THE DESCRIPTION OF TEACHER'S THINK ALOUD STRATEGY IN TEACHING READING COMPREHENSION AT TENTH GRADE OF SMK NEGERI 1 SITOLU ORI IN 2022/2023

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ABSTRAK

Tujuan penelitian ini adalah untuk mendeskripsikan penggunaan Strategi Think Aloud dalam mengajar pemahaman membaca dan untuk mendeskripsikan kelebihan dan kelemahan dari Strategi Think Aloud dalam pemahaman membaca kepada siswa. Dalam melaksanakan penelitian, peneliti menggunakan penelitian kualitatif. Hasil menunjukkan bahwa implementasi Strategi Think Aloud oleh guru diadaptasi dari teori Bahri, et al. (2018). Ada 6 kegiatan yang telah dilakukan oleh guru dan 1 kegiatan yang belum dilakukan oleh guru. Kelebihan dari Strategi Think Aloud dalam mengajar pemahaman membaca adalah siswa lebih cepat menemukan gagasan pokok dari teks, meningkatkan cara berpikir siswa, siswa aktif dalam belajar, dan siswa mendapatkan kosa kata baru. kelemahan dari Strategi Think Aloud adalah tidak semua siswa bisa mengikuti strategi ini terutama dalam memberikan pendapat terkait pertanyaan guru dan siswa yang memiliki tingkat pemahaman lemah membutuhkan waktu yang lama dalam menjawab pertanyaan.
Kata Kunci: Pemahaman Membaca; Strategi Think Aloud; Teks Narasi.

ABSTRACT

The aim of research is to describe the using of teacher's Think Aloud Strategy in Teaching Reading Comprehension and to describe the advantages and disadvantages of Think Aloud Strategy in Teaching Reading Comprehension for students. In conducting the research, the researcher used qualitative research. The result showed that the implementation of Think Aloud Strategy by teacher adapted from theory of Bahri, et al. (2018). There were 6 activities that have been done and 1 activity that has not been done by teacher. The advantage of using Think Aloud Strategy in teaching reading comprehension were students more quickly find main ideas from text, improves students' way of thinking, students are active in learning, and students get new vocabulary. The disadvantage of Think Aloud Strategy were not all students could follow this strategy especially in giving opinion and students whose level of understanding is lack need the long time to answer questions.
Keyword: Reading Comprehension; Think Aloud Strategy; Narrative Text.

INTRODUCTION

According to the English curriculum for the secondary level *(Kemendikbud, 2013a; Kemendikbud, 2013b; Kemendiknas, 2006),* the teaching of reading is directed to enable students to read effectively to achieve reading comprehension. One of the teacher's strategies in teaching reading comprehension is Think Aloud Strategy. Think Aloud

Strategy is a strategy that involves the process of thinking in reading. It involves the articulation of thinking, and has been identified as an effective instructional tool. Think Aloud Strategy requires readers to pause during reading to think, reflect, and discuss their process. According to Sönmez and Sulak (2018), Think Aloud Strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process. It provides opportunity for the teacher to ask questions for the students related to the content of the text with the aim to encourage students' thought during reading. In this strategy, teachers read the text aloud to open up students' mind when they read the text. Meanwhile, students read the same text silently. Besides, the students are quiet listeners and focus on how their teachers explaining.

Think-aloud is one type of verbal report in which an individual expresses everything that he or she is thinking as she performs a given task. Dr. Tien (2020) argues, Think-aloud Technique is a way for enabling the understanding of the causes of comprehension problems and make informed decisions about subsequent instruction because learners will be able to see the reasoning their teacher, a more experienced reader, is using while she is reading. In addition, Mofid (2019) argues, "Think Aloud is one of the "transactional strategies" because it is a joint process of teachers and students working together to contract understandings of text as they interact with it" where the interaction that think aloud promotes a better understanding of the texts may emerge in the classroom.

It's supported by Gunning (1996) in Dr. Tien P (2021) Think-aloud is used to model comprehension processes such as making predictions, creating images, linking information in a text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension. Nurdianti, et al. (2019) argue, people get the information of the written text by reading comprehension where comprehension is the aim of reading activity. It is supported by Sonmez and Sulak (2018) stating that reading comprehension refers to the fact that a reader reaches new conception by synthesizing what has been learned and read from the sources (visual and written). In line with these theories, Haris and Hodges (2011:9) in Laoli and Zebua (2022) state that reading comprehension is the construction of meaning of written or spoken communication through a reciprocal and holistic interchange of ideas between the interpreter and message.

Based on observation conducted by the researcher during Internship III course at SMK Negeri 1 Sitolu Ori on March 24, 2022 and April 7, 2022 in class X TKJ 1, the researcher found that the students had difficulty in understanding the content of text given by the teacher where some of the students were not able to answer the teacher's questions

orally. It proved that the students' comprehension in reading was less. In conducting the teaching learning process especially in teaching reading comprehension, the researcher used Think Aloud Strategy. It was supported by the result of interview conducted by the researcher where the English teacher stated that not all of students could follow Think Aloud Strategy that affected the students' comprehension in reading. This was due to the different levels of intelligence or ways of thinking of students. Students who have a high level of understanding could follow this think aloud strategy, but students who lack understanding had the difficulty to comprehend it.

Related to this problem, there are several researches about teacher's Think Aloud Strategy in teaching reading comprehension have been conducted by several researchers. Harefa (2018) who conducted research at SMP Negeri 2 Gunungsitoli regarding the use of Think Aloud Strategy in teaching reading comprehension, the result of this research showed that the use of Think Aloud Strategy in teaching reading comprehension increases the students' ability in reading comprehension in narrative text especially in fairytale at the eighth grade of SMP Negeri 2 Gunungsitoli Utara in 2017/2018.

In addition, Sommez and Sulak (2018) entitled: The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students. The research was purposed to examine the effect of the thinking aloud strategy on the reading comprehension skills of the 4th grade primary school students. The result of this research showed that the teaching of the thinking-aloud strategy has positively developed the reading comprehension skills of the students. The importance of the use and teaching of the thinking-aloud strategy can be better understood considering its benefits such as; this strategy improves the social interaction of the students, it activates self-regulation strategy of students when encountered with comprehension difficulties, and students encouraged to think-aloud are more successful than other students in summarizing.

Bahri, et al. (2018) also conducted the research entitled: Using the Think Aloud Method in Teaching Reading Comprehension. The result of this research showed that the use of this method could significantly improve the students' reading comprehension at the school under study. It means that Think Aloud Method can be used to improve the ability of eighth grade students in EFL reading comprehension. In addition, Bahri, et al. (2018) state that Think Aloud method can increase the student co-operation and communication skills in the groups and develop instructional opportunities. It does not only increase their interactions but also their motivation to find the answer to the questions in their discussions.

Based on the previous researches above, it is concluded that all of them say that Think Aloud Strategy is the good strategy in teaching reading comprehension. In addition, one of them says that Think Aloud Strategy is not only as the good strategy in teaching reading comprehension but also can increase the student co-operation and communication skills in the groups and develop instructional opportunities. Therefore, from the researches results above there were a slight difference found by the researcher that could be used as a reproach for research.

Therefore, the researcher has conducted the research to describe teacher's Think Aloud Strategy in teaching reading comprehension. In conducting the research, the researcher used qualitative research to describe teacher's Think Aloud Strategy in teaching reading comprehension at tenth grade of SMK Negeri 1 Sitolu Ori in 2022/2023.

RESEARCH METHOD

In conducting the research, the researcher used the qualitative research. According to Shank (2002:5) in Telaumbanua, et al. (2022) defines qualitative research as "A form of systematic empirical inquiry into meaning". In addition, Moleong (2003:3) in Telaumbanua, et al. (2022) says "A qualitative research deals with a kind of research which does not use statistic procedures in analyzing the data. It's supported by Harefa (2018) argues, qualitative research is a kind of the research which focus on describing, analyzing and interpreting the subject matter of research.

Therefore, to describe teacher's Think Aloud Strategy in teaching reading comprehension, the researcher used descriptive analysis. It is one of qualitative research's types. Waliman (2011:10) in Telaumbanua, et al. (2022) states that descriptive analysis attempts to examine the situations in order to describe the norm. Besides, Gay and Airasian (2000:11) in Telaumbanua, et al. (2022) say "Descriptive research used to describe, investigate and study cause effect. Qualitative research aims to describe, analyze, and interpret about the problem or phenomenon occurs in the fact. The result of qualitative research must be clear, logic, and systematic accordance with reality.

The location of this research was SMK Negeri 1 Sitolu Ori. This school is located at Jln. Gunungsitoli-Lotu Km.26, Hilisaloo, Sitolu Ori subdistrict, North Nias. The research conducted by the researcher on May until June 2023. In this research, the researcher used three instruments, namely: observation checklist, field notes, and transcript of interview. In collecting the data, the researcher used two techniques, namely: observation and interview. Observation is used by the researcher to get the data related to how Think Aloud Strategy

implemented by the teacher in teaching reading comprehension. Meanwhile, interview is the interaction between the interviewer and the informant. In interview, the researcher interviewed the English teacher as informant.

Furthermore, the researcher analyzed the data by using the theory adapted from Azahra and Rohman in Prenika and Taroreh (2023), they are: data reduction, data display (Data presentation), and conclusion drawing or verification.

FINDING AND DISCUSSION

The Result of Observation Checklist and Field Notes

In implementing Think Aloud Strategy in teaching reading comprehension, the teacher used the theory adapted from Bahri, et al. (2018) say that there are several steps of Think Aloud Strategy as follows.

1. The teacher begins by reading a text and along the way;

2. The teacher clarifies and explains new vocabulary and unfamiliar sentence construction to the students.

3. After reading the text, the teacher establishes some questions to encourage thinking aloud, by asking questions for the students to answer by themselves: What do I know about this topic? What will I learn about this topic? Do I understand what I just read? Do I have a clear picture in my head about this information? What more can I do to understand this? What were the most important points in this reading? What new information did I learn? How does it fit in with what I already know?

4. The teacher gives the students some time to answer them, and give feedback to students who need assistance.

5. After that, the teacher re-read some selected passages aloud while the students read the same text silently. At certain points, she stops and asks the students to think aloud of the answers to some of her questions.

6. During the teaching and learning process, the teacher shows how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues.

7. Then, students learn to provide answers verbally to the questions as the teacher directs the think-aloud.

Based on the theory above, the researcher formulated it in the form of observation checklist as presented in the table on the next page.

Table 1. The implementation of Think Aloud Strategy in teaching reading comprehension

No	The procedures of Think Aloud Strategy	Done	Undone
1	The teacher began by reading a text and along the way.	✓	
2	The teacher clarified and explained new vocabulary and unfamiliar sentence construction to the students.		✓
3	After reading the text, the teacher established some questions to encourage thinking aloud, by asking questions for the students to answer by themselves.	✓	
4	She gave the students some time to answer them, and gave feedback to students who need assistance.	✓	
5	The teacher re-read some selected passages aloud while the students read the same text silently. At certain points, she stopped and asked the students to think aloud of the answers to some of her questions.	✓	
6	During the teaching and learning process, the teacher showed how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues.	✓	
7	Then, students learned to provide answers verbally to the questions as the teacher directs the think-aloud.	✓	

Based on the result of observation checklist above, there were 6 activities that have been done by the teacher and 1 activity that has not been done. The teacher did not clarify and explain new vocabulary and foreign sentence constructions to students because the teacher assumed that students already understood about the story of Maling Kundang. It was the story used by the teacher when implementing Think Aloud Strategy in teaching reading comprehension. This is written in the field notes as presented in the table below.

Table 2. Field Notes

No	Note Description
1	The teacher did not clarify and explain new vocabulary and unfamiliar sentence construction to the students.

The English Teacher's Interview Result

In conducting interview, the researcher asked all of the questions that has been prepared and validated previously. It was related to the teacher's Think Aloud Strategy in teaching reading comprehension. The result of interviews is presented in the table below.

Table 3. Teacher's Interview Result

No	Question	Answer
1	How do you implement the Think Aloud Strategy in teaching reading	In my opinion, the implementation of Think Aloud Strategy in teaching reading comprehension can be done by selecting reading books that are appropriate to the student's level. Then, start by reading a text then give

	comprehension?	instructions to students to read the text. After that, confirm with students or clarify and explain the new vocabulary to students. Furthermore, to train students' thinking processes, a number of questions should be asked to students about the text they read to find out their understanding of the text. After that students will be given the opportunity to answer according to their understanding during the strategy implementation process.
2	How is Think Aloud Strategy effective for teaching reading comprehension?	In my opinion, Think Aloud Strategy is effective to encourage students' thinking processes, training students to draw conclusions or information quickly after reading.
3	What are the advantages of Think Aloud Strategy after being applied to students in your opinion?	There are several advantages of using Think Aloud Strategy in learning reading comprehension, they are: it makes students find out main ideas or information from reading texts quickly, then improves students' way of thinking. Here students will be required to be active in learning. They will look for vocabulary that is difficult and that can increase students' mastery of new vocabulary. Of course here as a teacher I always mark the important things in the texts for students to think hard about. In thinking aloud students will not only find the terms in the text but ask them to examine parts of the text to get the real meaning.
4	What are the disadvantages of Think Aloud Strategy after being applied to students in your opinion?	In implementing the think aloud strategy, apart from its advantages, I also found the disadvantages in implementing this strategy. Not all students could follow this strategy. This is due to the different levels of intelligence or ways of thinking of students. Students who have a high level of understanding could follow this Think Aloud Strategy, but students who lack understanding faced a little difficulty. Besides, students whose level of understanding is lack need the long time to answer the questions so that the students need the teacher's help to direct students in answering the questions given by the teacher.
5	Are there any challenges or obstacles that you face in implementing Think Aloud Strategy in teaching reading	Yes, I am. The challenge that I faced in implementing Think Aloud Strategy was the difference of students' ability in thinking. There were several of students who have the ability in thinking were fast or good and several of them also were lack. It was due to the background of students' learning' style is different and students' motivation is lacking. I think it is an obstacle in

	comprehension?	implementing this strategy.
6	How is student behavior during the learning process?	During the learning process students enjoyed, but some students faced difficulties, especially for those who have a slow thinking process.

Based on the result of the interview above, the English teacher has answered all of questions asked by the researcher. From the result of interview above, the researcher obtained the information about how to implement Think Aloud Strategy in teaching reading comprehension, the effectiveness of Think Aloud Strategy, advantages and disadvantages of Think Aloud Strategy for the students.

The result of interview conducted by the researcher showed that Think Aloud Strategy is effective for the students in teaching reading comprehension. In addition, the teacher described some of the advantages of the Think Aloud Strategy based on his teaching experience in class during the implementation of the strategy. The advantage of using Think Aloud Strategy in learning reading comprehension were a) the students more quickly find main ideas or information from reading texts, b) Think Aloud Strategy improves students' way of thinking, c) the students are active in learning, and d) the students get new vocabulary. In addition, the disadvantages of Think Aloud Strategy for the students were not all of students could follow this strategy especially in giving opinion related to the teacher's questions. This was due to the different levels of intelligence or ways of thinking of students. This usually happens due to different student learning factors, lack of motivation to learn, laziness of students in learning English and so on. Besides, students whose level of understanding is lack need the long time to answer the questions so that the students need the teacher's help to direct students in answering the questions given by the teacher.

CONCLUSION

Based on the description and analysis of the research result explained in the previous chapter, the use of Think Aloud Strategies in teaching reading comprehension is concluded as follows:

1. The result of observation conducted by the researcher indicated that the implementation of Think Aloud Strategy by the teacher adapted from the theory of Bahri, et al. (2018). It is consisted of several steps in implementing Think Aloud Strategy in teaching reading comprehension. There were 6 activities that have been done by the teacher and 1 activity that has not been done by the teacher. It proved by the result of observation

checklist as presented in the Table 1. The activity has not been done by the teacher was the teacher did not clarify and explain new vocabulary and foreign sentence constructions to students. The teacher did not conduct it because the teacher assumed that students already understood the story of Maling Kundang.

2. Furthermore, the result of observation and interview conducted by the researcher showed that Think Aloud Strategy is effective for the students in teaching reading comprehension. Furthermore, the teacher described some of the advantages of the Think Aloud Strategy based on his teaching experience in class during the implementation of the strategy. The advantage of using Think Aloud Strategy in teaching reading comprehension were a) the students more quickly find main ideas or information from reading texts, b) Think Aloud Strategy improves students' way of thinking, c) the students are active in learning, and d) the students get new vocabulary.

In addition, the disadvantage of Think Aloud Strategy for the students was not all students could follow this strategy especially in giving opinion related to the teacher's questions. This was due to the different levels of intelligence or ways of thinking of students. This usually happens due to different student learning factors, lack of motivation to learn, laziness of students in learning English and so on. Besides, students whose level of understanding is lack need the long time to answer the questions so that students need the teacher's help to direct students in answering the questions given by the teacher.

RECOMMENDATION

For future researchers, the researcher recommends to conduct the research by finding and analyzing the factors that affected the students' ability in expressing their thought orally.

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