

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

A Thesis

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**MASTER IN ENGLISH LANGUAGE TEACHING STUDY PROGRAM
LANGUAGE AND ARTS EDUCATION DEPARTMENT
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BANDAR LAMPUNG
2016**

ABSTRACT

THINK ALOUD IN COLLABORATIVE DISCUSSION ON READING COMPREHENSION OF EFL STUDENTS

By

MERLIYANI PUTRI ANGGRAINI

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 quantitatively 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

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A THESIS

**Submitted in a Partial Fulfillment of
The Requirements for S-2 Degree**



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ON READING COMPREHENSION OF EFL STUDENTS**

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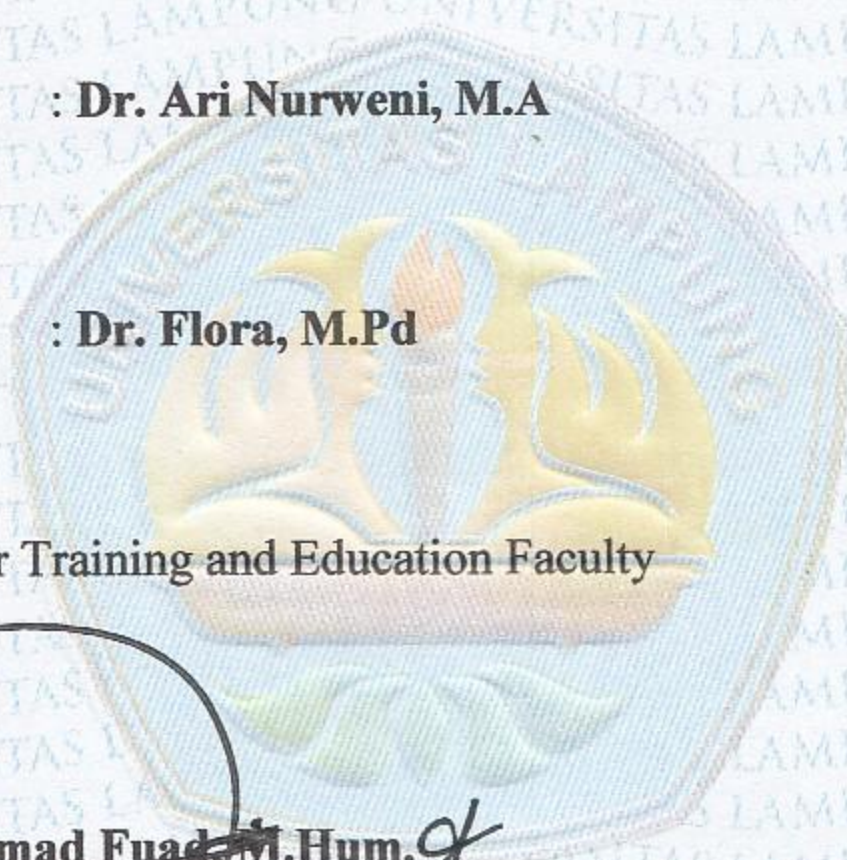
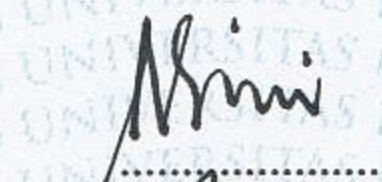
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CURRICULUM VITAE

The writer, whose full name is Merliyani Putri Anggraini, was born on May 10th, 1993 in Bandar Lampung. She is the last child of four siblings from a harmonious and wonderful couple H. Rasidi Topa and Hj. Indrawati, S.Pd.

She was an alumnus of SDN 1 Sukarame in 2005. In the same year, she continued her study to SMPN 1 Bandar Lampung and graduated in 2008. Afterwards, she continued to SMAN 12 Bandar Lampung in 2011 and she continued her study in IAIN Raden Intan Lampung as the student of English Education Study Program at Tarbiyah and Teacher Training Faculty. She graduated in 2015 and started to continue her study in Lampung University with the similar major of her previous background study.

DEDICATION

This thesis is sincerely dedicated to:

My beloved parents, H. Rasidi Topa and Hj. Indrawati, S.Pd

(For their endless love, pray, and support)

My beloved siblings

My beloved brother and sisters-in-law

My beloved nieces and nephews

My beloved friends of MPBI 2015

My almamater, Lampung University

MOTTO

فَإِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٥﴾ إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿٦﴾

It means: “So, the fact is that along with every hardship there is also ease. Indeed, with hardship there is also ease” (Ash-Sharh: 5-6)

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The Writer,

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I. INTRODUCTION

This chapter mainly discusses several points, i.e. introduction that deals with background of the problems, identification of the problems, limitation of the problems, formulation of research questions, objectives of the research, significances of the research, scope of the research, and definition of term.

1.1 Background of the Problems

Reading is one of essential language skills that must be learnt and developed by all language learners. By reading, students will get much knowledge, a lot of information and the new idea. Additionally, the students can also improve their basic element of English skill such as grammar and vocabulary. Moreover, the students can get knowledge about how to know main idea and other information in the text that can help them in answering question or doing some exercise in their book. When people read, their level of thinking increases; in other words, the more students read the more they learn.

According to Nunan (2003), reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning. It means that in reading the students should combine information in the text and students' background knowledge in order to get the comprehension in the text. In general, reading is a process to know about information in a text that

includes readers' background knowledge in analyzing the information to make the reader understand what information that the writer wants the reader to know.

From reading activity, the students are expected to be an active reader and be able to understand the text easily. However, most of the students get a difficulty in comprehending the reading text and get low scores in reading items because the students do not know the meaning of the words or sentences provided in reading text. In the other words, comprehension does not just happen, but it requires efforts from the reader. It depends upon being able to successfully and appropriately use a number of strategies: accessing prior knowledge, creating mental images of the information, making predictions and inferences, monitoring understanding, and using "fix-up" strategies when necessary.

There are some reading difficulties which are in line with what the researcher found in the pre-observation to one of senior high schools in Bandar Lampung, that is, SMA Al-Kautsar Bandar Lampung. It was found that comprehending a reading text had become a problem faced by most of the students there. It was also noticed that there were some other problems dealing with teaching-learning process of reading comprehension, such as teaching reading was not communicative for students. The English teacher still used a conventional strategy. The teacher commonly took dominant roles while teaching reading comprehension to the students. It caused the students being inactive in the process of reading.

Furthermore, the teacher did not teach the students to use some reading strategies in comprehending the text. According to Tovani cited in Khatami (2014:381), strategic processing is a necessity for efficient and effective comprehension,

involves using strategies to understand the text, knowing when to use the various strategies, actively thinking about, monitoring what is read and understanding text structure and engaging in meaningful discussion about the text. By seeing the facts, there is a strategy that is appropriate for students while they are in reading process. It is think aloud strategy.

The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open strategies they are using to understand a text (Baumann, Jones & Seifert-Kessell, 1993; Phritchard & O'Hara, 2006). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. Additionally, thinking aloud helps students to learn, think, and reflect upon the reading process. That is, students not only make sense about what they read but also move beyond literal decoding to comprehending (Wilhelm, 2001). Through the use of think aloud, students may be more able to comprehend what they read.

Think aloud helps to enhance student's ability of the thinking process and understand what they comprehend (Block & Israel, 2004). It allows the reader to connect meaning and understanding with the text. Furthermore, Snow (2002) claims think alouds improve students' comprehension in two instances. First, whilst students themselves think aloud as they read their own texts. The second is where teachers utilise and model think alouds when reading with students. Many teachers effectively use teacher think alouds as a modelling strategy. Here they use episodes such as reading aloud and shared reading to explicitly teach cognitive reading strategies and then encourage students to practise 'think aloud' in their own reading. Because of the increasing use of think-alouds in classrooms, the

effectiveness of such an approach as a means to enhance reading comprehension in first language (L1) has garnered reading researchers' attention in recent years.

A previous research was conducted by McKeown and Gentilucci (2007) on Think-Aloud Strategy: Metacognitive Development and Monitoring Comprehension in the Middle School Second-Language Classroom. In the research, they wanted to know how the Think-Aloud Strategy affects content area in reading comprehension of middle school English learners by attempting to answer the question. They divided the students into three levels; advanced level, intermediate level, and early intermediate level. In this research, from three levels there were no significant differences. It revealed that while English learners successfully use metacognitive strategies such as think-aloud, the efficacy of the strategies depends on the unique needs of each particular level of proficiency as they approach the text.

Using think aloud to improve the EFL students' reading comprehension had also been conducted by Liaw (1995) in Taiwan. This research was implemented for university students. Both groups of students were identified by the university English placement test as high English proficiency level students. Students were classified as high, mid, or low based on their knowledge of grammatical structures and listening and reacting comprehension abilities. In his research, he found there was no significant effect between the control and experimental group, but there were significant differences between the mean scores of the first and second reading comprehension test. He argued that significant difference between the control and experimental group was influenced by the length of time in using think aloud.

Related to think aloud researches on reading comprehension, Seng (2007) conducted his think aloud research on reading comprehension by combining the collaborative discussion. The research subject was Malaysian university students, who use English as their second language. They were second semester (first year) Bachelor in Education of English, who were considered proficient in English. He aimed his study at exploring the use of think aloud in a collaborative environment in helping ESL students improve their reading achievement. The result showed that the students in the experimental group obtained higher reading comprehension scores than their counterparts in the comparison group after the instruction of using think aloud in small group. It seemed collaborative learning also played a role on their reading comprehension.

This research result is supported by Vygotsky, as quoted by Seng (2007:31), social interaction is the mechanism for individual development, since in the presence of a more capable participant, the novice is drawn into, and operates within, the space of the expert's strategic processes for problem solving. The purpose of learning collaboratively is to acquire common knowledge and use this knowledge to solve a problem. It creates a positive social atmosphere and facilitates perception.

Furthermore, collaborative learning, especially in the face-to-face mode, has an important social dimension as it gives rise to other positive outcomes which are not usually considered academic such as self assurance and personal insight (Hodgson & McConnell in Marjanovic, 1999). In this process, the purpose is to unite students with similar proficiency levels and enable them to learn. Group members help each other by teaching one another or every member completes one part of the task. In

other words, everybody in the group is responsible for the others' learning (Demirel, in Istifci & Kaya, 2011).

Being inspired by Seng's research by implementing think aloud in collaborative environment, the researcher would like to combine think aloud and collaborative discussion in promoting the students' reading comprehension. First consideration that makes the researcher want to combine think aloud and collaborative discussion is the quantity of students in the classroom. In Indonesian schools, each class consists of around 30 to 40 students. It makes the researcher unable to monitor the whole students in the classroom if she implements individual think aloud strategy.

The second consideration is numerous studies showed the result of think aloud where the teacher led the discussion with the students to negotiate the meaning about the text. However, the data showed that there is no significant difference by using think aloud strategy on students' reading comprehension in control and experimental group. In this research the researcher would like to see if the role of the teacher is lessened and the focus of the discussion only in student-centered, whether think aloud strategy is still capable to work and to increase the students' reading achievement or not. Since, Terenzini, et.al. (2001) states that active and collaborative approaches to instruction may well be more effective than conventional lecture/discussion methods, it remains an empirically open question whether that relation holds in teaching design.

Another consideration is in Seng's research, he took Malaysian university students. As we know that it must be ethnic difference from Malaysian, who uses English as their second language (ESL). Meanwhile in Indonesia, people do not use English in

their daily life to communicate. As pointed out by Cohen (1996), strategies do not operate by themselves but are closely linked to one's learning style, personality-related variables, sex, age, and ethnic differences. Hence, the researcher also tried to identify the ethnic differences and age in this research. In addition, research subject's age would also differ this research to previous researches.

Based on the statement above, the researcher realizes some considerations make this research differ from the previous researches. The researcher assumes that it is also important to know how the secondary level students' perceptions towards the implementation of think aloud strategy in collaborative discussion on their reading comprehension. The reason is students' perception would strengthen the data whether or not this strategy is recommended to be applied to promote students' reading comprehension achievement. Therefore, the researcher carries out a research entitled "Think Aloud in Collaborative Discussion on Reading Comprehension of EFL Students."

1.2 Identification of the Problems

In line with the background of the problems mentioned above, the researcher identified the problem as follows:

1. Students were inactive in the reading comprehension process.
2. Students got difficulties in comprehending a reading text.
3. Students were lack of strategies in reading comprehension activity.
4. The strategy used by certain teachers in reading comprehension class activity was conventional

5. Students read the English text individually that makes different understanding one to another.
6. There might be no students' interaction in reading process.
7. There was a large number of students in a class that makes the teacher cannot monitor them all when they read a text.

1.3 Limitation of the Problems

After identifying the problem, the researcher would like to limit the problems that will be analyzed into those concerning to the conventional strategy used by the teacher that makes the students inactive on reading comprehension process and get difficulties in comprehending the text. In addition, students reads the English text individually that makes different understanding one to another.

In relation to the identification of the problems above, this study covers the following scopes: implementation of using think aloud in collaborative discussion on students' reading comprehension and the students' perception about the use of it in promoting their reading achievement.

1.4 Formulation of Research Questions

Based on the background of the problem above, the researcher formulated the research question as follows:

1. How is the process of students' reading comprehension by using think aloud in collaborative discussion?
2. How is students' perception about think aloud in collaborative discussion on their reading comprehension?

3. Is there any significant difference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method?

1.5 Objectives of the Research

The objectives of this research are:

1. To describe the process of students' reading comprehension by using think aloud in collaborative discussion.
2. To describe the students' perception about think aloud in collaborative discussion on their reading comprehension.
4. To know the significant difference of students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

1.6 Significances of the Research

The findings of this research might be useful both theoretically and practically.

1. Theoretically, the finding of this research might be useful for supporting the theory of think aloud in collaborative discussion in helping the students reading comprehension.
2. Practically, the result of this research is expected to provide teachers with a new insight that might be taken as a guideline in teaching reading so that the students are able to comprehend English texts better.

1.7 Scopes of the Research

The scope of the research could be described as follows:

1. The Subject of the Research

The subjects of the research were the students at the eleventh grade of SMA Al-Kautsar Bandar Lampung.

2. The Object of the Research

The objects of the research were to describe the process of students' reading comprehension by using think aloud in collaborative discussion, to describe the students' perception about think aloud in collaborative discussion on their reading comprehension, and to know the significant difference on students' reading achievement, who are taught think aloud using in collaborative discussion from the students, who are taught using conventional method.

3. The Place of the Research

The research was conducted at SMA Al-Kautsar Bandar Lampung.

4. The Time of the Research

The research was conducted at first semester of academic year 2016/2017.

1.8 Definition of Terms

1. Reading Comprehension

Reading comprehension is one way to get the meaning as information or knowledge from text by making recognition, interpretation, and perception about the meaning of the word to comprehend the text.

2. Think aloud

Think aloud is a strategy of reading process for improving reading comprehension of second language students by articulating all that they are noticing, thinking, feeling, and doing as they read a text.

3. Collaborative Discussion

Collaborative discussion is based on the idea that students who work collaboratively with a common aim learn better than students who work individually.

4. Students' Perception

Students' perception is the students' assumption about certain objects which is obtained through senses then it is organized, interpreted and evaluated.

II. THEORETICAL FRAMEWORK

In this chapter, the researcher explains two major important parts, which deal with review of previous related research and review of related literature. To support this research, the researcher provides explanation about the literature review which are related to this research such as review of literature that deals with concept of reading comprehension, the concept of think aloud, collaborative learning, procedure of teaching reading through think aloud strategy, the procedures of collaborative think aloud strategy on reading comprehension, collaborative think aloud strategy, theoretical assumption, and hypothesis.

2.1 Review of Previous Research

In order to gain a clear perspective towards this research, it is necessary to review findings of previous related researches on, primarily, reading comprehension achievement, and aspects which might correlate with it. There have been a lot of research on think aloud strategy on reading comprehension that conducted both in EFL and ESL settings.

The first is the research conducted by Khatami, et.al., (2014). This research is to investigate the effect of think aloud strategy on improving reading comprehension ability among Iranian English foreign language (EFL) university students in bachelor level. The required data were obtained from 80 students (male and female). A questionnaire based on Sukyadi and Uswatun (2000) questionnaire, was

distributed among the participants to screen the students who are familiar with think aloud strategy. The first group was familiar with the think aloud strategy and the second group was not. Among 80 students, 32 students were familiar with this strategy. Then a reading comprehension test based on Sukyadi and Uswatun (2000) was performed among students to consider the effect of think aloud strategy on reading comprehension ability.

The data obtained throughout the study were analyzed by SPSS software. To consider the normality of the statistical Population, kolmogrove- semir nove test was applied. The writer conducted the research in two univerties in iranian. There are, State University and Azad University. The writer differenciated the research subjects based on their sex and university. The findings of this research revealed that students who are familiar with think aloud strategy can apply appropriately the prior knowledge and connect the new information to what they already know. Based on the findings, think aloud evokes students to apply the cognitive process and helps them to access the background knowledge of the texts. Accordingly, think aloud strategy improves students reading comprehension ability. Whereas some of reading comprehension tests, which were distributed among participants, include, story text, It can be concluded that students who have been familiar with think aloud and have applied it before, can comprehend the main ideas of story texts.

The second previous research was conducted by McKeown and Gentilucci (2007) on Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. In the research, they want to know how the Think-Aloud Strategy affects content area reading

comprehension of middle school English learners by attempting to answer the question. They divided the students into three levels; advanced level, intermediate level, and elementary level. They were defined as Twenty-seven English learners with a reading proficiency level of Early Intermediate (Level 2) or higher were included in the study. Five Early Intermediate students (Level 2), 11 Intermediate students (Level 3), and 11 Early Advanced students (Level 4) were included in the sample.

A pretest and posttest of related samples were used to test the hypothesis that there would be a statistically significant positive difference between mean scores of pre- and posttests of the sample groups, signifying that the use of the Think- Aloud Strategy is an effective intervention for improving reading comprehension among the English-learner population. It revealed that while English learners successfully use metacognitive strategies such as think-aloud, the efficacy of the strategies depends on the unique needs of each particular level of proficiency as they approach the text. Another significant implication of the findings for reading instruction in the regular language arts classroom is that think-aloud may be counterproductive for Early Advanced English learners who have already developed self-monitoring comprehension skills.

The third research was conducted by Pritchard and O'Hara (2006), its aim to determine the effectiveness and feasibility of using think aloud to identify and teach reading comprehension strategies. It is undertaken in an effort to address this research gap of using think aloud in both the identification and teaching of reading comprehension strategies to ESL students.

There are two parts of this research. Part 1 was an analysis analysis of the think-aloud protocols of nonnative speakers of English successfully completing their junior year at a university who, on the basis of test scores and professor judgment, had been identified as proficient readers. The analysis identified the strategies these students used when reading course materials. The research and planning that were conducted in preparation for each of the steps had a significant effect on the quality of the data these procedures yielded.

Part 2 was a teaching experiment in which think alouds were used to teach strategies identified in Part 1 to intermediate level students enrolled in an intensive English program at the same university. This part of the study investigated whether the instructional procedure resulted in acquisition of the target strategies and comprehension of a reading passage. The result of this part suggests that replication of the instructional phase of this study with a larger sample is warranted and is likely to yield significant differences.

The fourth previous research was conducted by Ortlieb and Norris (2012). This quasi-experimental study investigated the effectiveness of using a think-aloud strategy to improve students' reading comprehension in science within a kindergarten classroom. The primary purpose was to examine if students receiving the intervention would experience greater comprehension of the subjects being taught than students who did not receive this treatment. There were 37 kindergarten participants in this study. In group A, there were 17 students and in group B there were 19 students.

Both groups were given a pretest before the study began the final evaluations taken from the Texas Education Service Center Curriculum Collaborative, called CSCOPE. This curriculum support system is fully aligned to the state standards to provide a common language, process, and structure for curriculum development. The pre-test and post-test consisted of six questions that were taken from CSCOPE. The questions were modified to be answered orally. The questions for the pre and post test have construct validity from their derived origin within the CSCOPE curriculum. Teacher observations were recorded for duration of study to provide an extension of quantitative data results.

At the end of the five weeks, the post-test questions were given to each student orally to measure the growth, if any, from the pretest. Data from group A and group B were then compared using an unpaired t-test to see if there was a statistical significance, and a Cohen's effect size was calculated to measure the effect of the comprehension intervention. Data showed that there was a statistical difference between the control group and the experimental group. The students in the control group gained 2.5 questions correct on average compared to the experimental group which had an average gain of 4 questions from the pre to post test.

The last previous research about think aloud strategy was taken from Seng (2007). This article reports a study which examined the effects of combining think aloud and collaborative discussion with the primary aim improving reading comprehension. The subject of this research were second semester (first year) Bachelor in Education (B.Ed) undergraduated of Universiti Pendidikan Sultan Idris (UPSI). There were chosen 20 students for experimental group and 23 students for control group. Thus, the aim of the study was to explore the use of think-aloud in a

collaborative environment in helping ESL students improve their reading comprehension.

In determining the effect of experimental treatment, quantitative data collected through the pretest and the posttest was examined through statistical analysis. The hypothesis of this research is as the design employed was quasi-experimental with non-randomised samples, data were analysed using the analysis of covariance (ANCOVA) to explore the difference between the groups. The result showed that the students in the experimental group obtained higher reading comprehension scores than their counterparts in the comparison group after the instruction of using think aloud in small group. In other words, the experimental group outperformed the comparison group on the reading measures. This findings support the use of think aloud in reading instruction as advocated by some reading researchers. Thus, the empirical study suggest that the instructional procedure of think aloud in a collaborative environment of a small group and which provide scaffolding should be considered as a technique in reading instruction for ESL students.

Based on the previous researches above, the researcher realizes that the students need to be taught with a good leading approach.in this study and they also needs social interaction to verbalize their thinking. The researcher also wants to prove the effect of collaborative think aloud on EFL students' to comprehend the English reading text and report its process. Besides two prior objectives, the researcher wants to find students' opinion about collaborative think aloud strategy after they are trained by the researcher.

2.2 Review of Related Literature

2.2.1 Concept of Reading Comprehension

Reading is very important in English. By reading, students can get much knowledge and new information. In general, reading is a process to know about information in a text that includes readers background knowledge in analyzes the information to make the reader understand what information that the writer wants the reader to know. Considering the fact that everyone has his/her own opinion and view about something, many reading experts also give their opinions and view about reading. Some definitions of reading from experts are started below.

According to Nunan (2003) reading is a fluent process of readers combining information from the text and their own background knowledge to build the meaning. It means that in reading the students should combine information in the text and students background knowledge in order to get the comprehension in the text. Moreover the students can get knowledge about how to know main idea and other information in the text that can help them in answering question or doing some exercise in their book.

In addition, Linse (2005) states that reading as a set of skills that involved making sense and deriving meaning from printed word. This emphasize that we can get the meaning of the word by our self because we have read before. We make conclusion about meaning of the word based on the context in others word. In reading process the reader will get the meaning and also needs the ability to understand and know the information from in the text.

Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. Reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency (Klingner, et.al. 2007). It means in comprehending the text, the students pass some complex processes in reading.

Reading comprehension means that a reader acquires information from reading. It is primarily a matter of developing appropriate, effective comprehension strategies (Brown, 2001). It can be inferred comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms.

Based on description above so reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling or an argument.

2.2.2 Concept of Teaching Reading

McDonough and Shaw (2013) state that reading in foreign language is the main goal of learning. Teaching reading in learning English turns to be salient because all aspects in learning English requires this ability to get familiar with English vocabularies as the basic component in learning this subject. To be able to do so, students have to be familiar first to the words on the text so that they can comprehend the text and understand the information effectively. This

simultaneously assumes that teaching reading can not be separated from teaching vocabulary.

Reading comprehension and vocabulary are inextricably linked. The ability to decode or identify and pronounce words is self-evidently important, but knowing what the words mean has a major and direct effect on knowing what any specific passage means. Students with a smaller vocabulary than other students comprehend less of what they read and it has been suggested that the most impactful way to improve comprehension is to improve vocabulary.

Alyousef (2005: 149) states that in teaching reading, contemporary reading task involves three-phase procedures: pre-, while-, and post-reading stages. The pre-reading stage helps to activate the relevant schema. Then the aim of while-reading stage is to develop the students' ability in tackling texts by developing their linguistic and schematic knowledge. Post-reading includes activities which enhance learning comprehension using matching exercise, cloze exercise, cut-up sentences, and comprehension questions.

In teaching reading, the teacher should provide strategy to the students with purpose for reading to anticipate different type of reading texts. As Suparman (2012) in Mahdalena (2015) states that there are two major reasons for reading (1) reading for pleasure; (2) reading for information (in order to find out something or in order to do something with the information readers get).

In brief, teaching reading truly cannot be separated from teaching vocabulary. This is because words are the components in reading text that readers should understand the meaning of the words so that they can comprehend such a reading text. It is

assumed that as reader's vocabulary mastery is better, their reading comprehension also turns better. It also can be stated that in teaching reading, appropriate and possible strategy should be applied based on the purpose of reading in order to get the comprehension.

2.2.3. Concept of Think Aloud

Think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open strategies they are using to understand a text (Baumann, Jones & Seifert-Kessell, 1993; Oster, 2001; Phritchard & O'Hara, 2006; Ericsson & Simon, 1993). It asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students. A verbalization of the students' thought may be a literal copy, paraphrasing, inference, or recalled or retrieved information.

Ericsson and Simon (1993), state that:

A verbalization may be a literal copy of information that is presented or has been memorized previously. In this case, the verbalization may or may not be generated without being processed semantically. It will seldom be possible to infer with certainty whether it was understood or parroted. As a second possibility, paraphrasing, a verbalization may copy the semantic content of information that is presented or remembered, rather than copying literal verbal strings. In this case, the source information may or may not have been in oral form; if not, it has to be recoded for production. As a third possibility, inference, a verbalization may not be a copy, literal, or semantic, of available information, but may be generated in various ways from such information. As a fourth possibility, information that has heeded at an early time may be recalled or retrieved.

Through think aloud, students may be more able to comprehend what they read. Snowball in Spranger et.al (2011) claims think alouds improve students' comprehension in two instances. First, whilst students themselves think aloud as they read their own texts. The second is where teachers utilise and model think

alouds when reading with students. Many teachers effectively use teacher think alouds as a modelling strategy. Here they use episodes such as reading aloud and shared reading to explicitly teach cognitive reading strategies and then encourage students to practise 'think aloud' in their own reading.

As an instructional practice, think aloud enables teachers to demonstrate for their students how to select an appropriate comprehension process at a specific point in a particular text (Block & Israel, 2004). Think aloud allows the reader to connect meaning and understanding with the text. It helps students to learn, think, and reflect upon the reading process. That is, students not only make sense about what they read but also move beyond literal decoding to comprehending (Wilhelm, 2001).

Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions. As stated by Wilhelm (2001), a think aloud, in which a reader makes his reading process manifest to others by articulating all that he is noticing, thinking, feeling, and doing as he reads a text. It means that think aloud strategy is an approach of reading process for improving reading comprehension of foreign language students by articulating all that they are noticing, thinking, feeling, and doing as they read a text.

It is possible to instruct subjects to verbalize their thoughts in a manner that does not change the sequence of thoughts and could therefore be accepted as valid data on thinking (Ericsson & Simon in Tsai & Cheng-Cheng 2010). It can be used to investigate many things and purposes whether relating to language or other than

language reflects ‘mental representation’ or ‘working memory’ (Ericsson and Simon 1993 cited in Suparman 2001). In addition, Ericsson and Simon (1993) stated that the closest connection between thinking and verbal reports is found when subjects verbalize thoughts generated during task completion. As subjects are asked to think aloud, their verbalizations seem to correspond to their “inner speech”.

It is a means to validate or construct theories of cognitive processes, in particular of problem-solving. Problem-solving means answering a question for which one does not directly have an answer available (Someren, et.al., 1994). In other words, think aloud strategy asks students to say out loud what they are thinking to validate or construct theories of cognitive processes, in particular of problem-solving. This process can influence the students’ performance. Eventhough think aloud helps to monitor the students’ thought, it may affect to slow down the students’ performance (Ericsson & Simon, 1993). Since the think aloud gets the students to verbalize what they think, feel, and learn about the text, they have to vocalise and interpret their thoughts.

From the definition above, the think aloud is appropriate for this study because through think aloud students can monitor their comprehension process. In this research, it is decided to implement the think aloud because it will be used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them. It is also appropriate for teaching a number of foreign language students to develop the ability to monitor their comprehension while reading, and to facilitate understanding of text.

2.2.4 Concept of Collaborative Learning

Collaborative learning is based on the idea that students who study in groups for a mutual purpose learn better than the students who study alone (Istifci and Kaya, 2011:94). Furthermore, Senemoglu in Istifci and Kaya (2011:90) said that students' studying individually may affect other students' success or failure. Students' studying competitively requires the success of one student and the failure of another student. When they study collaboratively, the result is the opposite of the competitive study. If a student studies hard, s/he can increase the other students' success.

According to Dooly (2008:21), collaborative learning is aimed at getting the students to take almost full responsibility for working together, building knowledge together, changing and evolving together and of course, improving together. Collaborative learning requires working together toward a common goal. This type of learning has been called by various names: cooperative learning, collaborative learning, collective learning, learning communities, peer teaching, peer learning, or team learning. What they have in common is that they all incorporate group work (Dooly, 2008:21). The aim is to motivate students to desire their friends' success, have motivation and teach each other to reach learning objectives.

Smith and MacGregor (1992:9)

Collaborative learning is an umbrella term for a variety of educational approaches involving joint intellectual effort by students, or students and teachers together. Usually, students are working in groups of two or more, mutually searching for understanding, solutions, or meanings, or creating a product. Collaborative learning activities vary widely, but most center on students' exploration or application of the course material, not simply the teacher's presentation or explication of it.

Collaborative learning, especially in the face-to-face mode, has an important social dimension as it gives rise to other positive outcomes which are not usually considered academic such as self assurance and personal insight (Hodgson & McConnell in Marjanovic, 1999). It can be accepted as a process in which students work in small groups and help each other to learn. In this process, the purpose is to unite students with similar proficiency levels and enable them to learn. Collaborative learning is an approach that requires students' formation of small groups to solve a problem or fulfill a task with a common aim to learn (Kömleksiz, 1994; Demirel, 2002 cited in Istifci and Kaya)

The purpose of learning collaboratively is to acquire common knowledge and use this knowledge to solve a problem. Collaborative learning is beneficial for the teachers who want their students to gain benefit and share it with the other students. Related studies have shown that collaborative learning is more advantageous, especially for students who failed in traditional classes. Collaborative learning creates a positive social atmosphere and facilitates perception. Collaborative learning is based on the idea that students who work collaboratively with a common aim learn better than students who work individually.

2.2.5 Think Aloud in Collaborative Discussion

Think-aloud makes students think while they read for constructing meaning in an easier way from the text. Additionally, thinking aloud helps students to learn, think, and reflect upon the reading process. It asks students to say out loud what they are thinking to validate or construct theories of cognitive processes, in particular of problem-solving.

A previous research was conducted by McKeown and Gentilucci (2007) on Think-Aloud Strategy: Metacognitive Development and Monitoring Comprehension in the Middle School Second-Language Classroom. In the research, they want to know how the Think-Aloud Strategy affects content area in reading comprehension of middle school English learners by attempting to answer the question. They divided the students into three level; advanced level, intermediate level, and early intermediate level. In this research, from three levels there were no significant differences. It revealed that while English learners successfully use metacognitive strategies such as think-aloud, the efficacy of the strategies depends on the unique needs of each particular level of proficiency as they approach the text.

Using think aloud to improve the EFL students' reading comprehension had also been conducted by Liaw (1995) in Taiwan. This research was implemented for university students. Both groups of students were identified by the university English placement test as high English proficiency level students. Students are classified as high, mid, or low based on their knowledge of grammatical structures and listening and reacting comprehension abilities. In his research, he found there was no significant effect between the control and experimental group, but there were significant difference between the mean scores of the first and and second reading comprehension test. He argued that significant difference between the control and experimental group was influenced by the length of time in using think aloud.

Related to think aloud researches on reading comprehension, Seng (2007) conducted his think aloud research on reading comprehension by combining the collaborative discussion. The research subject was Malaysian university level

students, who use English as their second language. They were second semester (first year) Bachelor in Education of English, who were considered proficient in English. He aimed his study at exploring the use of think aloud in a collaborative environment in helping ESL students improve their reading achievement. The result showed that the students in the experimental group obtained higher reading comprehension scores than their counterparts in the comparison group after the instruction of using think aloud in small group. It seemed collaborative learning also played a role on their reading comprehension.

It is supported by Vygotsky (1986), as quoted by Seng (2007:31), social interaction is the mechanism for individual development, since in the presence of a more capable participant, the novice is drawn into, and operates within, the space of the expert's strategic processes for problem solving. The purpose of learning collaboratively is to acquire common knowledge and use this knowledge to solve a problem. It creates a positive social atmosphere and facilitates perception.

Furthermore, collaborative learning, especially in the face-to-face mode, has an important social dimension as it gives rise to other positive outcomes which are not usually considered academic such as self assurance and personal insight (Hodgson & McConnell, 1995 in Marjanovic). In this process, the purpose is to unite students with similar proficiency levels and enable them to learn. Group members help each other by teaching one another or every member completes one part of the task. In other words, everybody in the group is responsible for the others' learning (Demirel in Istifci & Kaya, 2011).

On the otherhand, students who have different abilities, different body developments and different learning backgrounds go towards a common aim and establish better friendship in group works. While they know each other better, the artificial obstacles disappear. Thus, the success of the individual depends on success of the group and group members contribute to their friends' success. Group members help each other by teaching one another or every member completes one part of the task. In other words, everybody in the group is responsible for the others' learning (Demirel in Istifci and Kaya, 2011).

Being inspired by Seng's research by implementing think aloud in collaborative environment, the researcher would like to combine think aloud and collaborative discussion in promoting the students reading comprehension. First considerations that make the researcher want to combine think aloud and collaborative discussion is the quantity of students in the classroom. In Indonesian school, each class consists of around 30 to 40 students. It makes the researcher unable to monitor the whole students in the classroom if she implements individual think aloud strategy.

The second consideration is numerous studies showed the result of think aloud strategy where the teacher still joint the discussion with the students to negotiate the meaning about the text. The data showed that there is no significant difference by using think aloud strategy on students' reading comprehension in control and experimental group. Eventhough, in this research the researcher would like to see if the role of the teacher is lessened and the focus of the discussion only in student-centered, whether think aloud strategy is still capable to work and to increase the students' reading achievement or not.

In Seng's research, he took Malaysian university students. As we know that, it must be ethnic difference from Malaysian, who uses English as their second language (ESL). Meanwhile in Indonesia, people do not use English in their daily life to communicate. As pointed out by Cohen (1996), strategies do not operate by themselves but are closely linked to one's learning style, personality-related variables, sex, age, and ethnic differences. Hence, the researcher will also try to identify the ethnic differences and age in this research. In addition, research subject's age will also differ this research to previous researches.

2.2.6 The Procedure of Teaching Reading Comprehension Through Think Aloud Strategy

Since the researcher agrees the theory of think aloud according to Wilhelm (2001), she modified the procedures of its teaching with combining think aloud and collaborative discussion. The procedures of teaching reading comprehension through understanding of think aloud strategy as stated by Wilhelm (2001), as follows:

1. The teacher choose a short section of text (or a short text).
2. The teacher decides on a few strategies to highlight.
3. The teacher states the purposes.
4. The teacher reads the text aloud to the students and think aloud as the teacher does so.
5. The teacher has the students underline the words and phrases that helped them use a strategy.
6. The teacher lists the cues and strategies used.
7. The teacher asks students to identify other situations.

8. The teacher reinforces the think aloud with follow-up lessons.

Wilhelm (2001:42)

2.2.7 The Procedures of Think Aloud in Collaborative Discussion on Reading Comprehension

In this part, the researcher would like to propose think aloud in collaborative discussion on reading comprehension of EFL students. As we know, think aloud strategy on reading comprehension still needs the teacher for guiding the students to think aloud, but the researcher wants to make the students independently use this strategy on their reading comprehension. Therefore, the researcher taught them how to use think aloud strategy by themselves. These are some procedures of think aloud in collaborative discussion, that the researcher adapted from Wilhelm (2001), as follows:

1. The researcher chooses a short section of text (or a short text).

The researcher chooses a text that is suitable to the level of the students, ideally with content that links to a current inquiry project.

Table 2.1 Inquiry Project

Text	Comments
Whaling	
Whaling has been part of people’s lives for hundred of years. However, its original purpose has now shifted to that of industrial one. Many people compete to hunt them and for several reasons, whaling should be stopped.	
First, whaling is very poisonous to the people who may eat the whale meat. The factory workers in Japan say that whales are really healthy to eat but that’s not necessarily true. Whale meat is heavily contained with mercury. Mercury is so toxic that only one small drop of it can poison an entire pod of whales.	
Next, whaling is also inhumane. The whale hunters believe that whaling is not	

<p>inhumane because the whales tend to die fast. But whales are like us, humans. Whales are vulnerable to pain and suffer, which means, they are easily hurt. When the hunters shoot their rifles at a whale, it's aware and can feel every bit of pain.</p>	
<p>Lastly, whaling is a waste of money. Japan sells the whale meat at high rates. They also mark the meat purposely wrong so that the customers won't know that it's actually a whale that they're eating. Japan also use whales for soap, tobacco, dog food, and other supplies. They say that they use whales for research, but stabbing and killing them doesn't sound like any research. Also, instead of using the money given to them for the poor, they use it for whaling. They use the whales to get them a better success in finance.</p>	
<p>Therefore, whaling needs to be stopped. Think about the poison that is harming the ones who eat the whale meat. Think about the people who do not know what they are eating. Most importantly, think about the harmless whales. So, stand up and fight to put an end to whaling!</p>	

Source: Appendix 10

2. The researcher decides on a few strategies to highlight.

The researcher explains to the students how the think aloud works and what strategies the students were trying out. Also brainstorm why and how these strategies be helpful to them in their own reading.

3. The researcher asks the students to make a group discussion consists of three to four members and asks them to use think aloud strategy.

The researcher tells the students to verbalize their thinking while they are reading. She gets them to identify the text based on what, why, how, and when. They may predict what the text and correlate it to what their previous knowledge about the topic.

4. All members have to communicate with their group what are going on their mind after reading per paragraph.

Each group has a leader to lead the group discussion. The leader of the group members has to preview, set purposes, and enter the text. In this part, each member of group has to verbalize what is going on their mind after reading per paragraph. It will help other members understand or have similar understanding about the text. The leader asks his members to make predictions and correlate the text with real life situations. They have to reflect on the textual experience by using think-alouds and reporting out.

5. The researcher reinforces the think aloud with follow-up lessons.

The researcher extends and consolidates the strategies introduced in the initial think aloud. He can provide this both by using the same text to do more think aloud with the strategy, or with a new text.

2.2.8 Students' Perception

Students are in a good position to assess the effectiveness of teaching, although the extent to which they are able to do so depends on the type of feedback instrument they are given. Although students are often critical, they usually have a good sense of whether a teacher prepares his or her lesson, teaches relevant content, provides lessons that are engaging, relevant, and at an appropriate level of difficulty (Richards, 2001). Students' perceptions are the beliefs or opinions that students have as a result of realising or noticing something, especially something that is perhaps not obvious to other people, for example: teachers, parents, or outsiders. They are the result of direct experiences in the educational context. These experiences can be very different from teachers' experiences or parents' experiences of the educational context.

Students in this respect, construct their own world. Eventhough, all students experience the same educational context. Thus, students' perceptions can differ between different groups of students. Because of diverse personal characteristics and different individual histories, not all student experiences the same educational context in the same way, so individual differences in students' perceptions can occur.

In this case, the researcher described the students' perceptions by collecting the data of interview, questionnaire, and video recordings. The researcher assumes that it is important to know how the secondary level students' perceptions towards the implementation of think aloud strategy in collaborative discussion on their reading comprehension. The reason is students' perception might strengthen the data whether or not this technique is recommended to be applied to promote students' reading comprehension achievement.

2.2.9 Theoretical Assumption

The literature reviews above make the researcher predict that there would be a significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method. It would have a positive effect on promoting the students' reading comprehension achievement because think-aloud makes students think while they read for constructing meaning in an easier way from the text. Additionally, thinking aloud helps students to learn, think, and reflect upon the reading process.

Moreover, the collaborative discussion would also help them to comprehend the text. It is supported by Vygotsky (1986), as quoted by Seng (2007:31), social interaction is the mechanism for individual development, since in the presence of a more capable participant, the novice is drawn into, and operates within, the space of the expert's strategic processes for problem solving. In this process, the purpose is to unite students with similar proficiency levels and enable them to learn.

By doing think aloud in collaborative discussion on their reading comprehension, the students would teach one another strategy to help them comprehend the text. Therefore, it can be assumed that the students' reading comprehension achievement would be improved as the result of using think aloud strategy in collaborative discussion.

2.2.10 Hypothesis

Based on the theoretical assumption above, the researcher would like to propose the hypothesis as follows:

H₀: There is no significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

H_a: There is a significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

III. RESEARCH METHOD

This chapter discusses certain points, i.e., research method deals with research design, variable of the research, population and sample, data collecting technique, research procedure, try out of research instrument, and data analysis. They are explained in the subtopics, as follows.

3.1 Research Design

This research used quantitative and qualitative method in order to know the significant difference of using think aloud strategy in collaborative discussion towards students' reading achievement and to describe the process of it on students' reading comprehension. In this case, the researcher applied true experimental design, a research design in which an experimental group of participants receives the special treatment and the other group, which does not conduct an experiment by giving a certain treatment to measure the significant effect of this model instruction (Hatch and Farhady, 1982). The researcher also took two classes as sample of this research consisting of an experimental class and a control class. The experimental class was taught using think aloud strategy in collaborative discussion and another class was taught using the strategy based on conventional method that is applied by the English teacher in teaching-learning process.

It can be represented as follows:

G1 (random) T1 X T2

G2 (random) T1 O T2

Where:

G1 : Group One (Experimental Class)

G2 : Group Two (Control Class)

T1 : Pre-test

T2 : Post-test

X : Treatment using collaborative think aloud strategy

O : Treatment using conventional strategy

(Hatch and Farhady, 1982: 22)

The researcher used control group pre-test design to measure both control class' and experimental class' achievement. The pretest was conducted to both classes before the treatment to know the students' reading achievement. Then, the treatment was done to the experimental class by using think aloud strategy in collaborative and for control class used the strategy which the teacher has been using.

The post-test was given to both classes; the comparison was done between the result of the students' reading achievement before the treatment and after the treatment. The result of this comparison informed the researcher whether the model implemented works or not.

In addition, to explore other research questions the researcher employed the descriptive qualitative method. Descriptive qualitative was used when the researcher needs to explore the topic, which is investigated. Here another research question lets the researcher describe the process of students reading comprehension by using think aloud in collaborative discussion and students' perception about think aloud strategy in collaborative discussion on their reading comprehension achievement.

3.2 The Population and Sample

The researcher used two classes as the sample of the research, one class as an experimental class and another class as a control class. This is a true experiment builds in both pre-test, post-tests and experimental and control groups. Further to this, a process of randomization was applied to the selection of the control and experimental groups to ensure that members of the two groups are alike in their skills and capacities before the intervention takes place. It means the researcher can choose the experimental class and the control class randomly.

In this research, the population was the eleventh grade students of SMA Al-Kautsar Bandar Lampung. There were 8 classes consisting of 34 to 38 students in each class at the eleventh grade. The sample of this research was one class taken by the researcher as the experimental class, that is, XI IPA 3. That class consisted of 36 students. In addition, the researcher took another class as the control class, that is, XI IPA 4 consisting of 36 students as well. Both of the classes were chosen by using random

sampling so that all the second year classes got the same chance to be the sample to avoid subjectivity.

3.3 Screening of the Samples

Since the research is to know the students' thought by verbalizing their thoughts, the researcher needs the participants who are expressive and able to verbalize their thoughts when they were doing reading comprehension activity. The researcher did screening. It means that only students who are expressive can be used as the participants of the study. The researcher took 28 out of 36 students who were categorized as expressive ones. They were the samples of this research. The rest who were not expressive also joined the reading comprehension activity, but they were not researched by the researcher.

3.4 The Data Collecting Techniques

In conducting this research, the researcher needed some ways or techniques to collect the data for doing the purpose, those are:

3.4.1 Observation

To answer the first research question, the researcher used observation. In observation, the researcher observed the process of students' reading comprehension by using think aloud in collaborative discussion. The researcher was being a non-participant observer, therefore the researcher did not get involved in the activity, The following is the table of observation sheet that was a guidance.

Table 3.1 Observation Guide

Strategy	Observation Checklists		Note
	Yes	No	
Making a prediction			
Asking a question			
Clarifying something that was confusing			
Making a judgment about something that was read			
Making a connection to something he/she has read, experienced, or read			
Rereading because something was confusing or unclear			

The observation data also used by the researcher to verify the answer of second research question. The researcher checked out the consistency of findings generated by different data collection. The researcher wanted to know whether the students' perception towards think aloud in collaborative discussion on their reading comprehension related to their answer in questionnaire and interview.

3.4.2 Questionnaire

To describe the students' perception about think aloud in collaborative discussion, the researcher provided the students some questions to answer according to think aloud in collaborative discussion. Questionnaire also helped the researcher to answer second research question. Since one of objective of the research is to describe the students' perception about think aloud in collaborative discussion, it gets the researcher provide the students some questions. The indicators of the students' perception about using think aloud in collaborative discussion on their reading comprehension, that the researcher used based on related to the strategy of think aloud in comprehending the

text, interaction, think aloud in collaborative discussion in comprehending the text, and learners' satisfaction. The following table is the specification of students' perception questionnaire.

Table 3.2 Specification of Students' Perception Questionnaire

Objective	Aspect	Indicators	Number of Items
This spesification is used to assess students' perception toward the implementation of think aloud in collaborative discussion.	Students' Perception	1. Think Aloud Strategy	1,2,3,4,5,6,7
		2. Interaction	8,9,10,11,12
		3. Think Aloud Strategy in Collaborative Discussion	13,14,15
		4. Learner's satisfaction	16,17,18,19,20

3.4.3 Interview

To strengthen the data for the second research question, the researcher also conducted interview. The researcher interviewed five students in the sample as the representer of the class with open-ended questions in order to gain the data as clear as possible. The technique for interview was semi-structured interview. Semi-structured interview was chosen, as they are more flexible and proper with the aims of the study. All the process of interview were recorded and transcribed to make the researcher easy in interpreting the data. During the interview, the interviewer was guided by students' perception interview guideline. The questions of interview was translated into Bahasa Indonesia to avoid miss interpretation between the interviewer and interviewees. The following table was the blueprint of interview guideline.

Table 3.3 Blueprint of Interview Guideline

Variable	Indicators	Item Number
Students' Perception	1. Think Aloud Strategy 2. Interaction 3. Think Aloud Strategy in Collaborative Discussion 4. Learner's satisfaction	1,2,3,4,5,6,7 9,12 13, 15 20

3.4.4 Trustworthiness of Data Analysis

In qualitative research, trustworthiness has become an important concept because it allows researchers to describe the virtues of qualitative terms outside of the parameters that are typically applied in quantitative research. Qualitative inquirers triangulate among different data sources to enhance the accuracy of a study. As indicated by Denzin and Lincoln (2005) in Lodico (2010), qualitative researchers use more than one method of data collection in the same study and compare the results obtained through these multiple methods. This process is known as triangulation, which adds thoroughness, richness, and depth of understanding to the study. Some argue that triangulation increases validity of a qualitative study. Triangulation is the process of corroborating evidence from different individuals (e.g., a principal and a student), types of data (e.g., observational fieldnotes and interviews), or methods of data collection (e.g., documents and interviews) in descriptions and themes in qualitative research.

There are four types of triangulation; methods triangulation, triangulation of sources, analyst triangulation, and theory/perspective triangulation. The first type of triangulation is methods triangulation. The researcher checks out the consistency of

findings generated by different data collection. The second is triangulation of sources. This kind lets the researcher examines the consistency of different data sources from within the same method. In analyst triangulation or the third type of triangulation, the researcher uses multiple analysis to review findings or using multiple observers and analysts. On the other hand, theory/perspective triangulation permits the researcher to use multiple theoretical perspectives to examine and interpret the data.

For making this research credible, the researcher screened her findings through methods triangulation. The researcher tends to use triangulation as a strategy that allows her to identify, explore, and understand different dimensions of the units of study, thereby strengthening her findings and enriching her interpretations. To assess the findings, the researcher interviewed the students who were categorized as representatives of the samples, gave the students questionnaire, and observed their reading activity.

3.4.5 Reading Comprehension Test

To answer the third research question, the researcher used pre test and post test to measure the students' reading comprehension achievement before and after being treated. The purpose of pre test is to make sure that the students in experimental and control class start from similar ability in reading then post test was to know the students' progress or improvement in reading achievement after being treated. The test was in form of multiple-choice test consist of 35 items. For the test instrument, the

table of specification is needed. Therefore, the researcher provided the following table specification. This test were divided into two sections as follows.

a. Pretest

The pretest was administered in order to find out the student's reading comprehension entry point before the treatments in the experimental class. In this test, the students was given multiple choice test in 60 minutes. The test items in the pretest were identical with the posttest but the number of the items and arrangement of the texts were changed randomly for the posttest.

b. Posttest

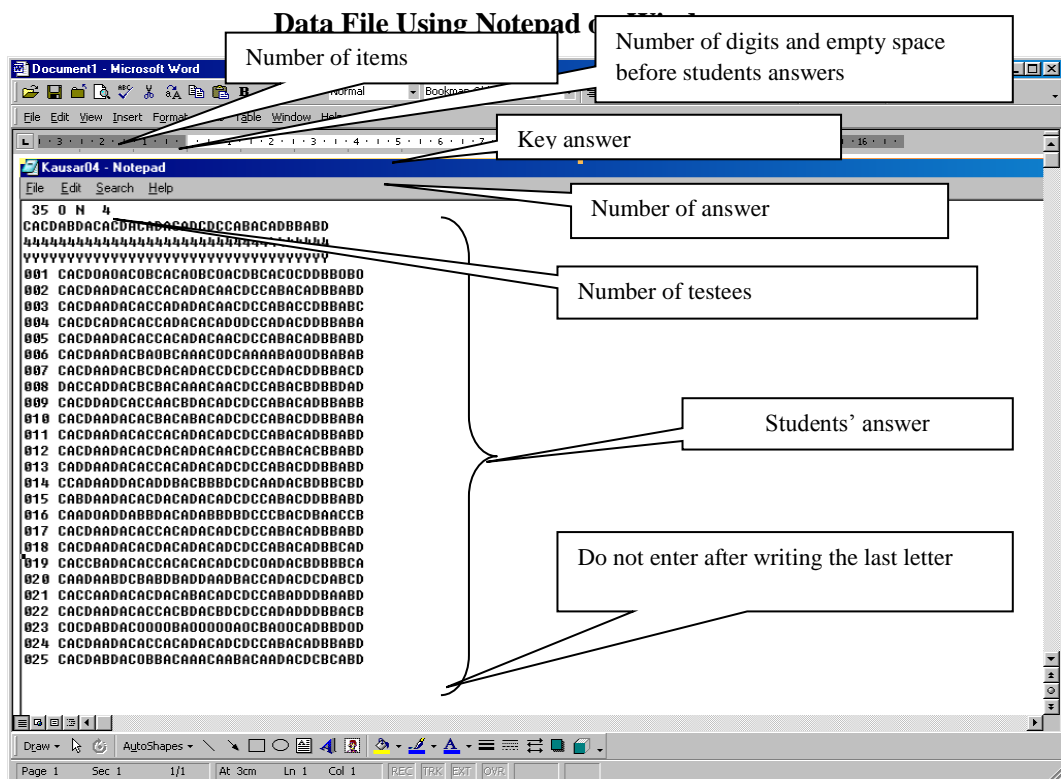
The aim of this test was to measure the students' reading comprehension achievement after the treatments. In this test, the students were also given multiple choice test of reading comprehension in 60 minutes.

3.4.6 Try Out of the Research Instruments

The try-out was done to prove whether the research instrument had good quality or not. There are four criteria of good test, that are, validity, level of difficulty, discriminating power, and reliability. Reading comprehension test was tried out in SMA Al-Kautsar Bandar Lampung. However, it was administered for the students who were not included as the sample of the research. This test was given to XI IPA 5. Further, to calculate those test requirements (reliability, discriminating power and level of difficulty), the researcher uses *ITEMAN* software.

As stated previously, to measure the reliability, discriminating power, and level of difficulty, the researcher used *ITEMAN* software. In this case, Superman (2011) considers that an item analysis should use nine steps to enter the data using a new file as follows:

1. Click **Start**
2. Select **program**
3. Select **accessories**
4. Choose and click **Notepad**
5. Save/ click **file**
6. Select and click **save as**, then name the data file, for example: Advread (make sure the file name must not exceed eight letters/ numbers.
7. The data will appear like shown on the Figure 3.1 below. **Figure 3.1 An Example of**



Suparman (2011)

In the following paragraph, the steps of how to analyze the data using *iteman* program is put forward. There are six steps that have to be done by the item analysis as follows:

1. Open *iteman* program, by clicking **Start**,
2. Select program/ click *iteman*
3. Type the name of your data file (input) as you like on *Enter the name of the input file*. For example **F:\advread.txt then Enter**
4. Enter the name of the output file on *Enter the name of the output file*. For example, in this case: F:\advread.output then click **Enter**
5. A question will appear. **Do you want the scores written to a file? (Y / N)**, then type **Y** and click **Enter**.
6. Enter the name of your score file on *Enter the name of the score*: for example, F:\Advread.scr. Then click **Enter**. Finish.

To interpret the result of the calculation, the following table would be the guidance for the researcher to determine the reliability, discriminating power and level of difficulty. The following is the criteria of test item quality based on *ITEMAN* software:

Table 3.4 Criteria of Test Item Quality

Prop Correct (Level of Difficulty – p)	
0.000 - 0.250	Difficult
0.251 – 0,750	Average
0.751 – 1.000	Easy
Point Biseral (Discriminating Power – D)	
0.199 -	Very low $\leq D$
0.200 – 0.299	Low
0.300 – 0.399	Average
0.400	High $\geq D$
Alpha (Test Item Reliability)	
0.000 – 0.400	Low
0.401 – 0.700	Average
0.071 – 1.000	High

Suparman (2011)

To determine the quality of those tests, the researcher analyzed four criteria of good test as follows.

a. Validity

Validity refers to the extent to which the test measures what is intended to measure. A test can be said valid if the test measures the object to be measured and suitable for the criteria (Hatch, and Farhady, 1982: 251). In this study, the researcher used content validity and construct validity.

Content validity emphasizes on the equivalent between the material that will be given and the items tested. Simply, the items on the test must represent the material that will be taught. In getting the content validity of reading comprehension test, the researcher will arrange the materials based on the basic competence in syllabus taken from Curriculum 2013 for eleventh grade of senior high school students.

Another validity that the researcher used is construct validity. To make sure the test reflected the theory on reading comprehension, the researcher examined whether the test questions actually reflected the means of reading comprehension or not. The test consists of the theory of reading comprehension that obligate the students to be able to identify main idea, make predictions, interpret problems/solutions, understand vocabulary, and make a generalization. In addition, the researcher made a table of specification in order to judge whether the test reflects the theory of reading comprehension or not. The following is the table specification of reading comprehension test:

Table 3.5 The Specification of Reading Comprehension Test

No	Reading Skills	Items Number	Total	Percentage
1.	Identifying main idea	9, 12, 19, 23, 26, 31	6	17.14%
2.	Making predictions	1, 5, 6, 10, 15, 17, 21, 29, 33	9	25.72%
3.	Interpreting problems/solutions	4, 15, 25, 35	4	11.43%
4.	Understanding vocabulary	3, 7, 11, 13, 16, 20, 25, 28, 30, 34	10	28.57%
5.	Making a generalization	2, 8, 14, 18, 22, 32	6	17.14%
Total of the items		35 items		100%

Suparman (2012)

b. Reliability

The next important part which should be tested is reliability of test instrument. Reliability refers to the extent to which the test is consistent in its score and gives us an indication of how accurate the test score are (Hatch and Farhady, 1982:244). The researcher still used *ITEMAN* program to see the reliability of the instrument. From the result of Iteman program, it was found that the reliability (Alpha) of this test was 0.793. It was indicating that this test instrument had high reliability since it lied between 0.701-1.00. In short, this reading comprehension test instruments can be used as a tool for collecting the data of students' reading comprehension achievement since it had fulfilled the requirements of good quality test instrument.

c. Level of Difficulty

To measure the difficulty level, discriminating power and reliability, the researcher used *ITEMAN* Program (see Appendix 6). After analyzing the result of try-out through Iteman program, the researcher found that there were 8 items which had to be dropped (3, 9, 19, 20, 30, 34, 38, 39) and 32 items could be administered for both pre test and post test. They comprised of 25 good quality items (1, 5, 7, 8, 10, 12, 13, 14, 15, 16,

17, 18, 21, 22, 23, 24, 26, 27, 28, 31, 32, 33, 35,36,37,40) and 7 revised items (2, 4, 6, 11, 15, 25, 29).

The result of difficulty in the try-out test consisted of 16 difficult items (1, 5, 6, 7, 10, 13, 21, 22, 23, 27, 28, 33, 36, 37, 40) which lied between 0,000-0,250 and showed that the items were difficult for the students; 9 good items (2, 3, 4, 8, 11, 12, 14, 16, 18, 35) which lied between 0,251-0,750 and showed that the items were good for students; 7 easy items (15, 17, 24, 25, 26, 29, 32) which lied between 0,751-1,000 and showed that the items were easy for students. Here are the examples of difficult, good and easy items.

The following item is the example of difficult item

1. What is being discussed in the text?
 - A. The existence of hand held computer games at school.
 - B. The reasons why hand-held computer games should not be banned.
 - C. The reasons why hand-held computer games do not have to be allowed at school.
 - D. The negative effect of hand-held computer games.
 - E. The development of hand-held computer games.

That test item was on number 1 in the reading comprehension try-out test. Its difficulty level was 0.03, further it indicated that the item is difficult for students.

The item below is the example of good item

18. What can you conclude from the last paragraph?
 - A. Smoking is dangerous for the smokers.
 - B. Many people respond to what the government has warned.
 - C. Smoking will be one of social problems in our country.
 - D. The government has overcome the serious problem of smoking.
 - E. There are still many active and passive smokers.

The item above was on number 18 in reading comprehension try-out test. Its difficulty level was 0.43, it indicated that it is good item for students.

An example of easy item can be seen in the following item

30. The word *restfulness* in the fourth paragraph is closest in meaning to ...
- A. hopes
 - B. relaxation
 - C. exercise
 - D. gathering
 - E. socialization

That item was on number 30 in the test. Its difficulty level is 1.00, it showed that the item was easy for students.

d. Discriminating Power

For the result of discriminating power in reading comprehension try-out test (see Appendix 6), it was found that there were 9 very low item (3, 9, 19, 20, 29, 30, 34, 38, 39) which lied ≤ 0.119 and it indicated that the item were very low to discriminate between high and low level students; 6 low items (2, 4, 6, 11, 15, 25) which lied between 0.200-0.299 and showed that the items were low and still could not discriminate between high and low level of students; 7 average items (14, 17, 21, 26, 28, 32, 40) which lied between 0.300-0.399; and 17 high items (1, 5, 7, 8, 10, 12, 13, 16, 18, 22, 23, 24, 27, 31, 33, 35, 36, 37) which lied ≥ 0.400 and it indicated that the items were very good to discriminate between high and low level of students. The example of very low and low test items are as follows.

Here is the example of very low test items

9. "Pesticides which are commonly used may cause many problems." (paragraph 1). The word "commonly" is closest in meaning to ...
- A. annually
 - B. previously
 - C. particularly
 - D. specially
 - E. generally

That test item was on number 9 in reading comprehension try-out test. Its discriminating power index is 0.18, indicating that it was very low to discriminate between low and high level of students.

Then, the following was the example of low test items

11. What can you say about paragraphs two and four?
- A. The fourth paragraph supports the idea stated in paragraph two.
 - B. Both paragraphs tell about the disadvantages of using pesticides.
 - C. Both paragraphs tell about how pesticides affect the quality of farm products.
 - D. The statement in paragraph two is contrary to the statement in paragraph four.
 - E. The second paragraph tells about the effect of using pesticides on animals mentioned in paragraph four.

The item above was on number 11 in reading try-out test. Its discriminating power was 0.29, it indicated that it is low and still can not discriminate between low and high level of students.

Concerning the level of discriminating power (DP), as a whole the test has Mean Biserial of 0.550 which belongs to high or very good. It means that the test as a whole can discriminate very well between high and low test takers' performances.

3.5 The Research Procedure

The research was conducted in SMA Al-Kautsar Bandar Lampung. The researcher passed nine steps in conducting her research based on Lodico (2010). Those steps were described in the following paragraphs.

First step is selecting a problem. The researcher selects problems of research about think aloud in collaborative discussion on EFL students' reading achievement. Afterwards, the researcher reviews the relevant literature and define the research question. In this research, the relevant literatures, which used by the researcher, are about reading comprehension, collaborative learning, and the theory about think aloud strategy. In developing the research hypothesis, the researcher develops hypothesis. That is whether there is any significant difference of collaborative think aloud strategy on EFL students' reading achievement. The researcher chose only two classes and grouped them into control class and experimental class.

The next step is selecting the measurement instrument. In this experimental research, reading test was chosen to measure the significant difference of collaborative think aloud in on students' reading achievement. To select controls for extraneous variables, the researcher will use random assignment of individuals to treatments. The researcher chose randomly the variables of her research by "drawing a lot". After selecting controls for extraneous variables, she defined and administered experimental treatments. The different treatment between the control class and experimental class is about the teaching approach. The experimental class was given the strategy of think

aloud in collaborative discussion on reading comprehension. Meanwhile, the control class had different treatment to the researcher did with the experimental class.

In beginning for giving the treatment, the researcher taught the students how to use think aloud in order to give clear explanation to the students. Other meetings, the students did think aloud in collaborative discussion when they are reading an English text. The process of students' reading comprehension using think aloud in collaborative discussion was observed by the researcher. Afterwards, the researcher collected and analyzed the data that was taking after giving the treatment to the experimental class. The researcher proved the hypothesis whether there is any difference between the experimental class and control class after the treatment. The last step of this research is formulating the conclusion. After proving the hypothesis, the researcher formulated the conclusion of her research based on the data analysis.

3.6 Data Analysis

As explained previously, the data in the present research were analyzed both quantitatively and qualitatively. Hence, to analyze the quantitative data, the researcher used Statistical Package for Social Science (SPSS) program version 16 for windows. The data obtained from test were compared before and after treatment. The researcher compared the score between control class and experimental class. All the comparisons of the test above were analyzed by using independent t-test to know the differences before and after the treatment given. The significant level (α) which is used is 0.05. The hypothesis that was tested as follows:

Ho: There is no significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

Ha: There is a significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.

The criteria for hypothesis acceptances is that if the significant (p) value obtained through SPSS program was less than the significant level (0.05) it means that H_a is accepted. It means that there is a significant different on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method.. In other words, it can be said that think aloud in collaborative discussion gives positive effect so that it can promote students' reading achievement. On the contrary, if the significant (p) value which is gained from SPSS program is greater than the significant level (0.05) it means that H_o is accepted. Then, it can be said that there is no significant different on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method. Therefore, it can be interpreted that think aloud in collaborative discussion does not give positive influence toward students' reading achievement.

After analyzing the result of students' reading achievement, the researcher also described the process of students' reading comprehension by using think aloud in

collaborative discussion. To answer another research question, the researcher described the students' perception towards think aloud in collaborative discussion on their reading comprehension. Some items that cover the implementation of think aloud in collaborative discussion on their reading comprehension, those are related to the reading strategies the student used to think aloud in comprehending the text, interaction, think aloud in collaborative discussion in comprehending the text, and learners' satisfaction.

V. CONCLUSION AND SUGGESTION

Referring to the previous chapter, the researcher draws the following conclusions and suggestions.

5.1 Conclusions

In line with the results of the data analysis and discussion which have been elaborated in the previous section, the researcher draws the following conclusions.

1. In the process of students' reading comprehension by using think aloud in collaborative discussion, the students used some reading strategies to help them verbalize their thought related to the text. The reading strategies used by the students when they comprehended the text were making predictions, asking questions, clarifying something in the text, making judgments, making connections, and rereading the text.
2. The students' perception about the implementation of think aloud in collaborative discussion was positive. From four indicators - think aloud, interaction, think aloud in collaborative discussion, and learners' satisfaction, those had good positive perspective from the students.
3. There is a significant difference on students' reading achievement between those who are taught using think aloud in collaborative discussion and those who are taught using conventional method. It can be concluded that think aloud in collaborative discussion enhances the EFL students' reading comprehension achievement.

5.2 Suggestions

By considering the conclusions above, the researcher proposes suggestions which are divided into two sections as follows:

1. The teacher should use this strategy to teach reading comprehension because it can be successfully implemented and it improves the students' reading comprehension achievement. It can be seen from the improvement of the students' reading comprehension achievement after the treatments and their perception towards this strategy.
2. Since, the researcher did not see the improvement of reading aspects in this research, it is suggested that further researchers see which reading aspect is more improved the students' reading comprehension especially those which are difficult for them to master. The further researchers should focus on each aspect in reading comprehension so that the improvement of the reading aspects by using think aloud in collaborative discussion is balance.

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