The Effect Of “Think-Aloud” Strategy On Students’ Inferential Reading Comprehension

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**ABSTRACT**

There are four skills in English, namely speaking, writing, reading, and listening. One of those skills is reading which perceived a written text in order to understand its contents. To understand the contents of the text, the students faced many problems. Some of them don’t understand about the meaning of the words and lack in vocabularies and some of them think that reading is boring activity. This condition and situation caused some of the students feel bored when they joint in the reading class. In this research, the researcher was aimed to find out the effect of think-aloud strategy in teaching inferential reading comprehension at a vocational school SMK PELAYARAN SAMUDEA INDONESIA MEDAN in academic year 2021/2022. The method of this research is an experimental research. The researcher took data from the eleven (XI) grade students of nautical class A and B as the sample of the research. The nautical class A as experimental group and the nautical class B as control group. Each class consists of 30 students. Dealing with the research instrument of collecting the data, the researcher used a test which consisted of pre-test and post-test and conducted before and after treatment. To analyze the data, the researcher applied the t-test. The result of this research showed that the students mean scores in reading comprehension who were taught by think-aloud strategy is higher, while the students mean scores in reading comprehension who were taught by the Group Discussion strategy is lower. The result of t-test computation pointed that tobservation is high while the value ttable is low. It shows that tobservation is higher than ttable (t_{ob}>t_{tb}). Therefore the alternative Hypothesis (Ha) is accepted while the null hypothesis (Ho) is rejected. In other word, it can be concluded that think-aloud strategy is effective to to increase the students inferential reading comprehension of students at SMK PELAYARAN SAMUDEA INDONESIA Medan.

**Keywords**: Think-Aloud strategy, Inferential Reading Comprehension, Gender

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1. **INTRODUCTION**

Language has important role in human life, it is a tool that human uses to communicate with other people. English language is the foreign language that became that one of important lesson in the elementary school, junior high school and senior high school. Hence, it is the obligation for student to learn English language during they are still studying. Because by learning English language, the students are expected to have a means to develop their knowledge of science, technology, culture, tourism, and the others.

Globalization era, language takes the important role to communicate with the other people in the world. One of the languages that usually used is English. The rapid growth of English as international language has stimulated but often controversial discussion about the status of English in its varieties of what is now commonly world English, stated Kachru and Nelson (in Brown, 2000: 192). English is known as lingua franca or international language. As the international language, English unites people in different country with their communication and brings the important aspects that are influenced by role of language itself to their life. People are proceeded to understand both oral and written form. There are four skills in English that people have to master, they are: listening, speaking, reading, and writing. These four skills will be used to created discourse in their lives.
Reading is one of the language skills that play an important role in foreign language acquisition. Richard said (1992:306) “Reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension”.

According to Snow (2003:15) reading does not occur in vacuum, it is done for a purpose to achieve some ends. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must know how to comprehend and understand the passage. So, her or she can achieve the purpose of reading is done.

Nowadays, there are lots of books, movies, advertisements, newspapers, magazines and products use English as their language. Students have to understand the meaning what they read to add their knowledge. One of the purposes of reading is getting more information and knowledge. It will give much information that useful for life. Harmer (1998:68) says that many of the students want to be able to read texts in English either for their careers, for study purposes or for simply pleasure. By reading, the students can get new grammar and vocabularies. Moreover, reading is one of essential skills in learning a language including foreign languages. Through reading, one can open his mind and broaden his knowledge. Beside, having ability to read in a foreign language can give better opportunities to get better jobs, access to literature or whatever (Nuttal, 1989:3). The students will have no knowledge without reading. With reading, students are expected to grab the idea and understanding what the meaning of the reading text.

To teach reading in every grade of school, teachers are not enough to give explanation to her students, but it is necessary for them to make sure that their students can practice the language in their social life. The teachers need appropriate method and technique of teaching learning English which is enjoyable and acceptable by the student, so they can integrate into reading English. Sometimes, the teachers used strategy which make the students feel bored and not effective to learn English. This situation makes the teaching learning process in vain. False Strategy also makes the students passive to learn English.

According to Hammer (1998: 69) to teach reading, one of teacher’s main functions when training the students is not only to persuade them on the advantages of skimming and scanning, but also to make them see that the way to read vitally important. As the teacher, he always expects the students to concentrate on the minute of what they read to get the detail information and comprehend the text. Moreover, Hammer (1998: 70-71) stated six principles behind the teaching of reading, as follows:

1. Reading is not passive skill. Reading is incredibly active occupation. To do it successfully, the students have to understand what word mean, see the picture of words are painting, understand the arguments, and work out of if agree with them.
2. Students need to be engaged with what they are reading. When they are really fired up of the topic, or the task, they get much more what is in front of them.
3. Students should be encouraged to respond the content of reading text, not just to the language. The meaning of the text, the message of the text is as important and the teacher must give the students change to respond the message in some way.
4. Prediction is major factor in reading. Teacher should give the students “hints” so they can predict what is coming to. It will make them better and engaged reader.
5. Match the task to the topic. Teacher should choose a good reading task, the right kind questions, engaging and useful puzzle, etc.
6. Good teachers exploit reading text to full. Good teacher integrate the reading text into interesting class sequences, using topic for discussion, and further task, using the language for study and later for activation.

The Strategy of teaching reading will be effective if the teacher wants to get good result for the students. One of strategy to teach reading is think-aloud strategy. Think-aloud means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection (Cohen, 1987). By means of asking their subjects to say whatever goes through their
minds, researchers hope to a more direct view of the mental processes readers are engaged in while reading (Rankin, 1988).

In this study, the researcher is interested in conducting an experimental research. The research was carried out in SMK PELAYARAN SAMUDEA INDONESIA Medan in two classes, one class will be experimental group and the other class will be the control group, to see the significant difference between the students who are taught inferential reading comprehension by using think-aloud strategy and the students are taught inferential reading comprehension by using group discussion strategy.

2. LITERATURE REVIEW

A. The Nature of Reading

Reading Reading is one of the language skills. The researcher used it as the skill to know and measure the students’ ability. This part discussed about the definition of reading, the purpose of reading, the definition of reading comprehension, the levels of reading comprehension, the models of reading, the phases of reading, micro and macro skill in reading, techniques of reading, the factors that influence students’ reading, and teaching reading.

B. The Definition of Reading

Winerbrenner (1996: 79) says that reading is the ability of getting meaning from the printed words. In line with Winerbrenner, Nunan (1989: 79) says that reading is decoding process of written symbols, working from smaller units (individual letter) to larger ones (words, clauses, and sentences). In line with them, Heilman (1961: 8) says that reading is a process of getting meaning from written symbols.

Another experts, Nuttall (1982: 4) stated that reading is the way of the reader gets a message from the text. Furthermore, Brown (2003: 189) defines reading as a process of negotiating meaning; understanding it, and in take is the product of that interaction. According to Carrell and Eisterhold (1987) in Fauziati (2010: 32), reading is an interactive process between the reader’s background knowledge and text.

Based on the definition above, it can be concluded that reading is a process of interaction between reader and text to get information and respond to a message from the text. The process of getting meaning influenced by background knowledge and expectations of the reader.

C. The Purpose of Reading

According to Rivers and Temperly in Nunan (1989: 33-34), the purposes of reading are to obtain information and instructions; to act in play; to keep in touch with friends by correspondence or to understand business letters; to know when or where something will take place or what is available; to know what is happening; and for enjoyment or excitement.

Nuttal (1982: 3) stated that reading has purposes to get something from the writing such as facts, ideas, and enjoyment. Furthermore, Harmer divided the purpose of reading into two general purposes. First, reading for pleasure, people reading the interesting materials, such as comics, novels or magazine. Second, reading for usefulness text, people read because they need the information contained in the text, such as book, newspaper, encyclopedia and so on. (Hammer, 1991: 182).

Hence, there are the purposes in reading, they are: to get information, to obtain the instructions, and for pleasure. If the people want to read for spending time, it means that reading is just for pleasure. It is different when they read a textbook or a recipe. They read it because we need information. In this case, reading is to get information.
D. Models of Reading

The scientists describe what happen to the reader when they use the model they created (Aebersold, 1997: 7) Bannet in Aebersold and Field (1998) provides a through summary of three main models of how reading occur, they are:

1) **Bottom-up theory**
   - It means the reader constructs the text from the smallest unit, from letter to words to phrases, sentences, etc. and then automatic, readers are not aware of how it operates. Decoding is an earlier term in this process. Here some features of bottom-up model of reading. Boothe (1999) says, as follows:
     a) Identify letters features;
     b) Link these features to recognize letters;
     c) Combine letters to recognize spelling pattern;
     d) Link spelling pattern to recognize words;
     e) Proceed to sentence, paragraph and text-level processing.

2) **Top-down theory**
   - It argues that the reader brings a great deal of knowledge, expectations, assumptions, and questions to the text, and given a basic understanding of vocabulary, they continue to read as long as the text confirms their expectations. Then, Gove in Boothe (1999) says that in top-down model reading has some features. They are:
     a) Readers can comprehend a selection even though they do not recognize each word;
     b) Readers should use meaning and grammatical clues to identify unrecognized words;
     c) Reading for meaning is primary objective of reading rather than mastery of letters, letter/sound relationships, and words;
     d) Reading required the use of meaning activities rather than the mastery of a series of word recognition skills;
     e) The primary focus of instruction should be the reading of sentences, paragraphs, and whole selections;
     f) The most important aspect about reading is the amount and kind of information gained through reading.

3) **The interactive school of theory**
   - It argues that both bottom-up theory and top-down theory are combined when read a text. They occur alternatively or in the same time depending on the type of the text as well as on the reader’s background knowledge, language proficiency level, motivation, strategy use and culturally shaped beliefs about reading.
   - There are three models of reading such as bottom-up model, top-down model, and interactive model. Bottom-up model that is reading is basically a matter of decoding of written symbol, while top-down model emphasizes the reconstruction of meaning rather than decoding of form, and the interactive model is combining between bottom-up and top-down model so that readers use both models in their reading activity.

E. Approaches in Reading

The range of approaches to teaching reading in the classroom may include several aspects within the skills to whole-language instructional continuum. A major approach to should meet to basic criteria; observable in actual classroom and derived from theoretical base that top-down, bottom up, or interactive. Adhering to these criteria, there are four major approaches to the teaching of reading: prescriptive approach, basal reading approach, language experience approach, and literature based approach.

1) **Prescriptive Approach**
   - According to Mukhroji (2011) prescriptive approach is a kind of individualized which is often favored by teachers devote large chunk of the reading period to work on phonic. They focus on sound-letter relationship instruction. This approach of teaching reading has come to mean two very different approaches to teachers.

2) **Basal Reading Approach**
   - Based on Mukhroji (2011) states, basal reading is kind of approach occupying the central and broadest position on thereading instructional continuum. This approach used
basal readers to teaching reading. Basal reading program comes to the closest to an eclectic approach. That is, within the basal reading program itself some elements of the other approaches are incorporated.

3) **Language Experience Approach**
Language experience approach needs students to experience reading as rewarding and successful process. It is difficult to assemble an adequate supply of literature for the wide range of abilities found in every classroom, especially if some of the students are not proficient in English. This approach is tied closely to an interactive or top-down theory of reading. It is considered a kind of beginning reading approach although strategies of teaching are often connected to writing process.

4) **Literature-Based Approach**
Literature-based approach is also named a whole language approach in which students engage in reading for enjoyment and for the purpose of locating information, rather than in order to earn a good grade. Mukhroji (2011) state that literature-based approach is an approach that the individual uses to provide individual students interesting and enjoyment. In this approach, teachers encourage the students to personality select books that they want to read and then share and compare insight gained. Reading instruction emanates from assumption about the reading process is interactive and top-down.

F. The Phases of Reading
According to Fauziati (2010: 40-42), there are three main phases needed to be followed in reading activity, namely:

1) **Pre-reading**
The activities during pre reading may serve as preparation in several ways, namely: to assess students’ background knowledge of the topic and linguistic content of the text; to give students the background knowledge necessary for comprehension of the text, or activate the existing knowledge that the students possess; to clarify any cultural information which may be necessary to comprehend the passage; to make students aware of the type of the text they will be reading and the purposes for reading; and to provide opportunities for group or collaborative work and for class discussion activities.

2) **While-Reading**
In while-reading activities, students check their comprehension as they read. The purpose for reading determines the appropriate type and level of comprehension.

3) **Post-reading**

4) Post-reading activities function as a closing mark for a reading class. The followings are advisable activities for post-reading:
   a) Answering questions to show comprehension of messages to multiple-choice or true/false questions.
   b) Students are given several possible summary sentences and asked to say which of them fits to the text.
   c) Writing as follow up to reading activities related to passage. We can also ask students to write a summary with several guided questions.
   d) Speaking as follow up to reading activities, for example, debate, interview, discussion, role play, etc. Associated with the passage they have read.

G. Techniques of Reading
Francoise Grellet (1981: 4) states that there are the main ways of reading as follow:

1) **Skimming**
Skimming is quickly running one’s eyes over a text to get the gist of it. Skimming is used to gather information quickly. The reader skims in order to satisfy a very general curiosity about a text. It also helps the readers to recognize their thought and specify what information they can get a book, so that their subsequent reading is more efficient. For example, reading a
newspaper (quickly to get general news of the day), business and travel brochures (quickly to get the information).

2) **Scanning**

Scanning is quickly going through a text to find a particular piece of information. Scanning occurs when a reader goes through a text very quickly in order to find a particular point of information (Williams, 1999: 100). For example, a conference guide and airplane schedule. Scanning involves these steps: a) Determine what key word to look for; b) Look quickly through the text for those words; c) When you find each word, read the sentences around it to see if they provide the information being sought; d) If they do, not ret further. If they do not continue scanning.

3) **Extensive reading**

Extensive reading is reading longer texts, usually for one’s own pleasure. This is fluency activity, mainly involving global understanding. The text is always to be read for comprehension of main ideas, not for every detail word. For example, reading business books.

4) **Intensive reading**

Intensive reading is reading shorter texts, to extract specific information. This is more an accuracy activity involving reading for detail. In this way, each text is read carefully and thoroughly for maximum comprehension. For example, a contract, a bookkeeping report.

H. The Factors that influence Students’ Reading

There are two factors that influence the students’ reading comprehension achievements and they are related one another, they are: internal factor and the external factor. (Brown, 2001: 74-76):

1) **The Internal Factor**

The internal factor means the factor which come from reader himself. It is usually known a personal factor, because the factor has existed inside the reader. This factor deals with self-motivation and interest

   a) **Motivation**

   It is accepted for most fields of learning that motivation is essential to success that we have to want to do something to succeed at it. Without such motivation we will almost certainly fail to make the necessary effort. Motivation plays an important role in comprehending the text. The students will be motivated to read when they feel that they need something from the text.

   b) **Interest**

   Interest is one of the important factors in order to increase the students’ reading comprehension achievement. If one has interest to read, it means that he or she will get a good achievement. On the other side, if the reader has no any interest to read, it can influence his or her achievement.

2) **The External Factor**

The external factor has a close relationship to reading material and teacher of reading. They are related one another.

   a) **Reading Materials**

   The students’ achievements in reading depends on the level of the difficulty of the text. Thus, it can influence students’ achievement if the text given is not at the right level of the difficulty of the readers or the students.

   b) **Teacher**

   The teacher of reading should be careful in choosing the text and giving the tasks because they are related to the students’ reading comprehension achievement.

   c) **Questioning Strategies**

   The most important key to create an interactive learning is the initiation of interaction from the teacher by using question. The question has different functions, such as:

   i. Teacher questions give students the opportunity to produce language comfortably without having to risk initiating language themselves.
ii. Teacher question can serve to initiate a chain reaction of students interaction among themselves.

iii. Teacher questions giving immediate feedback about student’s comprehension.

iv. Teacher questions provide students with opportunities to find out what they think. As they are nudged into responding to questions about, say, a reading, they can discover what their own opinion and reactions are. This self-discovery can be especially useful for a pre-reading activity.

I. Testing Reading
Similar to listening skill, reading skill is a receptive skill. The task of the language tester is to set reading tasks which result in behavior that will demonstrate their successful completion. The reading macro-skill (directly related to course objective) are scanning text to locate specific information, skimming text to obtain general idea, identifying examples presented in support of an argument. The micro-skill underlying reading skill are identifying referents of pronouns, using context to guess meaning of unfamiliar words, and understanding relations between part of the text.

There are several ways of testing reading, ranging from multiple choice items, true or false items, matching items, re-arrangement items, completions items, completion table of items, and open-ended question (Heaton, 1989:107).

J. Reading Comprehension

a. Definition of Reading Comprehension
According to T Lince (2005:71) reading comprehension refers to read for meaning, understanding and entertainment. It involves higher order thinking skill and is much complex than merely decoding specific word. Reading comprehension possible (Grellet, 1998:182)

Kennedy (1981: 192) states that reading comprehension is a through which a reader aware of an idea, understanding in term of their experimental background and interprets it in relation is not a skill or ability that can be develop once and for all at any level of instruction.

From the statement above, it can be concluded that reading comprehension is an active process of understanding a text which has specific purpose as efficiently as possible that is aimed to get more information in term of reader’s experimental background and it is used by the reader to interpret what he or she has got from reading that text.

b. Level of Reading Comprehension
According to Longman dictionary of Applied Linguistics (1990: 233), there are four types of reading comprehension often distinguished based on reader’s purpose and types reading used. These are the levels of reading comprehension, as follows:

i. Literal Comprehension Reading is in order to understand, remember or recall the information explicitly contained in a passage.

ii. Inferential Comprehension Reading is in order to find information which is not explicitly stated in passage using the reader’s experience and intuition and by referring.

iii. Critical Comprehension Reading is in order to compare information in a passage with the reader’s own knowledge and values

iv. Appreciative Comprehension Reading is in order to gain emotional or the kind or valued response from a passage.

From the statement above, the achieve comprehension in reading, in literal comprehension the readers has to know the information explicitly. In interpretative comprehension the reader has to retain the information implicitly. The last, in the critical comprehension, the reader has to be able to evaluate the information by giving a question and critique the information.

c. Strategies for Reading Comprehension
Reading comprehension is primary a matter of developing appropriate, efficient comprehension strategies. Some strategies are related to bottom-up and top-down process.

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The following strategies, Brown (2001:306) states that there are strategies for Reading comprehension, such as:

1. Identifying the purpose in reading
2. Using grapheme rules and patterns to aid in bottom-up according
3. Using efficient silent reading technique
4. Skimming the text for main idea
5. Scanning the text for specific information
6. Using semantic mapping or clustering
7. Guessing when you are not certain
8. Analyzing vocabulary
9. Distinguishing between literal and implied meaning
10. Capitalizing on discourse markers to process relationship

K. Think Aloud

a. The Definition of Think-aloud

The implementation of think-aloud strategy as an instructional approach can help readers to comprehend more easily what are they read. Afflerbach and Johnston cited by McKeown and Gentilucci (2007), claim that think-aloud (1) served as a method of measuring the cognitive reading process as metacognitive tool to monitor comprehension. It means think aloud is suitable for this research because through this strategy the students can monitor their comprehension process.

Another definition of think-aloud strategy is provided by pressley et al. In McKeown and Gentilucci’s (2007) work: “think-aloud is one of the “transactional strategies” because it is a joint process of teachers and students to work together to build understanding of text when they are being interacted with it”. By the interaction, a better understanding of the texts may emerge in the classroom. Think aloud is also process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

Similarly, Keene & Zimmerman, (1997) declare that “think aloud is a technique in which students verbalize their thoughts while they were reading”. This strategy is very useful because students are verbalizing all their thought in order to create understanding of the reading texts. Another illustration about think aloud is provided by Tinzmann in Teacher Vision website (2009), he said that: When students use think aloud with teachers and with one another, they gradually internalize dialogue. It becomes their inner spech which means that they direct their own behaviors and problem-solving processes. Therefore, when students think aloud, they learn how to learn, and develop into reflective, metacognitive and independent learners.

b. Teacher's Thinking-aloud

As students learn better when they see a good model, teachers can voice their own thoughts by drawing attention to the important points for those who having the weaknesses of comprehension ability while reading aloud [8]. In this strategy, teachers open up their minds when they read aloud. Meanwhile, students are quiet listeners will focus on how their teachers explaining. In this way, they learn how the strategy is used and how the comprehension occurs.

The steps in the implementation process of the thinking-aloud strategy are explained by Davey [8] as follows:

1. Make predictions. (Show how to develop hypotheses.)
2. Describe the picture you’re forming in your head from the information. (Show how to develop images during reading.)
3. Share an analogy. (Show how to link prior knowledge with new information in text.)
4. Verbalize a confusing point. (Show how you monitor your ongoing comprehension.

This process, starting with the modeling of the teacher and progressing on the way that the student is an independent user of the thinking-aloud strategy, is very useful in terms of enabling teachers to make internal and external observations. Teacher's thinking-aloud leads
students' thinking-aloud. The main purpose of the thinking-aloud strategy is to enable students to acquire the ability of thinking-aloud.

c. Student's Thinking-aloud

The thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, especially reading process. By means of this strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking-aloud strategy ensures that students are aware of their own comprehension processes. Thanks to this awareness, they can be independent readers.

The following five steps should be taken into account when using the thinking-aloud strategy:

1. Students should develop hypotheses by making predictions about the text.
2. Students should create mental images from the information that has been read.
3. Students should establish links between previous and new information through analogies.
4. Students should observe their comprehension by making explanations at contradictory points.
5. Students should arrange their comprehension by showing strategies.

The think-aloud strategy which includes both teachers' and students can help to develop individual reading comprehension skills. This argument encloses all the issues that imply think-aloud in a reading process. Think-aloud are also used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision). These sub-strategies will be defined in the ensuing sections.

The think-aloud is a technique in which students verbalize their thoughts as they read and bring into the open of strategies they are using to understand a text (Baumann, Jones, &Seifert-Kessell, 1993; Davey, 1983; Wade, 1990). Readers’ thoughts might consist of commenting or questioning the text, bringing their own prior knowledge to bear or making inferences or predictions. These comments reveal reader’s weakness as well as their strengths as comprehend and allow the teacher to assess their needs in order to plan more effective instruction.

d. Using of Think-aloud

When the teachers make the invisible mental processes visible, they arm readers with powerful weapon, I stop often to think out loud for my students. I describe what is going on in my mind as I read. When I get stuck, I demonstrate out loud the comprehension strategies I use to construction meaning.” (Tovani, 2000, p. 27)

Below are steps you should consider when using think-aloud with your students.

i. Chose a short section of the text (or a short text). The text should be interesting to students and reflect the content of your classroom. The text should also be challenging and present some difficulty to most of your students. Keep in mind the mental processes you will be modeling for your students. Consider what about the text might cause students problems and select which strategies you will model. Give each student a copy of the text. You might also consider projecting a transparency of the text.

ii. Introduce the text by explaining that you will be modeling are adding strategy, explain why the strategy is important, and when the strategy should be used.

iii. Read the text out loud and stop often to share your thinking. Think-aloud the connections you are making, the images you are creating, the problems you are having with understanding, and the ways you are fixing those problems. Tell your students explicitly what you are doing. You might establish some kinds of signal that identifies for your students when you are reading and when you thinking aloud.
the processes that are occurring in your head. Record your thinking on overhead. Think aloud example such as:

1.1 “Good readers use their background knowledge when they read. The think about what they know before they begin to read.” (Tovani, 2000, p. 28)

2.1 “I am confused when I read (word from text), so I am going to (specify the strategy you are using to clear up the confusion) to get unstuck. Good readers recognize confusion and know how to repair meaning when confusion sets in.” (Tovani, 2000, p. 28)

3.1 “I can picture these three little pigs in my mind because I went to a state fair and saw three pigs that looked just like the ones described in this sentence. I can remember exactly how they smelled, felt and sounded. I have activated my prior knowledge, and it will assist me in understanding the most important points in the next sentence.” (Block & Israel, 2004, p. 158)

4.1 “When I have read two pages of a book, I pause to ask myself where I think the author is going. In this way I begin to feel that I am on same train of thought as the author. Then, I turn to the text page and see if I was correct in identifying what was important to the author. I continued reading. I related the things I read to the big idea, moral, or theme that the author is conveying. Usually, after I have read three or four pages, I can figure out why the author wrote this particular book. The way I figure out the author’s big idea is by seeing how all main ideas in one paragraph connect to the next paragraph. If I am reading nonfiction, another way I connect to the Author’s big ideas is to keep the title of the book in mind as I read. The title of nonfictional books usually names the author’s big ideas.” (Block & Israel, 2004, p. 158)

5.1 “When I read I think, ‘Is this making sense?’ I might ask questions about the story and reread or retell the story… I was asking myself, ‘Is this making sense?’ and I was asking if what would happen next without reading the next page.” (Baumann, Jones, & Seifert-Kessel, 1993, p. 187)

6.1 After modeling think-alouds a few times, allow students to become more involved in the process. Ask students to clarify your thoughts using tally sheet like the one shown below. Using the sheet below, you are then able to assess if they can distinguish one strategy from another. This sheet engages students in the think-aloud you are modeling.

7.1 Allow students to try using think-aloud strategy with a partner. One student should do all the reading and thinking-aloud while the other partner tallies or writes note about the other student’s use of think-aloud. The teacher should circulate through the room and provide intervention and assistance as needed. Provide a time where students can discuss using the think-aloud strategy with their partner and as a whole class. Another option is to have students reflect on how thinking-aloud has changed their reading habits, this can be done either orally or in writing.

8.1 The end goal is for students to apply these strategies independently and think in their heads whenever their encounter a text.

3. METHOD

In this research, the researcher used an experimental research with a quantitative approach to analyze the data. Creswell (2009: 19) states that, experimental research to determine whether using treatment can influence a research. It means that experimental design is a research design that is used to find the influence of one variable to another. The purpose of the experimental research is to manipulate treatment conditions by reveal possible conditions occurred to the objects of the research and how many of those condition have contribute to the observe result. This research would not be a true experimental, but a quasi experimental. The type of quasi experimental design of this
research is nonequivalent control group design. A quasi-experimental is used because the researcher would not randomly assign subjects to experimental treatments for a study.

Quantitative approach stresses the analysis to the numeric data that was processed by statistical method. It explains the result of pre-test and post-test. An experimental research involved two groups: experimental group and control group. The samples of experimental group and control group were consisted of eleven grade students of SMK PELAYARAN SAMUDERA INDONESIA Medan. An experimental group received a new treatment while control group received a group discussion method.

In the teaching and learning process, the topics of the lesson taught to both groups were same. In the experimental group, the students were taught by think aloud strategy while the control group was given by small group technique. After the treatment to the experimental group, both groups were given a post-test to measure the improvement of the students’ reading skill. The scores of the post-test become the data to be analyzed. T-test was used to analyze the use of think aloud strategy and small group technique.

| Group            | Class         | Pre-test | Treatment                        | Post-test |
|------------------|---------------|----------|----------------------------------|-----------|
| Control Group    | XI Nautical A | √        | By applying Group Discussion method | √         |
| Experimental Group | XI Nautical B | √        | By applying A Think-Aloud strategy | √         |

The experimental group was given the treatment. In experimental group, the students were given pre-test to know their reading comprehension treatment and post-test after treatment by using a Think-Aloud strategy. The pre-test and post-test was conducted for control and experimental groups. The treatment is expected for giving good significance and influence to students’ reading comprehension. Meanwhile, in control group the students were taught by using conventional method namely Group Discussion method.

4. RESULT AND DISCUSSION

A. Result

The Wilcoxon Signed Ranks Test was applied to find out whether there was a significant difference between the students’s inferential reading comprehension in pre-test and post-test scores of the experimental group students who were taught by think-aloud strategy as presented in these table below.

|            | n   | Ranking average | Total ranking | z   | p   |
|------------|-----|-----------------|---------------|-----|-----|
| Negative ranks | 0   | 0               | 0             | -2. |     |
According to Table 1, there is a statistically significant difference between the pre-test and post-test scores of the experimental group [z = -2.285; p < 0.05]. The reality that the difference scores are in favor of the positive ranks suggests that the strategy of thinking-aloud has a significant effect on the reading comprehension ability of the students.

| Positive ranks | 10 | 5.50 | 55 | 82 | 5 | 0.005* |
|----------------|----|------|----|----|---|--------|
| No difference  | 4  |      |    |    |   |        |

*p<0.05

The application of the Wilcoxon Signed Ranks Test was to find out whether there was a statistically significant difference between the reading comprehension pre-test and post-test scores of the control group students as presented in Table 2 above.

| Negative ranks | 6  | 6.67 | 40 | -0.080 | 0.93* |
| Positive ranks | 6  | 6.33 | 38 |         |      |
| No difference  | 0  |      |    |         |      |

*p>0.05

According to the results of the Wilcoxon Signed Rank Test above, it can be seen that the Wilcoxon Signed Rank Test was conducted to determine whether there was a difference between the pre- and post-test scores of the control group students, there was no statistically significant difference between the pre-test and post-test scores of the control group students as presented in Table 3 [z=-0.080; p>0.05].

The Mann Whitney U Test was applied to find out whether there was a statistically significant differences between the students’ inferential reading comprehension gain scores of the experimental students who were taught by think-aloud strategy and the control group students who were taught by group discussion method as presented in Table 3 below.

| Groups            | n   | Ranking average | Total ranking | U   | p    |
|-------------------|-----|-----------------|---------------|-----|------|
| Experimental Group| 14  | 16.68           | 233.00        | 39.50| 0.021*|
| Control group     | 12  | 9.79            | 117.00        |      |      |

*p<0.05
whether there was a statistically significant difference between the gain scores of the groups included in the post-test, there is a significant difference between the groups in favor of the experimental group \( [U=39.50; p<0.05] \). This result showed that the thinking-aloud strategy has a positive effect on the students’ inferential reading comprehension.

**B. Discussions**

The aim of this research was to examine the effect of the "think-aloud" strategy on the students’ inferential reading comprehension of eleven grade of maritime school students in SMK PELAYARAN SAMUDEA INDONESIA Medan. The obtained-results were presented below:

According to the results of the Wilcoxon Signed Rank test was conducted to determine whether there was a significant difference between the pre- and post-test scores of the experimental group students who were taught by think-aloud strategy and also to the control group students, there was a statistically significant difference between the pre-test and post-test scores of the control group students \( [z=-2.285; p<0.05] \). The fact that the difference scores were the positive ranks suggests that think-aloud strategy has a significant effect on the reading comprehension ability of the students.

According to the results of the Wilcoxon Signed Rank, test was conducted to determine whether there was a difference between the pre- and post-test scores of the control group students, there was no statistically significant difference between the pre-test and post-test scores of the control group students \( [z=-0.080; p>0.05] \).

According to the results of Mann Whitney U test, test was applied to determine whether there was a statistically significant difference between the reading comprehension gain scores of the experimental and control groups, there was a significant difference between the groups of the experimental group \( [U=39.50; p<0.05] \). This result shows that the think-aloud strategy has a positive effect on the students’ inferential reading comprehension. And according to the findings above, it could be seen that the think-aloud strategy positively had increased the students’s inferential reading comprehension.

**5. CONCLUSION**

There is significant difference between the students who were taught by using think-aloud strategy and those who were taught by using group discussion method. The students were taught by using think-aloud strategy have better inferential reading comprehension than the students were taught by using Small Group Discussion.

Based on the average scores of reading narrative text in experimental class is higher than control class at the eleven grade students of SMK PELAYARAN SAMUDEA INDONESIA Medan in academic year 2021/2022. The students’ inferential reading comprehension in the experimental class is higher than the students’ inferential reading comprehension in control class. It means that there is a different comprehension of students who were taught by using think-aloud strategy has higher scores than those who were taught by using small group discussion.

The result of the calculation using t-test shows that t-value > t-table for the level significance. It means that Ha is accepted while Ho was rejected. It can be concluded there is significant difference in inferential reading comprehension between students who were taught by using think-aloud strategy and those who were taught by using small group discussion. Therefore, from the clarification above it can be known that the use of the think-aloud strategy is more effective than small group discussion.

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