ABSTRACT

**THINK ALOUD IN COLLABORATIVE DISCUSSION ON READING
COMPREHENSION OF EFL STUDENTS**

By

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This research was intended to describe the process of think aloud in collaborative discussion on EFL students' reading comprehension and their perception about it, and also to find out whether there was a difference on the students' reading comprehension achievement between those who were taught think aloud in collaborative discussion and those who were taught conventional method. This research was conducted at SMA Al-Kautsar Bandar Lampung to 36 students in class XI IPA 3 as the sample. To collect the data, the researcher used observation; interview and questionnaire; and reading test. Then, the data were analyzed both quantitavely and qualitatively.

For result of data analysis, the researcher found six reading strategies that the students used in doing think aloud in collaborative discussion. Those were making prediction, asking questions, clarifying something in the text, making judgment, making connection, and rereading the text. In addition, the questionnaire and interview data also supported the use of think aloud in collaborative discussion on students reading comprehension. Those data showed that the students' perception towards its implementation was positive. Furthermore, the result of reading test indicated that think aloud in collaborative discussion promoted the students' reading comprehension achievement. There was significant difference of students' reading achievement between those who are taught think aloud in collaborative discussion and those who are taught conventional method. It could be seen in the mean pretest score of control class was 67.55 and in the posttest was 70.42 while mean pretest score of experimental class was 66.78 and in the posttest was 77.36.

Based on the result of data analysis, it can be concluded that think aloud in collaborative discussion is a good strategy to improve students' reading comprehension achievement. It was also able to enhance not only ESL students, which research was done by Seng (2007), but also on EFL students' reading achievement. Through this strategy, the students can share their thoughts in collaborative discussion that help them to comprehend the text better