technique is still an effective choice used in improving students' reading comprehension. That is, the technique of thinking aloud can be used to improve reading comprehension.

**Keywords:** Reading comprehension, think aloud

### Introduction

Reading skill become very important in education field. Students need to be exercised and trained in order to have a good reading skill. The reading is one of important skills that everyone brings his life experience in (Adeani, et al. 2020; Martina, et al. 2020; Martina, et al. 2020; Dhillon, et al. 2020; Wibowo, et al. 2020; Febriani, et al. 2020). Helping all students become creative, strategic, and critical is dream of all teacher today. To make their dreams come true, teacher need to know and understand how to use a wide variety of teaching technique in proper way to achieve proper goal. The technique must be appropriate to the students' level, so that it will be effective and applicable them (Frank Smith:2004:209).

Based on the author observation and interview conduct with the English teacher at SMAN 1 Ujan Mas, it was known that the technique which is currently used in teaching reading is Grammar Translation Method (GTM). The technique leads the learning process to teach-centred, as the result the students become passive and bored and dependent as they never find something challenging. Therefore, to avoid this condition, the teacher has to make the students communicate, make a prediction, solve the problem, and express their opinion as often as possible. And the students also have a low score when they answer the question from the text (Yeli Nurhamsih : 2014). Think aloud is an effective practical classroom technique in which students verbalize their thoughts as they read and thus bring into the open technique, they are using to understand a text. Think aloud technique

not only improves student's ability in comprehending a text but also let them practice their speaking ability in reporting the information in their own words. *Jean Wallace Gillet and Charles Temple* (1994:93) said It confirms earlier that verbalizing think is an excellent way to enable the students to present their rationale as they resolve a problem, they make verbal self-reports about their think processes during reading in their own words by using information from the text to support hypotheses, relating information the text to prior knowledge, integrating new with old information and dealing with conflicts between new and old information. Based on the writers experience in field teaching programme (PPL) at SMAN 1 Ujan Mas, it was found that most of the teacher spend their time teaching students about information, filling the with declarative knowledge, instead of assisting them to enact new and more proficient ways of reading, problem solving and making manning (the how), as the result, they never try to learn to use and expand their own thought. So that, the students have a low score when they do a reading text like a searching main idea, genre, conclusion and even the students not active and bored when they do a question from reading text. Therefore, the writer assumes that think aloud is very effective technique that is applicable to challenge the students to be independent and critical thinker as it has been stated in the previous study. The purpose of the technique is to model for students the thought processes that take place when difficult material is read. When using think aloud, the students verbalize his thought while they are reading orally. Students will understand comprehension technique better because they can see how the mind can respond to think through trouble things and constructing meaning from text. Although, conscious or unconscious, verbalized or internal think aloud is part of our everyday lives, students will need coaching in how to think aloud in foreign language situations. The teacher can teach students think-aloud questions in the target language (what are you think / if you don't know that word, what are you going to do? Etc this way of teaching can let the students explore their knowledge widely and digest the information deeply in higher order think.

### **Research problem**

1. How is students' reading comprehension before and after the teaching of conventional technique?
2. How is students' reading comprehension before and after the teaching of think aloud?
3. How is the impact of think aloud technique towards students' reading comprehension?

## **Research Objectives**

The objective of the research is to investigate: 1) the students' reading comprehension before and after the teaching on conventional technique, 2) the students reading comprehension before and after the teaching of think aloud, 3) to the impact of think aloud technique towards students reading comprehension.

## **Methodology**

The kind of this research is an experimental research. Experimental research is carried in order to explore the strength of relationship between variables (David Nunan: 1992:105). This research there are two variables which need to investigate the effect of variable X and variable Y. the design used in this research is tack group pre-test – post-test design that involves a group of students who belong the experimental group and the one belongs to control group. In this study, the treatment which is given is applying cooperative learning in teaching learning process. Before the treatment the researcher doing homogeneity test to each group. It is be intended to know how far the homogeneity between control and experiment group. The average of the achievement coming from sum of student's marks divided with total number of students. In collecting the data, the writer will teach in the classroom. There are nine meetings for the experimental group. In the first meeting, the researcher will distribute the pre-test with narrative text. In the second to the eighth meeting the writer will give treatment of teaching using think aloud technique. And the last meeting the researcher give the post test. For the validity the writer analysed each items of the test that had been given to the students show something that tested or not, before gave it to experiment and control class. In this research, the writer uses two validity there are, content validity and construct validity. In the test procedures were: 1) Give the test to the test takers, 2) Scored the test, 3) Give retest in the similar condition with the first test, 4) Scored the test, 5) Compared the test by using the formula, the writer used the formula of reliability.

For analyses the data the writer used the formula that is t-test formulation and S-diff formulation. The procedure of the research following:

1. The procedure of the control class
  - a. A teacher gives a pre-test
  - b. Introducing the material of the lesson
  - c. Explaining the core of the material
  - d. Giving opportunities to the students to asking the material if there are something

- e. Giving exercise to review the material especially the core of the material by using their own reading comprehend
  - f. Corrected
2. The procedures of the experiment class
- a. Teacher give the pre-test
  - b. Teacher provide a text
  - c. Teacher conduct survey and check student's preparation
  - d. Teacher explain about think aloud to the students,
  - e. Teacher give some questions that consists of problem to the students. After that, students were asking to find solution of each problem.
  - f. Teacher select material or material problems or tasks base on the syllabus and the material being thought that is narrative text
  - g. Teacher help clarify the task to be learn
  - h. Teacher prepare classroom setting (in Group) to facilitate students to solve problems from the problem in question.
  - i. Teacher check students understanding of the problem which is learn through the existing question and answers with material that raises the curiosity.
  - j. The teacher gives the students the opportunity to conduct discovery.
  - k. Teacher help students formulate or conclude the findings obtain by students
  - l. Teacher correct students answer

## **Finding and Discussion**

### **Findings**

#### a. Control Class which Used Conventional Technique

##### 1. Students Reading Comprehension before using Conventional Technique

In this research, conventional technique was applied in the control group referring to the class. In the getting the first data before the learning process was undertaken, the researcher gave the students the pre-test. And the mean score in pre-test in control group they got 60,41 and the standard deviation score that is got from analysis is 7.52.

##### 2. Students reading Comprehension After Conventional Technique Implemented

To facilitate understanding the condition of students Reading comprehension after conventional technique implemented, it is measured based on the result of post-test given. The result score in post-test at control group that they got the mean score are 70,83 and the standard deviation score that is got from analysis is 7,33.

b. Experiment Class Which Used Think Aloud Technique

1. Students Reading Ability before Think Aloud Technique Implemented

In this research, before think aloud technique applied, the researcher takes the first data by giving students pre-test. The result of pre-test that the mean score is 59,54 with standard deviation as 8,5.

2. Students Reading after Think Aloud Technique Implemented

The condition of students Reading comprehension after think aloud technique implemented. The result in post-test experimental group that they had the mean score as 81,36 and the standard deviation which is encountered has the score as 5,95.

c. The effect of using think aloud technique

The effect of think aloud technique in improving reading comprehension can looked based on data analysis of comparison the data got by both of group. The researcher gives two criteria to know how effective think aloud technique used in reading comprehension those are mean score and standard deviation. To made clearer the data comparison, can be viewed on the data below:

**Table 1. The comparative Result between Control and Experiment Group**

Group	Mean Score		Standard Deviation	
	Pre-Test	Post Test	Pre-Test	Post Test
Control	60,41	70,83	7,52	7,33
Experimental	59,54	81,36	8,5	5,95

Based on the data on the table above, it shows that the experimental group produces the scores higher than the scores found out the control group. It showed by the calculation of mean scores both of groups. In the control group, the mean score got from pre-test as 60,41 from post-test as 70,83. The range of increasing scores only 10.42 point. So, the conventional technique just improves students reading comprehension as high as 10,42 based on the calculation before. Whereas, in the experimental group the mean score from pre-test as 59,54 and post-test as 81,36. The range of increasing scores 21,82 point. So, it can conclude think aloud technique can improve students reading comprehension as high as 21,82 based on the same procedure of calculation before. From the explanation above it indicates the treatment of this study which is as the implementation of think aloud technique has been successful. It can produce a significant effect of students reading comprehension. In order to know about information from the data of both groups, the researcher forms the table below:

**Table 2. The Score of Pre-test and Post test**

Code	Control group		Code	Experiment Group	
	Pre test	Post test		Pre test	Post test
C-1	60	65	E-1	55	75

C-2	60	70	E-2	50	75
C-3	60	75	E-3	65	85
C-4	50	60	E-4	45	70
C-5	55	65	E-5	60	85
C-6	65	80	E-6	70	85
C-7	45	65	E-7	65	85
C-8	60	65	E-8	70	90
C-9	65	75	E-9	60	80
C-10	70	85	E-10	65	85
C-11	65	70	E-11	50	80
C-12	70	75			
<b>Total</b>	725	850	<b>Total</b>	655	8595
<b>Mean score</b>	60,41	70,83	<b>Mean score</b>	59,54	81,36
<b>Standard Deviation</b>	7,52	7,33	<b>Standard Deviation</b>	8,5	5,95

## Discussion

The first research question in this research is How is students' reading comprehension before and after the teaching of conventional technique. In conventional class the students that look as usually, and the score not be increase and then the students learn reading comprehension, they faced some problem and they did not have known to relate the many ideas in reading text. And for second research question in experiment class (using think aloud technique) the student become very enthusiasm and can be comfortable but seriously with activities that were taught by the teacher. So, it becomes easier to related them with teaching reading and learning experience more active for students. And for the last research question is how the impact of think aloud for student reading comprehension is in control group, the researcher looked to prove of using think aloud gave significant effect on students reading comprehension it can be seen in the post test result of this research. It proved that the students' reading comprehension who was introduced think aloud that can make students directly understand and easier to develop content when they write a text.

## Conclusion and suggestion

### Conclusion

Regarding with students' reading comprehension before conventional technique implemented students in conventional class have the condition being respectively not good. Students reading comprehension after think aloud technique implemented is good because students from experimental group respectively have increasing ability. Students comprehension in the experimental group in which the students are provided treatment such think aloud technique, it improves bigger than students reading comprehension in control group. Think aloud technique is effective in improving students reading comprehension. The fact is represented by the result of "t" calculation. Based on the

calculation, the figure t found is 3.73 and the value of t table is 2.080. the researcher the compares both scores. The comparison presents that  $3.73 > 2.080$ . in accordance to the data analysis, the result certainly proves that think aloud technique can improving students reading ability.

### **Suggestion**

After getting the result of the analysis, the researcher would like to give some suggestion as considerations which are important for the readers and the next researchers. other researchers are suggested to make more depth analysis in think aloud technique, such as think aloud for writing strategy. the researcher hopes the students can improve their knowledge about think aloud technique, to help them on many skills in learning English.

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