The Effectiveness of Using Think Aloud Strategy on Students' Reading Achievement in Narrative Text

Moh. Hilman Fikri[1], Moh. Ilham Yasin[1], Wahyu Sudrajad[1], Abd. Syakur[2], Laila Nur Azizah[1], Iman Jauhari[1], Gigih Dwi Ananto [1]

[1]English Literature Department, Cipta Wacana Christian University, Malang, Indonesia
[2]Post Graduate Program, University of PGRI Delta Sidoarjo, Sidoarjo, Indonesia

Abstract
Think-aloud is one of the transactional strategies that joint process of teachers and students working together to construct understandings of text as they interact with it. The aim of this thesis to investigate that do students who were taught by think aloud strategy has better achievement in the reading narrative text. Toward 23 total students of eight grade of Mts Al-azhar Malang, consist of 11 Males and 12 females of the sample, the researchers conduct the experiment research by distributing 20 pre and post questions of narrative text test. In finding, the mean of total reading test score of 23 students before being taught by using think aloud strategy is (55.43). After getting treatment, the mean score of students' reading is (71.30). It means that the students' score is improved. It means that there is significant effect before and after being taught using think aloud strategy toward students reading achievement of narrative text. Based on the result, it can be concluded that think aloud was effective strategy in teaching reading comprehension.

1. Introduction

Reading is one of important receptive skill besides of listening to acquire second. It supported by Samadovna (2024) in his book that reading is one of skill that learner can acquire the language or idea through written text. While the process to understand the whole of the text and content, called reading comprehension". In addition, Haverkamp (2024) also said that reading must have purposes. So while reading, the reader try to understand its content to get their purposes (reading comprehension) (Cheng et al., 2023). In reading comprehension, the reader must be attention to some strategies, such as how to understand the new vocabulary without looking at the dictionary, finding the main and supporting idea, and delivering the summarize. Therefore by those strategies, the reading comprehension will be achieved.

Reading is a skill for language learner to acquire more knowledge instance vocabulary and information about language (Khalilova, 2023). Through reading, the reader will acquire the complete information about knowledge. This might be caused by the fact that many students do not know the important information needed to understand, including how meaning a word combines with other words (Hattan et al., 2023). This difficulty effects to the process of students understanding the text and also acquiring the information. All of those problems will affect to the learner in comprehending the passage and reading achievement. Therefore the students need some strategies to solve the problem (Yao et al., 2024).

Another factor that influences them is most of the students are low level motivation in reading English books (Tran et al., 2023). They are prefer to read in Indonesian language than English that they though was more complicated. This is supported by Esanova (2023) who proposed that there are some factors in successful teaching, one of them is the teaching method, and teaching reading needs longer time than teaching any other skills. Thinking Aloud has fucntioned as an assessment. In addition to assessment, think aloud is one of strategy to optimize the students' learning cognitive process (Yoon et al., 2020). This is in line with Wilhelm who proposed that think aloud strategy is a teaching method that the teacher can directly monitor the learner reading process (Djalilova, 2023). In addition, the teacher can observe

whether the learner has correct comprehension in reading or not (Yapp et al., 2023). So thinking Aloud can lead to improve monitoring and comprehension and that the students can get easily to understanding the text what they have read.

Some models learning usually use in think aloud strategy are making prediction of the content, creating their own opinion, integrating information in the text with the students' prior knowledge, monitoring the learners' comprehension, and completing the students' difficulties of word understanding. Imbulpitiya et al. (2023), in her research, states "the think-aloud strategy is a technique by which the individual voices her or his thoughts during the performance of a task". It is simply what it appears to be students thinking out loud. The teachers provides insight on the strategies used to make meaning for the student. When students are taught to use the think-aloud, they are instructed to voice all of their thoughts about, feelings toward, and understand-ing of the text (Pratt et al., 2023). The teacher will instruct the students to state their purpose, relate their prior knowledge, make assumptions and predictions, check predictions, ask questions, evaluate the text structure, and consider how to communicate the information learned (Kumar et al., 2023).

Think aloud strategy will show the learner that reading is understanding process learning by comparing and delivering idea to others to get better comprehension of the text. This strategy is used when the students' get stuck, they try to communicate what they have already understand and ask others to add some information left. In contrast, think aloud gives no effect to students' reading comphrehension. Saad et al. (2023) who found from their research that the did not find any differences between low-level Spanish L2 calssroom learner who taught by think aloud strategy and who did not by using three task of completing the brief comprehension, recognizing, and controlling the writing tasks based on what they read. In relation to the condition above the researcher wants to investigate about the effect of think aloud strategy on the student reading achievement by using narrative text (Sánchez, 2023).

Based on the background of the research, this research aimed to answer the statement of problem, "Do students will get better achievement in reading comprehension after they were taught by using think aloud strategy?". Based on the research problem above, the objectives of the research is to discover whether after the students were taught by think aloud strategy will have better reading comprehension achievement in reading narrative text or not. Alternative Hypothesis (Ha) states the students who were taught by think aloud strategy will have better reading achievement in reading narrative text (Yuliani et al., 2024).

2. Method

The design of this research was an experimental research design. The researcher use pre-experimental research. The researcher does manipulation on dependent variable and observes its effect on the independent variable. As stated that the researcher use pre-experimental design in which the researcher only took one class to be measured by using pretest-posttest tests (Vanesa et al., 2021). The researcher do some stages consist of pretest at the begining, followed by several treatments about think aloud strategy, and post-test as the last step. Pre and post-test were given to measure students' reading achievement before and after being taught by think aloud strategy (Alfiansyah, 2021).

The researcher only toke one class to be the subject by considering of the school's recruitment. The sample of this research was D class that, 23 total students consist of 11 Males and 12 females. This sampling was a process of selecting group being tested and represented the large group. Considering of the students' pretest, their average score was 55.43, the researcher believes that think aloud is effective strategy for enhancing students' reading achievement.

The instrument used in this research is test. The test is a process of collecting data which is given to the students before and after treatment. The test was about narrative text which consists of two text and 20 questions. This test was an achievement test which is conducted to measure the students' significant score before and after students' were taught by think aloud strategy at MTs Al-Azhar Buring Kota Malang. The data collecting method is the method to

obtain the data in the research. The aim of the data collecting in conducting scientific research was to get material needed by the research, or he researcher spent four days to collect the data. Some techniques in collecting data are follows: the first was pre-test. Pretest is a process of collecting data through distributing reading comprehension test as the students reading achievement before they we taught by think aloud strategy (Zumiarti, 2023). This process is supported by Pangestu et al. (2021) who stated that pretest measurement provide the researcher or teacher students' assessment before they are given treatment. The test was in narrative text passages that follow by 20 questions. This pretest presented in multiple choice questions.

The second step was treatment. After given pretest, the researcher begins the treatment in which teaching reading by implementing think aloud strategy. The steps are relative different in each meeting. The treatment conducted three time by different activities. For whole, after checking the students' attendance list, the researcher stimulating students mind about narrative text, brainstorming about Narrative text. After that the teacher showed a title of narrative text on the LCD and let the students think and deliver what is in their opinion willingly. After students stated what on their mind about the narrative text, the teacher gives the task of narrative text and lets the students read the text in pair. At the end of the reading, to have the whole class understanding, the teacher asked for two or more volunteer from whole students to convey what they understand from the text (Afreen et al., 2024).

In this case, the researcher lets the students to have a class activity depend on the steps of the think aloud strategy. While the class, the researcher only monitor the students' activity. For the last steps was post-test. At the end of research process, the researcher collecting the last data of research. The last data was score of students' reading achievement in post-test. The researcher distributes the similar question as given in the pretest and analyze the different score both of them. In this research, the researcher used statistical data analysis technique to know the students' achievement in reading ability before and after being taught by using think aloud strategy. This technique of data analysis belonged to quantitative data analysis and the data were analyzed statistically by using dependent T-test (Apsari et al., 2023). There was one step that researcher carried out to analyze the data, computing pretest and post test score result by using Statistical Package for the Social Science (SPSS) with paired sample T-test Formula.

3. Result and Discussion

Data analysis was done to know the different score before and after test by searching the gain "d" (score after test and before test). The researcher presented and analyzed the data which had been collected through two kind of test and it was conducted to twenty three students. The questions of the pre-test and post-test given by the researcher consist of 4 stories. There are 23 students as respondents or subjects of the research. The tests were conducted by the researcher before and after using 'think aloud strategy'. The test in the form of multiple choices which consist of 20 items about narrative text.

The Mean of pre-test is 55.43 and post-test is 71.30. So the difference of mean is 15.87. The different score between pre-test and post-test is flashy enough, the think out loud strategy which is conducted by the reasearcher is an attempt to create higher skill of the students in reading skill. It is know that before the students being taught using think aloud strategy, there are 10 students (43.48%) have enough score, and 13 students (56.52%) have bad score. The result shows that before the students being taught using think aloud strategy, most of them cannot understand in reading comprehension, because half of have bad score.

After the students were taught using think aloud strategy, there are 5 students (21.74%) have good score, 18 students (78.26%) have enough score, and there is no students have bad score. Based on the describtion above, think aloud strategy can motivate the students to understand more in the reading comprehension well. There is no students get bad score after the students being taught using think aloud strategy and more students have enough score. The explanation above, it shows that a general student's achievement in good criteria is 78.26% > 21.74%. The student's score after theywere taught by using think aloud strategy is higher score

than before theywere taught by using think aloud strategy (Salehomoum, 2023). It means that teaching reading comprehension using think aloud strategy is effective in improving student'sachievements in reading comprehension.

Based on the Paired sample T test, the researcher find the t observation. At the last to find the T-score, the researcher will compare the t observation to the t table. The researcher look at the ttable in the table t-score. Finding t table by looking at the Df. While Df is Total number of the participant minus 1(df = N – 1 = 23 – 1 = 22). The researcher find in df =22 at the table t-score, it was found that the ttable = 1.717. At the last compared the ttable = 1.717 to tobservation = 10.16. It means that the T observation is higher that t table. It concluded that the hypothesis is accepted. In addition to comparing t table and t observation, the researcher also found that the standard significant = 0.000 compared to 0.05.

Based on the statistical calculation using t-test, the researcher gives interpretation to tcount. First, the reseacher considered the d.f. with the d.f (23- 1=22). So the researcher checked to the score of "t" at the significance level of 0,05. In fact, with the d.f of (22) and the critical value at 0,05 significance ttablewas (1.717).

By comparing among the "t" that tcount = (10.16) and the value of "t" on the ttable = t0.05 = (1.717). It is known that tcount is bigger that ttable = 10.16 >1.717. At the last, because the tcount is higher that the ttable, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

The comparison result before and after using strategy think out loud created changes into higher score, and moreover higher understanding narrative text of English. According to the researcher Alternative Hypothesis (Ha) states that students who were taugh by think aloud starategy has better achievement in the reading narrative text. While null Hypothesis (Ho) states those students who were taugh by think aloud starategy has not better achievement in the reading narrative text. From the data above it means that the Alternative Hypothesis (Ha) is accepted.

According to the objective of this research, this research conducted to measure whether if there was effect of think aloud strategy on students' reading achievement at the second grade of Mts Al-Azhar Buring Malang. The mean score of students pretest is 55.43. After they got treatment, the mean score of students' posttest was significantly increase to 71.30. It was improved by the t-test analysis that used by researcher, the result of to is 10.16.

From the finding the researcher know that t_o is higher than t_{table}, in addition to the Ha is accepted and Ho is rejected. This finding means that there is significant effect of the use of think aloud strategy on students' reading achievement through narrative text. Based on the result, the researcher toke conclusion that think aloud strategy is effective in teaching reading skill. This technique also give positive effect to students' interesting in learning reading (Lissi et al., 2023). This statement was supported by the previous study from Ogundele (2023). Her hypothesis is the students taught by think aloud strategy will get better achievement that conventional strategy. The result found that think aloud strategy effects on the students' reading comprehension. It has very significant effect because the post-test score is higher that the pretest score. Before the students are taught about Think Aloud Strategy in pre-test, the total score is 1090 and the mean of pre-test is 54,5. After they are taught Think Aloud Strategy and doing the post test, the score is 1405 band the mean of post-test is 70,25. It can be concluded that students' score is increasing after Think Aloud Strategy was implemented.

4. Conclusion

In conclusion, this research conducted to measure whether if there was effect of think aloud strategy on students' reading achievement at the second grade of Mts Al-Azhar Buring Malang. The mean score of students pretest is 55.43. After they got treatment, the mean score of students' posttest was significantly increase to 71.30. It was improved by the t-test analysis that used by researcher, the result of to is 10.16.

From finding the researcher know that to is higher than ttable, in addition to the Ha is accepted and Ho is rejected. This finding means that there is significant effect of the use of think

aloud strategy on students' reading achievement through narrative text. Based on the result, the researcher toke conclusion that think aloud strategy is effective in teaching reading skill. This technique also give positive effect to students' interesting in learning reading. Based on the results of the research, some suggestions are addressed to students, teachers, and future researchers. The suggestions are presented for students at the first. Hopefully, students will find the appropriate strategy in their reading learning especially to enhance their reading achievement in the class.

Secondly for the teacher, as English teachers, they should be model for their students. They are expected to get their students happy in reading. The teacher expected to have more appropriate methodology in order to enhance students' reading skill. Hopefully this thesis will give much contribution to their teaching strategy especially in teaching reading. The last for the future researcher, as mention in the researcher limitation, that it was only conducted in one class, the current researcher suggested for future researchers to employ a wider sample. In addition as explained in the researcher limitation that the instruments are taken from internet, therefore the current researcher expected to the future research to make their own instrument and validate it through tryout or the expert validation.

Author Contributions

All the authors contributed to the study.

Funding

Declaration of Conflicting Interests

The current study do not comply to any conflict of interest.

References

Afreen, A., & Norton, B. (2024). Emotion labor, investment, and volunteer teachers in heritage language education. *The Modern Language Journal*.

Alfiansyah, J. (2021). The Effect of Using Think Aloud Technique on the Students' Reading Comprehension Achievement. *Language-Edu*, *10*(2).

Apsari, N. L. P. N., Santosa, M. H., & Dewi, K. S. (2023). The Effectiveness of PowToon Towards Junior High School Students' Reading Skills. *Acitya: Journal of Teaching and Education*, *5*(2), 384-397.

Cheng, D., Huang, S., & Wei, F. (2023). Adapting large language models via reading comprehension. arXiv preprint arXiv:2309.09530.

Djalilova, Z. (2023). LANGUAGE LEARNING STRATEGIES AND THEIR IMPLICATION FOR TEACHING ENGLISH. Центральноазиатский журнал образования и инноваций, 2(11), 18-22.

Hattan, C., Alexander, P. A., & Lupo, S. M. (2024). Leveraging what students know to make sense of texts: What the research says about prior knowledge activation. *Review of Educational Research*, *94*(1), 73-111.

Haverkamp, Y. E., & Bråten, I. (2024). The role of strategic backtracking when reading digital informational text for understanding. Literacy Research and Instruction, 63(2), 176-191.

Imbulpitiya, A., Whalley, J., & Senapathi, M. (2023). Reflections on Conducting Online Think-Alouds. ACM Inroads, 14(2), 26-34.

Khalilova, K. (2023). MASTERING READING COMPREHENSION: A VITAL SKILL FOR ACADEMIC SUCCESS. Академические исследования в современной науке, 2(23), 83-89.

Lissi, M. R., González, M., Escobar, V., Vergara, M., Villavicencio, C., & Sebastián, C. (2023). Reading comprehension strategies used by Chilean deaf adults. A think-aloud study. *Deafness & Education International*, *25*(3), 228-247.

Ogundele, A. G., Umar, I. Y., Ma'aji, S. A., & Idris, A. M. (2023). The use of structured and think-aloud pair problem-solving instructional strategies on students' interest and retention in machine shop practice. *ASEAN Journal for Science Education*, *2*(2), 67-76.

Pangestu, W. A., Adiwijaya, P. A., & Purnami, N. M. A. (2021). Improving students' writing skill through the implementation of animated short movie in teaching writing narrative text. *Language and Education Journal Undiksha*, *4*(2), 114-124.

Prados Sánchez, G., Cózar-Gutiérrez, R., del Olmo-Muñoz, J., & González-Calero, J. A. (2023). Impact of a gamified platform in the promotion of reading comprehension and attitudes towards reading in primary education. Computer Assisted Language Learning, 36(4), 669-693.

Pratt, S. M., & Hodges, T. S. (2023). The think-aloud observation protocol: Developing a literacy instruction tool for teacher reflection and growth. Reading Psychology, 44(1), 1-31

Saad, S., Amat, R., Nordin, R., Hasan, A., & Zolkifli, A. N. F. (2023). From poetry out loud to thinking out loud: The ESL students' experience. Social and Management Research Journal (SMRJ), 20(2), 153-164

Salehomoum, M. (2023). Think-Aloud: Effect on Adolescent Deaf Students' Use of Reading Comprehension Strategies. *The Journal of Deaf Studies and Deaf Education*, *28*(1), 99-114.

Samadovna, K. N., & Yunusovna, T. H. (2024). COMMUNICATIVE LANGUAGE TEACHING. American Journal of Research in Humanities and Social Sciences, 20, 91-96.

Santhosh Kumar, S. V. N., Selvi, M., & Kannan, A. (2023). A Comprehensive Survey on Machine Learning-Based Intrusion Detection Systems for Secure Communication in Internet of Things. Computational Intelligence and Neuroscience, 2023(1), 8981988.

Tran, T. B. T., & Vuong, T. K. (2023). Factors affecting learner autonomy in tertiary level english learning: a study at Van Lang University. *International Journal of TESOL & Education*, *3*(1), 1-18.

Yao, S., Yu, D., Zhao, J., Shafran, I., Griffiths, T., Cao, Y., & Narasimhan, K. (2024). Tree of thoughts: Deliberate problem solving with large language models. Advances in Neural Information Processing Systems, 36.

Yapp, D., de Graaff, R., & van den Bergh, H. (2023). Effects of reading strategy instruction in English as a second language on students' academic reading comprehension. Language Teaching Research, 27(6), 1456-1479.

Yoon, J. S., Boutis, K., Pecaric, M. R., Fefferman, N. R., Ericsson, K. A., & Pusic, M. V. (2020). A think-aloud study to inform the design of radiograph interpretation practice. *Advances in Health Sciences Education*, *25*, 877-903.

Yuliani, N. D., Raudah, S., & Apriliani, H. (2024). The Effectiveness of Reading Aloud to Improve Students' Reading Comprehension. Nusantara Journal of Education and Social Science, 1(1), 8-15.

Vanesa, A. P., & Setiawati, P. (2021). Using Pictures as Teaching Media in Writing Descriptive Text (A Pre-Experimental Study at one of Junior High School in Garut, West Java, Indonesia). *English Education and Applied* Linguistics Journal (EEAL Journal), 4(1), 58-66.

ZUMIARTI, H. (2023). The Effectiveness of Reading Aloud Strategy to Improve Students'reading Comprehension on Narrative Text (A Quasi-Experimental Study at the Tenth Grade Students of SMA Islam Sultan Agung 1 Semarang in the Academic Year 2023/2024) (Doctoral dissertation, UNIVERSITAS ISLAM SULTAN AGUNG).