

THE EFFECTIVENESS OF THINK ALOUD STRATEGY IN TEACHING READING COMPREHENSION OF NARRATIVE TEXTS

Oktavia Daria, Urai Salam, Dwi Riyanti
English Education Study Program FKIP Untan Pontianak
Email: oktaviadaria01@gmail.com

Abstract

The aim of the research is to find out whether Think Aloud strategy is effective or not in teaching reading comprehension of narrative text. This research used pre-experimental design with pre-test, post-test, and three times of treatments. The participants of this research were 39 students of class X MIA at SMA Santo Fransiskus Asisi who were chosen by using cluster random sampling. The data were collected using the measurement technique and the tool of data collection was a written test. The research findings showed that the mean score of the students' pre-test was 59.28 while the post-test was 77.53. The increase of the students' mean score of pre-test and post-test was 18.25. It showed that the ability of the students increased after the treatment was conducted. The t-test was higher than the t-table ($10.08 > 1.686$). The result of the effect size (ES) was 1.51, which was categorized as a strong effect ($ES > 0.50$). It showed that the alternative hypothesis was accepted. It can be concluded that the Think Aloud strategy is strongly effective to teach students' reading comprehension of narrative text.

Keywords: Reading Comprehension, Narrative Text, Think Aloud Strategy

BACKGROUND

Reading is one of the skills besides listening, speaking, and writing that should be learned by students to support the success of learning English as a foreign language because through reading the students can open their mind and broaden their knowledge. According to Nuttall (1982, p. 4) "reading is the way of the reader gets a message from the text". It means that the students are expected to grab the idea and understand the meaning of the text that they have read. Moreover, the students will be able to know what they do not know before because reading is one of the receptive skills.

In reading, the students have to comprehend the content of the text in order to understand the text well. Reading comprehension is the process of constructing meaning in order to understand what is read and to get an information, idea and the message that the reader wants to

find. Richard (1992) states that the understanding of the contents in reading is called reading comprehension. When the students comprehend the text well, the students will get the information from the text that they have read. In this research, the researcher focuses on reading comprehension in narrative text because the students need to comprehend the narrative text well in order to absorb the content. In curriculum 2013, the students are accustomed to read and understand the meaning of the text and then summarize and represent it in their own language. Based on the syllabus of English subject, in the Basic Competence point 4.8 as follows:

Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif, lisan dan tulisan sederhana terkait legenda. (Permendikbud Tahun 2016 No.24

tentang kompetensi inti dan kompetensi dasar).

English translation:

Capturing contextual meaning related to social function, text structure, and language features of narrative text in simple oral and written of legend.

As a conclusion from the statement above, the students should be able to comprehend the meaning of narrative text in oral and written especially about legend related to the social function, text structure and language features contextually.

Reading comprehension is an ability of reading that is being taught to the senior high school level. In this research, the researcher used narrative text as the material to teach the students. According to Pardiyono (2007), narrative is a piece of text that has the purpose to amuse and to deal with actual or various experiences in different ways. Moreover, the students must be able to explore their thinking and identify what the author means. In other words, the students at this level are supposed to read and understand the text comprehensively.

The researcher used to teach at SMA Santo Fransiskus Asisi Pontianak when she did teaching practice and based on the information that the researcher got from the teacher, the students still difficult in comprehending a text, most of the students in the class could not answer the questions based on the text appropriately. For this problem, the researcher would apply Think Aloud strategy in teaching reading comprehension for narrative text. Kymes (2005) defined a Think Aloud strategy as a strategy that voices people's individual thoughts. It means that when the students are taught to use the Think Aloud strategy, they are instructed to say all of their thoughts, feelings and understanding of the text. This strategy can be used to help students in comprehending a narrative text and to verbalize what the students think about the text which provides a list of questions as a guidance for students in reading a text. The questions were used as the strategy to

stimulate the students' minds in reading comprehension. By using this strategy, the researcher expected that the students could increase their comprehension in reading narrative text because they were guided by the questions.

There are several previous studies that investigated the use of a Think Aloud strategy in teaching reading comprehension. Research by Karyawati (2016) found that Think Aloud strategy was effective to teach students' reading comprehension on narrative text. It was a pre-experimental study. Aktifa (2015) has also proven that Think Aloud strategy on the students' reading comprehension has a very significant effect because the score of post-test was higher than pre-test. The design of this study was an experimental study. Another research by Saputra (2017) found that Think Aloud strategy influenced the students' reading comprehension on recount text. This research was a quasi-experimental design. Even though Think Aloud was widely researched and has been proven to be a good strategy, it is considered something new in Pontianak especially at SMA Santo Fransiskus Asisi. Besides, the school was welcomed since the material taught to the students was match.

The researcher conducted this research using pre-experimental design while the previous studies were using quasi-experimental and experimental except Karyawati who used the same design with the researcher. Moreover, the teaching material in this research is different from the previous studies, the researcher used narrative text as the material especially about legend. It is different from the reading materials applied in the previous research. Therefore, the researcher intends to know how strong the effect of using Think Aloud strategy in teaching reading comprehension of narrative text to the tenth grade students of SMA Santo Fransiskus Asisi Pontianak.

Based on the explanation above, the researcher conducted this research in pre-experimental design in order to know how strong the effect of Think Aloud strategy in

teaching reading comprehension of narrative text to the tenth grade students of SMA Santo Fransiskus Asisi Pontianak in academic year 2018/2019. In addition, according to Ericson and Simon (as cited in Wade, 1990), Think Aloud strategy requires the students to engage in highly specified tasks that produce more reliable results than hypothetical ones, they reduce the problem of memory failure because the process of delivering the opinion is almost concurrent with the process being described. Therefore, the researcher was interested in conducting this research.

METHOD

This research was a pre-experimental design was intended to know the effectiveness of using Think Aloud strategy in teaching reading comprehension on narrative text by using quantitative research. According to Dowdy, Wearden & Chilko (2004, p.19) “pre-experimental design involves the collection of measurement or observation about populations that are treated or controlled by the experimenter”. According to Cohen, Manion & Morrison (2007, p.282) the one group pre-test and post-test design can be represented as follows:

Figure 1. One Group Pretest-Posttest Design

Pre-test	Treatment	Post-test
O ¹	X	O ²

First, the researcher gave the pre-test before the treatment was implemented to measure the students’ basic knowledge of the material that being taught. Then, the researcher used Think Aloud strategy in teaching students’ reading comprehension of narrative text especially about legend. At the end, the researcher gave the post-test to know the students’ achievement after the treatment was given. Pre-Test and Post-Test are the same in form as well as its content but the time and the aim are different.

The population of this research was the tenth grade students of SMA Santo

Fransiskus Asisi Pontianak 2018/2019 which consists of 159 students of five classes. 77 students were male and 82 students were female. In this research, the researcher used cluster random sampling to choose the sample. The researcher chose the sample randomly by lottery technique in which each class has an equal chance of being chosen in this case. Based on the lottery, the tenth grade students of class X MIA (Matematika dan Ilmu Alam) in SMA Santo Fransiskus Asisi Pontianak located on Jl. Selat Sumba, Siantan Tengah, Pontianak Utara was chosen as the sample. They consisted of 39 students as the sample of the research.

In this research, the researcher used measurement technique in collecting the data to measure the effectiveness of Think Aloud strategy that is through pre-test and post-test. Pre-test is to measure the students’ reading comprehension score before the treatment and post-test is to measure the students’ reading comprehension score after the treatment. The measurement technique in this research is multiple choices form. The result of pre-test and post-test measured by t-test. The test was in form of multiple choice. The test consisted of 25 items which covered all of the aspects of narrative text. The researcher tested the instrument by using the following criteria.

a. Validity

The test needs to be valid to gain valid data. A valid test measures what it is supposed to measure. According to Brown (2000, p.389), “validity is a complex concept, yet it is indispensable to the teacher’s understanding of what makes a “good” test”. Arikunto (2010, p.211) states that “a test is valid if it measures what it a purpose to be measured”. In this research, the researcher used content validity because the researcher wanted to know the relevancy of the instrument. Cohen (2005, p.131) defines “content validity is achieved by ensuring that the content of the test fairly samples the class or fields of the situations

or subjects matter in question”. The validity of an item could be known by doing an item analysis or specification.

The specification of the reading narrative test can be seen on the table as follows:

Table 1. Test Item Specification

Narrative structure	Aspect of reading on narrative text	Item number	Total
Resolution	Main idea	1, 11, 25	3
Orientation, Complication and Resolution	Detail information	4, 5, 6, 7, 14, 15, 16, 17, 24	9
Complication and Resolution	Reference	9, 18, 20	3
Orientation, Complication and Resolution	Vocabulary	8, 10, 19, 21, 23	5
Resolution	Inference	2, 3, 12, 13, 22	5
Total of the test items			25

b. Level of Difficulty

A good test is a test that is not too easy or too difficult to students. It should give an optional answers that can be chosen by students. According to Blerkom (2009), item difficulty is the proportion of students who answer the item correctly. It represents how easy or difficult the test item is from the students' point of view. To calculate the level of difficulty of each item which is proposed by Blerkom (2009, p.128) can be seen as follows:

$$LD = \frac{HG+LG}{N}$$

Legends:

LD = Level of difficulty

HG = Total number of a higher group answer

LG = Total number of a lower group correct answer

N = Total number of student

This is the specification of the test in order to know the level of difficulty.

**Table 2
The Criteria of Level of Difficulty**

Difficulty Level Index	Qualification
Minus – 0.29	Revised (R)
0.30 – 0.49	Difficult (D)
0.50 – 0.79	Moderate (M)
0.80 – 1.00	Easy (E)

In determining the number of the high group and lower group, the students who took the try out was 36 students, and the number of each high group and lower group was 18 students. Result of the computation shows that there were 11 items that categorized as moderate, 7 items were difficult and 7 items were easy.

c. Discriminating Power

Discriminating power is to separate the highest and the lowest scoring groups from the entire sample on the test. The formula used to determine the discriminating power of multiple-choice test items was from Brown (2004, p.59).

$$DP = \frac{B_A}{J_A} - \frac{B_B}{J_B}$$

Legends:

DP = Discriminating Power

B_A = Number of top students that have a correct answer

B_B = Number of bottom students that have a correct answer

J_A = Total participant of top students

J_B = Total participant of bottom students

The criteria used to classify the discriminating power are as follows:

**Table 3
The Criteria of Discriminating Power**

DP	Item Qualification (IQ)
0.00-0.19	Revised (R)
0.20-0.29	Sufficient (S)
0.30-0.39	Good (G)
0.40-1.00	Very Good (X)

As the result of the computation for discriminating power shows that there were 17 items that categorized as sufficient and 8 items were good. There were some test items that need to improve because the score was not really high, for example, for number 2, 7, 12, 14, 18, and 23. The researcher has fixed it by changing the form of questions into another form and also changed the answer choice.

d. Reliability

The reliability is the consistency of the test score. It refers to the accuracy of measurement by a test. Another explanation from Brown (2000, p.386) "a reliable test is consistent and dependable". The test is reliable if the score is consistent even though the test is administered at a different time. Therefore, the researcher did try out to know the reliability, level of difficulty and discriminating power of the test items before doing the pre-test. The researcher tried out the test items in class X IPS 2. The try out was held on April 23th, 2019. In this test, the researcher elaborated the result using Kuder Richardson (KR-21) in order to know the reliability of the test. Formula of reliability coefficient based on Kubiszyn and Borich, (2009) as follows:

$$KR_{21} = \left(\frac{K}{K-1} \right) \left(\frac{1 - M(K-M)}{K(SD)^2} \right)$$

Legends:

KR₂₁ = Coefficiency of Kuder Richardson Reliability.

K = Number of items in the test.

M = Mean of the test score.

SD = Standard deviation of the test score.

In order to calculate the standard deviation of the test, the researcher applied the formula as follows:

$$SD = \sqrt{\frac{\sum X^2 - \frac{(\sum X)^2}{N}}{N}}$$

Legends:

SD = Standard Deviation of the test scores

N = Number of items

$\sum X^2$ = Total sum of the squared

$\sum X$ = Total sum of the scores

The result of reliability coefficient of the test score would be classified into the following classification from Sugiyono (2007) as follows:

Table 4. The Criteria of Reliability

Coefficient	Reliability
0,00-0,09	Negligible
0,20-0,39	Low
0,40-0,59	Moderate
0,60-0,79	Substantial
0,80-1,00	High to very high

The reliability coefficient of the test was 0.62. It was considered to "substantial" based on criteria of the reliability above.

FINDINGS AND DISCUSSION

Findings

The focus of this research is describing the effectiveness of Think Aloud strategy in teaching reading of narrative text. The researcher analyzed the data to answer the research questions and test the hypothesis. In this part, the data is calculated to show mean score of pre-test and post-test, interval score of pre-test and post-test, significant test of students' score and the analysis from the treatment.

From the data analysis, the researcher found that the mean score of pre-test was 59.28 and it was qualified as Poor to Average. Meanwhile, the mean score of post-test was 77.53 and it was qualified as Average to Good. The comparison showed that the mean score of the post-test was higher than the mean score of the pre-test. The difference of the pre-test and post-test was 18.25.

The researcher set the probability level to determine whether the alternative hypothesis was accepted or rejected. Thus, the researcher set the probability level at 0.05. The score of the t-test was 10.08. The researcher checked the t-distribution table of significance (t-table) 5% (0.05) with the

degree of freedom (df) = $N_1 - 1$, the researcher found: $df = 39 - 1 = 38$. Since the result of degree of freedom was 38, the t-table value was 1.686 at the 0.05 level. It means that t-value was bigger than t-table ($10.08 > 1.686$). The significant difference can be inferred that the students' achievement in reading comprehension on narrative text was significantly affected after being taught by using Think Aloud strategy. Based on the computation of the effect size, it was found that the result of calculation was 1.51. Based on Mujis's criteria, 1.51 was categorized as strong. It can be concluded that Think Aloud as a strategy was strongly affected students' reading comprehension on narrative text.

The result of t-test was 10.08. It was higher than t-table ($10.08 > 1.686$), at the degree of freedom 38 ($df = 38$) and at 95% of confidence ($p = 0.05$). From the result, the researcher concluded that teaching reading comprehension in narrative text using Think Aloud strategy to the tenth grade students of SMA Santo Fransiskus Asisi Pontianak in Academic Year 2018/2019 has significantly affected the students' reading comprehension achievement. Hence, it proved that the alternative hypothesis (the implementation of Think Aloud strategy affect the students' achievement in reading comprehension on narrative text significantly) was accepted.

Discussion

Based on the results of the data analysis above, the use of the Think Aloud strategy was highly effective for students' reading comprehension on narrative text. The data showed that the mean score of the pre-test was 59.28 and the mean score of post-test was 77.53. The result showed that t-test was 10.08 and t-table was 1.686 at the degree of freedom ($d=38$) and at 95% of confidence ($p = 0.05$). Thus, t-test (10.08) was higher than t-table (1.686).

This finding was in line with Karyawati (2016) states that Think Aloud strategy was effective to teach students' reading

comprehension. Based on the data analysis, the researcher found that there was an obvious difference between the students' scores before and after using the Think Aloud strategy. As known that the mean score of post-test was higher than the mean score of pre-test. It means that the students' achievement was increased. It means Think Aloud strategy helped the students to comprehend the narrative text well.

The students also actively participated in teaching and learning process by volunteering themselves to answer the question and read the text. It was supported by the previous researcher that has been done by Aktifa (2015). She found that the use of the Think Aloud strategy was interesting and increasing the students' achievement. She also said that by using this strategy the students could enjoy reading a text and more easy to understand the text.

Another research finding was in line with Pressley (as cited in McKeown and Gentilucci, 2007, p.137) states that "Think Aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to contract understandings of text as they interact with it". When teaching and learning process, the researcher and the students showed good interaction. The researcher also helped the students when they got stuck in explaining their opinions by giving the linking sentence, keywords, and guided questions.

CONCLUSION AND SUGGESTIONS

Conclusion

Think Aloud strategy can be one of recommended strategies to teach reading comprehension especially in narrative text. Based on the research findings, the Think Aloud strategy is strongly affected the students' reading comprehension of narrative text. Furthermore, teaching by using Think Aloud strategy had a high effect in teaching reading comprehension of narrative text to the tenth grade students of SMA Santo Fransiskus Asisi Pontianak in Academic Year 2018/2019.

Suggestions

Based on the results of this research, the researcher gives some suggestions that can be applied in teaching and learning in the classroom. First, the English teachers are suggested to motivate and control the students during the implementation of Think Aloud strategy. As it is known, Think Aloud strategy requires the students to explain their opinions and retell the story. Therefore, the teacher needs to motivate and control the student if they have difficulties in explaining their opinion by providing linking sentence, keywords and some guided questions if needed. Second, Think Aloud strategy is recommended for the teachers to be applied as one of the alternative teaching strategy since it helps the students in comprehending a text especially narrative text. It was proven by the increase of the students' score achievement in this research. Third, before conducting this strategy, the teachers are suggested to consider the students' level and choose a suitable text for the students to read. Fourth, the teacher should not give judgemental feedback so that the students do not feel afraid of making mistakes when they are delivering their opinion. Fifth, the other researchers can conduct further study on the use of Think Aloud strategy in teaching other text besides narrative text.

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