

# Think Aloud for Teaching Extensive Reading

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## ABSTRACT

This research applies the Think Aloud Method for teaching Extensive Reading. This method has a purpose for not only improving comprehension, but also for assessing and monitoring students' performance in presenting their ability on understanding passages. The students are trained to read, think, and expose their understanding. The monitoring process is being done when the students expose their understanding on the passages they read through speaking or writing activity. The research aims at finding out the students' reading ability before and after taught by using Think Aloud, whether there is any different effect on teaching Extensive Reading before and after taught by using Think Aloud, to design teaching Extensive Reading instruction by using Think Aloud. In designing this research, the researcher utilizes both qualitative and quantitative method. The third-semester students of English Literature in academic year 2018/2019 are the subject of the research which consists of 25 students. To find the data of significant effect on teaching Extensive Reading before and after taught by using Think Aloud Method, the measurement is conducted by using dependent t-test. Meanwhile, Flow Model by Miles and Huberman is used to analyze the qualitative data. The findings reveal that the student's reading ability before being taught by using Think Aloud Method shows the average score of 76.32, and after being taught by using Think Aloud Method shows an average score of 77.92. Meanwhile, significant value of 2 tailed with 5 % level of significance is 0.048 and the value of  $\text{sig} < 0.05$ . In other words,  $H_0$  (null hypothesis) is rejected and  $H_a$  (alternative hypothesis) is accepted, meaning that there is a different effect on teaching extensive reading before and after taught by using Think Aloud method. The model of teaching extensive reading instruction by using Think Aloud consists of the descriptions on the competence of the course to be achieved, the activities conducted in the classroom, the Think Aloud Method and its analysis to make a proof that the model presented is suitable with the characteristics of Think Aloud Method. In brief, the activities contain the process of thinking while the students reading the passages and the process of thinking aloud when students are assigned to write some reports and to speak about the passages they have read.

**Keywords:** *Think Aloud, Extensive Reading, Speaking Aloud, Writing Aloud, Instruction*

## 1. INTRODUCTION

To be able to measure what is in someone's mind, we need to prompt him to expose what his understanding about a phenomenon he faces. This person needs to produce something to show us his comprehension on it. For this purpose, as a teacher or lecturer, we need to find an effective way to make a proof that a particular method can be utilized to produce something which lies inside someone's mind comes into outside. Think Aloud method is one of the methods that is probably successful to expose the one's understanding.

Think Aloud Method contains some tasks which enable students to produce what they think about something by showing their productive skills. The students create reflexion of their learning by verbalizing while they are thinking. Think Aloud is a method used to monitor students' comprehension by asking them to verbalize what they think through speaking or writing.

In fact, Extensive Reading is a course taught in English Literature of Cultural Sciences Faculty in Mulawarman University. This course provides opportunities for students to read various kinds of text for getting pleasure. To ensure that the students conduct the activities well, the lecturer monitors them by asking questions, giving them tasks to write journals of what they have read and invite them to tell it orally. These are the ways how to measure and monitor whether they have conducted the task to read and understood about the information they obtained. In reality, Think Aloud method is useful for monitor the tasks as well as improving comprehension. [1] Having strategies for reading comprehension, students should think while they read which can be trained by teachers or lecturers through modelling, coaching, and reflecting. This enables teachers to teach their students strategies to help them think while they read and build their comprehension.

Actually, there are various methods and strategies on how to teach and learn reading effectively. Nevertheless, Think Aloud method is rather different with the others since it has a purpose not only for improving comprehension, but also for assessing and monitoring students' performance for presenting their ability on understanding passages. Comprehension can be improved through the repetition of actions or tasks to read, think, and expose. The students are trained to read, think, and expose their understanding. During the exposure task, the teachers or lecturers do the assessment. When the teachers or lecturers give tasks to students for reading, they are supposed to monitor whether the students do the tasks well. Since it is impossible to monitor the students while they are reading, the monitoring process is being done when the students expose their understanding on the passages they read through speaking or writing activity.

The research has some purposes to find out the students' reading ability before and after being taught by using Think Aloud, to find out whether there is any different effect on teaching extensive reading before and after taught by using Think Aloud, and to design teaching extensive reading instruction by using Think Aloud.

## **2. REVIEW OF RELATED LITERATURE**

The following are some literatures to support the research:

### **2.1. Think Aloud Method**

Think Aloud Method contains some tasks which enable students to produce what they think about something by showing their productive skills. The students create reflection of their learning by verbalizing while they are thinking. (Charter, 2003) [2] In a research method which utilizes think aloud, the participants involved in the tasks are asked to speak aloud what in their mind after reading the passages. After a literature review, it is found that during conducting language tasks using think aloud methods as theoretical basis, participants have appropriate opportunities to think. However, in the development of the method, Think Aloud can also be applied to measure disability students, such as a deaf/hard of hearing. Students share their writing result to other students as the strategy utilized by teachers in teaching [3]. In brief, Think Aloud is a method used to monitor students' comprehension by asking them to verbalize what they think through speaking and writing. This method also aims at modeling students how skilled readers construct meaning from a text.

### **2.2. The Advantages of Think Aloud Method in Teaching Reading Skills**

The Think Aloud method is surely relevant to be used to build up students' reading comprehension skills especially in the area of extensive reading. [4] The think aloud method demands the students verbalizing what they thought as the result of reading. In Think Aloud, students are conditioned to become fully aware whether

they are reading for understanding the texts by producing the content of the passages or just uttering words. Through verbalization, students are able to monitor their thinking as they read and improve comprehension. This meta-cognition awareness process is a crucial part of learning since it enables students to know how well they understand and comprehend the text later on they can adjust their strategies to excel. Through this method the students can monitor their comprehension processes. Think Aloud is one of the co-operative learning methods for learning EFL material. In line with this, Jahandar et al. (2012) say that one way to improve students' areness to become strategic leaders to gain comprehension is teaching EFL students by utilizing Think Aloud Method. This affects teachers to provide information of students' personal needs and enables the teachers to prepare and facilitate students with appropriate activities based on the individual needs for improving their reading comprehension ability. [5] Furthermore, by joining in the Think Aloud practices, students will gain comprehension through the various tasks of reading, and hence, expand their understanding to become good readers.

### **2.3. Extensive Reading**

According to Day & Bamford (2004), extensive reading is a teaching reading procedure which treats the students to read various kinds of reading materials based on their interests and for getting pleasure and general understanding. [6] students choose freely what kind of books they want to read, if they think it is difficult to understand they can change to another book. On the other hand, it is stated that extensive reading is a good strategy to increase reading proficiency and create language competence such as reading ability, vocabulary, writing and spelling skills [7].

Alobo (2006) also gave the definition of extensive reading as reading one book over and over which pays attention on one's criticizing ability and understanding level. Extensive reading includes a large amount of material also reading about pleasure book that will be chosen by the students such as newspaper, magazine, storybook or English text book in addition to assign the students' vocabulary development [8]. Extensive reading provides a chance for the reader to have more concern on their vocabulary knowledge than find out certain words from the dictionary.

"Extensive reading as the easiest and most effective way to improve student's skill and claimed if students are learning in a favorable climate, they will read better." [9][P:127] This makes teachers easier to teach them. Waring & Takahashi (2000, P.6) stated that in extensive reading classroom, students read huge amount of very simple text. Thus, they can read in a smooth, confident, and pleasurable way [10].

## **3. RESEARCH METHOD**

In designing this research, the researcher utilized both qualitative and quantitative approaches. This research produced a new design of teaching instructional model of Extensive Reading Subject which applied Think Aloud method. While producing the instructional model, the

writer delegated the process of analysis, planning, production, and/or evaluation. The writer also employed descriptive design in describing the phenomenon.

In order to investigate the effect of *Think Aloud* on the students' Extensive Reading ability, the researcher conducted the experimental study in which the design used did not include random assignment as in pre-experimental design because this research only used one group as the experimental group.

The subject of the research were the third semester students of English Literature in academic year 2018/2019. There were 25 students involved in getting treatment using Think Aloud. The research instrument prepared consisted of two kinds: a written and spoken test for measuring students' Extensive Reading achievement and the researcher became the key instrument for designing, analysing, producing, displaying, concluding, and evaluating teaching instructional model for Extensive Reading by using Think Aloud Method.

In analyzing the qualitative data, the researcher followed Miles and Huberman's theory which proposed a flow model whose basic principles consist of the analysis conducted from the data collection, reduction, data display, and conclusion drawing/verification [11]. In order to find the data whether there was a significant effect on teaching Extensive Reading before and after taught by using Think Aloud Method, this research compared between the results of students' achievement on Extensive Reading before and after treatment using Think Aloud Method. The measurement was conducted by using dependent t-test. The calculation was done with the help of SPSS 23 tool.

#### 4. FINDINGS

In order to obtain the average score from the pre-test (the students' reading ability before being taught by using Think Aloud Method), the sum of the whole score (1908) is divided by the total number of the students (25). So that, the students average score on pre-test is 76.32. Furthermore, to find the average score of the post-test (the students' reading ability after being taught by using Think Aloud Method), the sum of the whole score (1948) is divided by the total number of the students (25). So that, the students average score on post-test is 77.92.

Based on the calculation by using T-test by comparing the score of pre-test and post-test (76.32 and 77.92) on significant value of 2 tailed with 5 % level of significance is 0.048. It shows that the value of sig (0.048) < 0.05, meaning that Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted. It means that there is significant different of students' extensive reading ability before and after treated by using Think Aloud Method.

Furthermore, the design of teaching extensive reading instruction by using Think Aloud is created. The following activities are designed based on the characteristics of Think Aloud Method. The activities will be presented in the form of table to make it easy to observe whether they fulfill the criteria of Think aloud Method [12] (See Appendix 1).

#### 5. CONCLUSION AND SUGGESTION

From the results of the analysis, they are found that:

1. The students' reading ability before being taught by using Think Aloud Method shows the average score of 76.32.
2. The students' reading ability after being taught by using Think Aloud Method shows the average score of 77.92.
3. There is a different effect on teaching extensive reading before and after taught by using Think Aloud Method. Significant value of 2 tailed with 5 % level of significance is 0.048. It shows that the value of sig < 0.05, meaning that Ho (null hypothesis) is rejected and Ha (alternative hypothesis) is accepted.
4. The design of teaching Extensive Reading instruction by using Think Aloud follows some steps which are begun to search and conclude the characteristics of Think Aloud Method, and then present the syllabus that the lecturer used as the document for teaching extensive reading, and the last step is making a model of instruction on how to teach Extensive Reading by using Think Aloud Method. The model consists of the descriptions on the competence of the course to be achieved, the activities conducted in the classroom, the Think Aloud Method and its analysis to make a proof that the model presented is suitable with the characteristics of Think Aloud Method. In brief, the activities applied contain the process of thinking while the students reading the passages and the process of thinking aloud by asking students to write some reports and to speak or tell orally about the passages they have read.

The readers who are interested to apply and make research on the same field are suggested to

1. Design other model of teaching and learning which are suitable and appropriate with the characteristics of Think Aloud Method and prepare it carefully in order to produce better results.
2. Choose the subjects which are really need to be practiced or the ones who are need to be build their competence. If they are good enough in English skills, they do not get benefit a lot by practising this method.
3. Give the students more chances to practice the method for several meetings and occasions, so they really show improvement in their competence.
4. Conduct the same research which focuses on other skills in English. Since this research focuses on students' Extensive Reading ability, it is suggested to try to create a research on Academic Writing and Listening Course ability.

#### AUTHORS' CONTRIBUTIONS

Author contributions in this research are as a researcher who designs teaching model instruction of Extensive Reading by Using Think Aloud, treats the students by using the model, and evaluate the model by finding out the effect of it on students' achievement.

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**Appendix 1.**
**Table 1.** The Activities based on the Characteristics of Think Aloud Method

Competence	Activities	Think Aloud Method	Analysis
Applying reading activity, understanding, and having pleasure by reading fiction and non-fiction	<ol style="list-style-type: none"> <li>1. Writing records in journal books (title, author, page, vocabulary, summary, and comment).</li> <li>2. Telling about the summary and comment they have made in their journal books.</li> </ol>	The students make records in journal books and tell about the reading passages (written and spoken verbal expression)	Since the students are asked to write or make records in their journal books about the titles, the authors, page numbers, vocabularies, summaries, and comments after they read the reading passages of some articles containing various genres (fiction and non-fiction), they think to understand the reading passages and then express it by speaking and writing.
Applying reading activity, understanding, and having pleasure by reading novel	<ol style="list-style-type: none"> <li>1. Writing records in journal books (title, author, page, vocabulary, summary, and comment).</li> <li>2. Telling about the summary and comment they have made in their journal books.</li> <li>3. Reviewing the most interesting part of the novel in written and oral.</li> <li>4. The other students give comment to the performance and content in conveying it.</li> </ol>	The students make records in journal books and tell about the reading passages (written and spoken verbal expression) similar with previous activities. However, there are other activities for applying Think Aloud Method. They are: doing written and spoken verbal expression for reviewing the most interesting part of the novel. The other students give comment by using spoken expression.	The students are asked to write or make records in their journal books about the titles, the authors, page numbers, vocabularies, summaries, and comments after they read some novels. They think to understand the novels and then express their understanding by speaking and writing. By doing this the lecturer can measure how good they are in comprehending the messages, information, and interesting parts along the process of reading activities administered. In addition, The other students are asked to assess their classmates' performance in delivering summary, comment, and review of the most interesting part.