USING THINK-ALOUD PROTOCOLS METHOD TO IMPROVE RECOUNT TEXT WRITING ACHIEVEMENT OF TENTH GRADE STUDENTS

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Abstract: The objectives of this study were to find out: (1) whether or not there was a significant difference in students' recount text writing achievement between before and after they were taught by using think-aloud protocols method and (2) whether or not there was a significant difference in recount text writing achievement of the students who were taught by using think-aloud protocols method and those who were not. The sample of this study was 60 tenth graders of MA Al-Ittifaqiah Inderalaya who were selected by using a purposive sampling technique. They were divided into control and experimental groups. The data were collected by using writing test which were analyzed by using paired sample and independent sample t-tests. The result of this study showed that there was a significant improvement in the students' recount text writing achievement of experimental group and, (2) there was a significant difference in recount text writing achievement between the students who were taught by using Think-Aloud protocols method and those who were not. In conclusion, teaching recount text by Think-Aloud protocols method was effective to improve the students' achievement in writing recount text.

Keywords: *recount writing acgievement, Think-Aloud protocols method, tenth graders*

Writing is one of the skills which must be learned by the students in Indonesia. Nunan (2001, p.88) states that writing is mental work of inventing ideas, thinking about how to express them and organizing them into statements and paragraphs that will be clear to the reader. It is similar to Harmer (1991, p. 7), who states that writing is the only skill that can

produce a real product which is touchable, readable, and keep able for a long time. However, Fajri, Inderawati, and Mirizon (2015) found that students were reluctant to ask to the teacher if they found difficulties in writing. Therefore, Inderawati (2017) offers attractive and constructive activities in the classroom to encourage students in the teaching and learning process. She, further, insists that Most of education teachers in Indonesia, using tools or devices in delivering materials is usually implemented by taking in-focus and laptop as the way to involve technology during the learning process to facilitate the students to catch the materials faster (Inderawati, 2017; Inderawati & Sofendi, 2018). By having such kind of environment, the students will be more interested in learning, especially in writing.

Nowadays, in many countries such as Philippine, Bangladesh, and Morocco the writing achievement is still low as well as in Indonesia. Based on data survey of ScimagoJR (Journal Rank), the rank of Indonesia is 57, Malay is 32, and Singapore is 31. It shows that rank of Indonesia is far below than Malay and Singapore, and writing achievement in Indonesia is still low.

Based on the interview with the teacher of MA Al-ittifaqiah Indralaya, it was found that the students of that school had a problem in writing. They got difficulty to write recount text because they did not understand clearly how to write recount text and what the general structure of recount text was. Therefore the score of their writing is low, it is around 65. Most of them made mistakes in grammar, especially in past tense. In contrast, Sani, Inderawati, and Vianty (2016, p.166) found that most difficult parts

the students encountered in writing were the problem that relates to starting, developing and concluding the ideas in writing. These facts proved that students wherever they were would face many problems when they began to write.

Think-aloud protocols method is one of the methods which can be used to teach. Think-aloud protocols refer to learning method that requiring the learner to state loudly what they think as they read. According to Migyanka, Policastro, and Lui (2005, p. 15), it should be used in helping students with disabilities and those who are learning English as a Foreign language. Think-aloud protocols involve the verbalization of thinking during reading, problem-solving or another cognitive task (Oster, 2001). The participants might verbalize generic structure, questions, generating hypotheses, or drawing a conclusion.

Although think aloud provides scaffolding for students as they engage in higher order thinking (Oster, 2001), a full assessment of their thinking process is limited to what is openly shared in the verbal exchange. It supported by Hermilinda and Hasyima (2016) in their study entitled "Exploring Writing Process of Indonesian EFL Students: The Effectiveness of Think-Aloud Protocols". They found that this method help students in writing process. Many attempts have been made in the literature to measure learning strategies in various contexts with different data gathering methods (Scott, 2008). The data are gathered as participants are asked to verbalize their ongoing actions and thoughts (Scott, 2008). In this way, text processing and learning activities are directly revealed without delay and

expressed in students' own word. Think-aloud protocols method is appropriate to be implemented for English learner because students can develop their writing achievement.

Think-aloud protocols method does not only help students in increasing their writing achievement but also can help them in improving their grammar mastery. It was supported by Trapsilo (2016) in his study entitled "A Think-Aloud Protocols as Cognitive Strategy to Increase Students' Writing Narrative Skill at EFL Classroom". It was found in his study that think-aloud protocols method also improved their grammar ability.

There were the procedures of teaching writing by using think-aloud protocols method. Adopted from Sahebkheir and Asl (2014), the procedures of the think-aloud protocols method are: First, the students are asked to read a text. After that the students think about phrase and expression of the text then they think about sentence structure, article, punctuation, cohesive, and supported the idea of the text. In the last students are asked to write about a topic.

Based on the explanation above the writer conducted a research to answer the following questions: Were there any significant differences in students' writing achievement in recount text between before and after they were taught by using think-aloud protocols and between those who were taught by using think-aloud protocols and those who were not?

METHODOLOGY

This current study used one of the quasi-experimental designs in experimental method to conduct this research, that was, pre-test post-test control group design.

The population of this study was the tenth-grade students of MA Al-Ittifaqiah Indralaya in the academic year of 2016-2017. There were eleven classes of tenth-grade students and the total number of population was 355 students. The writer chose the sample in this study by using purposive sampling There were two criteria for selecting the students. First, they were the students were taught by the same teacher and second they had the mean score of English achievement below 6. Related to these criteria the students chose were students in class X I and X K. Class X I as the experimental group and class X K as the control group.In this study, only the experimental group was given the treatment of think-aloud protocols method while the control group was not given any treatment.

In collecting the data, both experimental group and control group were given a writing test. The students were asked to write a recount text around150 words in 60 minutes. The test was made based on the objective of the study, curriculum, and syllabus. The validity of these was checked by the expert.

To estimate the reliability of the test, inter-rater reliability was applied. The two raters were lecturers of Sriwijaya University. The reliability of the students' scores from both raters was analyzed by using Pearson Product Moment Correlation. After the calculation, the result of correlation coefficient was 0.731, it can be concluded that the test was reliable since it was higher than 0.70.

In analyzing the data, the writer used paired sample t-test and independent sample t-test. Paired sample t-test was used to analyze the data obtained from pretest and posttest of the experimental group. Meanwhile,

independent sample t-test was used to compare the data between the experimental and control groups.

The writer conducted the study for eighteen meetings. Two of the total meetings were administered for the pretest and the posttest. There were fourteen meetings for experimental group to get the treatment, in which one meeting covered 2 X 45 minutes. In the teaching procedure of experimental group, the treatment was given in whilst-activity. The students were divided into five groups then the students were given an example of recount texts after that they were asked to find the language feature, generic structure, lexicon (word, phrase, and expression), and grammar in the text. After that, they were asked to state and share loudly what they found then they made the example from that lexicon and grammar, in the last they were asked to write recount text according to the theme given.

FINDINGS

The result of students' writing recount text was distributed based on four categories: excellent, good, average, and low. The score interval was between 0-100. Table 1 presents the results of pretest and posttest of the experimental group.

Table 1
Result of students' writing test in the experimental group (N=26)

Category	Pretest		Posttest	
	N	%	N	%
Excellent	0	0	1	3
Good	4	13	13	43
Average	4	13	8	27
Low	22	74	8	27
Total	**30**	**100%**	**30**	**100%**

As shown in Table 1, the results of pretest in the experimental group showed that the lowest score was 31.25 and the highest score was 75. Out of 30 students, most of them were in low and average categories. There were 22 students in low category, 4 students in average category, 4 students in good and no students in the excellent category. It meant that 74% of students were in low category, 13% students were in average category, 13% of students were in good category and 0% of students in the excellent category.

After the students in experimental group got the treatment, it was found that the results of the posttest improved. The students could perform better in the posttest. The lowest score of posttest was 37.5 and the highest score was 91. Most of the students were in a good category. There were 8 students in low category, 8 students in average category, 13 students in good category and 1 students in the excellent category. It meant that 27% of students were in low category, 27% of students were in average category, 43% of students were in a good category, and 3% of students were in the excellent category.

The results of pretest and posttest of the control group can be seen in Table 2.

Table 2
Result of students' writing test in the control group (N=26)

Category	Pretest		Posttest	
	Frequency	**%**	**Frequency**	**%**
Excellent	0	0	0	0
Good	2	7	2	7
Average	4	13	5	17
Low	24	80	23	76
Total	**30**	**100%**	**30**	**100%**

The results of pretest in the control group showed that the lowest score was 31.25 and the highest score was 78. Out of 30 students, most of them were in low categories. There were 24 students in low category, 4 students in average category, 2 students in good category and no student in the excellent category. It meant that 80% of students were in low category, 13% students were in average category, 7% of students were in good category and 0% of students in the excellent category.

In posttest, the lowest score was 44 and the highest score was 72. Most of the students were in a low category. There were 23 students in low category, 5 students in average category, 2 students in good category and no students in the excellent category. It meant that 76% of students were in low category, 17% of students were in average category, 7% of students were in a good category, and 0% of students were in the excellent category

Before analyzing the data by using paired sample t-test and independent sample-t-test, the normality of the data was checked by using the One-Sample Kolmogorov-Smirnov test in order to know whether the data had normal distribution or not. Based on the results, the significance value in two-tailed testing from pretest and posttest of the experimental group were 0.942 and 0.729. Meanwhile, the significance value from pretest and posttest of the control group were 0.235 and 0.666. It can be concluded that the data had normal distribution because all the significance values were higher than 0.05.

Then, the writer also checked the homogeneity of the test. The result of homogeneity test showed that the significance value of posttest both in experimental and control groups was 0.649. The data were homogeneous if the significance value > 0.05. It was higher than 0.05, it means that the data were homogeneous.

After checking the normality and homogeneity of the data, the t-test can be applied. In this study, the writer used paired sample t-test and independent sample t-test. The result of paired sample t-test can be seen in the following Table 3.

Table 3
Result of paired sample t-test

Group	Test	Mean	Mean diff	Std. dev	Std. error mean	t	df	S 29 (tailed)
Experimental	Pretest	55.208	-13.2292	11.3220	2.0671	-6.280	29	.000
	Posttest	68.438		12.0151	2.1936			
Control	Pretest	52.813	-2.7083	11.1728	2.0399	-1.472	29	.152
	Posttest	55.521		8.5555	1.5620			

It can be seen that the mean difference of students' writing recount text in the experimental group was 13.2292. The significant value (sig. (2-tailed)) of the experimental group was 0.000. Since the p-value (sig. (2-tailed)) was less than 0.05 (.000 < 0.05), it means that there was a significant difference in students' writing recount text achievement between pretest and posttest after being taught by using think-aloud protocols method. Next, to see the difference between pretest and posttest score of both experimental and control groups, independent sample t-test was done. The result of independent sample t-test of posttest from both groups is presented in Table 4.

Table 4
Result of independent sample t-test

Group	Mean	Mean Diff	Std. Dev	Std. Error mean	Levene's test F	Levene's test Sig.	t	Sig. (2-tailed)
Experimental	68.43		11.3220	2.1936	4.174	.046	4.796	.000
Control	55.52	12.91	8.5555	1.5620				

As shown in on Table 4, the mean score of the posttest in the experimental group was higher than the mean score of the posttest in the control group (68.438 > 55.521) and the p-value (sig. (2-tailed)) was less than 0.05 (0.000 < 0.05) the null hypothesis ($H_0 2$) was rejected and research hypothesis ($H_1 2$) was accepted. In conclusion, it could be claimed that there was a significant difference in students' recount writing achievement between the students who were taught by using think-aloud protocols method and those who were not.

DISCUSSION

Based on findings above, the students in experimental group performed better in the posttest after they were taught by using Think-aloud protocols method. It can be seen from

the results of paired sample t-test that the students' score between pretest and posttest increase, and it also can be seen from the score distribution of posttest. The results of students' recount writing achievement were distributed into four categories: excellent, good, average and low. In the pretest of the experimental group, most of the students were in low category, four students were in average category, six students were in the good category, and there was no student in the excellent category. The result of posttest showed that there were ten students in low category, eight students were on average, eleven students were in a good category, and one student was in the excellent category. So it can be said that think-aloud protocols method can improve students' writing achievement.

Writing has four aspects namely idea, organization, grammar, and diction. From this study, it was found that the highest score was grammar because during the activities, the students focused more on that aspect and their own teacher always focused on the structure so they could get a high score in grammar. These findings were relevant with Trapsilo (2016) who had found that think-aloud protocols can also improve students' grammar mastery, while the lowest aspect was diction because they did know many vocabularies.

Furthermore, think-aloud protocols method made students become active because they could share their idea, ask their question, and explain their knowledge. Therefore it could help students to increase their vocabulary mastery and their grammar ability to make their writing better. It

is supported by Shabkhair and Asl (2014) in their research, that the students who were taught by think-aloud protocols method become more active than the students who were not and after they were taught by think-aloud protocols and their grammar ability increase than before.

In addition, this method can make students have good team work because during the activity in the class they must interact with other students especially the students who were in the same group. Besides this method also can motivate students to write better than before. These findings were relevant with Al-Qahtany (2015) who had found that think-aloud protocols make students have the motivation to write.

From the explanation above, using Think-aloud protocols method during the treatment affected the students positively. The writer found that it was not only to help the students to make a good paragraph but also make them motivated to write. Thus, it could be concluded that Think-aloud protocols method could improve recount writing achievement of the tenth graders of MA Al-Ittifaqiah Indralaya.

CONCLUSION AND SUGGESTION

There are three conclusions that could be drawn from this study. First, the writer concluded that think-aloud protocols method could make a significant improvement in students' recount writing achievement. Most of the students in the experimental group showed better improvement that can be seen from their test result. The statistical analysis of paired sample t-test showed that there was a

significant difference in the pretest and the posttest scores gained by the students of the experimental group. Second, it was also proved by the independent sample t-test that there was a significant difference in the posttest score obtained between the students who were taught by using think-aloud protocols method and those who were not. It meant that this method was effective to improve students' recount writing achievement. In addition, think-aloud protocols can make students become more active, have good teamwork with other students and have the higher motivation to write better. Think-aloud protocols method helped the students to cooperate with their friends to make a good sentence. After all, it can be concluded that using think-aloud protocols method is an effective technique to teach recount writing to the tenth graders of MA Al-Ittifaqiah Indralaya.

Based on the results above, there are some suggestions offered by the writer for English teachers, students, and other researchers. First, for English teachers, it is suggested that the English teacher implement think-aloud protocols method as an alternative method in teaching writing. Due to the problem faced by the students on diction, English teacher should focus more on diction when they apply this method. Then, for the students, they need to explore their experience in writing activities and discover their own best way of learning writing. They should practice regularly to improve their writing skills. Since writing is a complex activity, the students could try to use some techniques that make them more easily to write a good paragraph. It is suggested that the students use think-aloud protocols method in writing

activity, especially in writing recount texts. In the last, for the other researchers, the writer hopes this study will be a reference to conduct the future study in the different types of text or different types of skill by using think-aloud protocols method

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