

BUKTI KORESPONDENSI SYARAT KHUSUS

Publikasi Ilmiah/ Artikel	Think- Aloud Protocol Analysis: Revealing the English Student's Problem in Reading Comprehen sion (Syarat Khusus)	Penulis : Nama Jurnal : VELES: Voices of English Language Education Society Volume Jurnal : 6 Nomor Jurnal (Opsional) :2 Halaman : 312-324 ISSN : E-ISSN 2579-7484 Penerbit : Faculty of Language, Arts, and Humanities, Universitas Hamzanwadi Alamat Web Jurnal : https://e- journal.hamzanwadi.ac.id/index.php/veles/index URL Dokumen : https://e- journal.hamzanwadi.ac.id/index.php/veles/article/vi ew/5782 Keterangan : Sinta 2 (Decree No: 5162/EA/AK.04/2021) Scope of The Journal : Education, Teaching, Development, Instruction, Educational Projects And Innovations, Learning Methodologies And New Technologies In English Education And Linguistics.
------------------------------	---	---



[Home](#) > [Vol 6, No 2 \(2022\)](#)

VELES: Voices of English Language Education Society

Name of Journal	VELES: Voices of English Language Education Society
Initial	VELES
First Published	2017
Issued	Two times a year April and October
DOI	Prefix 10.29408/veles
e-ISSN	2579-7484
Editor-in-chief	Maman Agrohi, M.Pd.
Publisher	Universitas Hamzanwadi
Citation analysis	Geosto Scholar GARUDA SINTA

The journal of **VELES Voices of English Language Education Society** ([e-ISSN 2579-7484](#)) aims to provide an international forum for sharing, dissemination and discussion of research, experience and perspectives across a wide range of education, teaching, development, instruction, educational projects and innovations, learning methodologies and new technologies in English education, linguistics, and literature. VELES journal is a biannual journal published in April and October by Hamzanwadi University.

The Journal of VELES has been accredited in rank 2 ([SINTA 2](#)) by the **Ministry of Research, Technology and Higher Education, Republic of Indonesia** ([RISTEKDIKTI, Decree No: 5162/EA/AK.04/2021](#)) concerning the Accreditation Rank of Scientific Journal Period I 2021 since Vol. 4 No. 2 in 2020. Yet, the Journal of VELES also previously has been indexed by some indexing sites such as [Sinta](#), [Google School](#), [Garuda](#), [One Search](#), [Dimensions Index Copernicus](#), etc.



Article ID 5782

2 messages

VELES Journal <velesjournal@gmail.com>
To: chrismayani@unmas.ac.id

Tue, Jul 5, 2022 at 1:24 PM

Dear authors

My name is Mutawalli and I am the Editor of VELES journal that was assigned to process your article through our OJS system. I am sending this email regarding article ID#5782 entitled "Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension " which was submitted to the VELES journal. For us, the topic of your article is interesting and fits the focus and scope of the journal, and potentially can be published in Sinta 2 journal in the October 2022 issue. Based on the new regulation of VELES journal, the article will be reviewed once the payment is confirmed. Please find the attachment for the invoice for your article.

Regards

Muttawalli/VELES Editor

 **5782_INVOICE.pdf**
545K

Chrismayani Unmas <chrismayani@unmas.ac.id>
To: VELES Journal <velesjournal@gmail.com>

Tue, Jul 5, 2022 at 4:36 PM

Dear Editor

Thank you for the information. Here I would like to convey the payment for the article on behalf of **Ni Wayan Krismayani** with the title "Think-Aloud Protocol Analysis: Revealing the Student's Problem in Reading Comprehension" (Invoice Number #5782V6i2#)

I really need your help to add my co-author at Veles OJS. I forget last time to add him as my co-author as stated explicitly



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Submission Acknowledgement

1 message

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>

Thu, Jun 2, 2022 at 10:40 AM

Mrs Ni Wayan Krismayani:

Thank you for submitting the manuscript, "Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension" to VELES: Voices of English Language Education Society. With the online journal management system that we are using, you will be able to track its progress through the editorial process by logging in to the journal web site:

Manuscript URL:

<http://e-journal.hamzanwadi.ac.id/index.php/veles/author/submission/5782>

Username: krismayani

If you have any questions, please contact me. Thank you for considering this journal as a venue for your work.

Maman Asrobi
VELES: Voices of English Language Education Society

VELES<http://e-journal.hamzanwadi.ac.id/index.php/veles>

on our manuscript. Thank you very much for cooperation and kind understanding.

Kind regards

Ni Wayan Krismayani

[Quoted text hidden]

 **#5782V6i2_ NI WAYAN KRISMAYANI_INVOICE.pdf**
770K



INVOICE

#5782V6i2

VELES Journal

Voices of English Language Education Society

Date:

July 05, 2022

Bill to:

Ni Wayan Krismayani

Due Date:

July 13, 2022

Email:

chrismayani@unmas.ac.id

Balance due

Rp. 1.500.000,-

Items	Quantity	Rate	Amount
Fast-Tract Review: Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension	0	Rp.0,-	Rp.0,-
Article Processing Charges (APCs): Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension	1	Rp. 1.500.000,-	Rp. 1.500.000,-

Notes:

For more information contact us at e-mail: velesjournal@gmail.com
and visit <https://e-journal.hamzanwadi.ac.id/index.php/veles>

Terms:

payment by Bank transfer:

Bank Name: **Bank Negara Indonesia (BNI)**

Bank account number: **0461123711**

Bank account name (please be exact)/ beneficiary: **MAMAN ASROBI**

Country: **Indonesia**

Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension

*Correspondence:

Correspondence email:

Submission History:

Submitted: Month date, year

Revised: Month date, year

Accepted: Month date, year



This article is licensed under a Creative Commons Attribution 4.0 International License.

Abstract

Reading is a process of constructing meaning and language expansion; readers should integrate information from the text they are reading with their prior knowledge. It is impossible to succeed in the teaching and learning process without increasing reading skills to generate a more comprehensive insight, sharp mindset, and creative ability to attain reading achievement. **Some EFL students still find learning English difficult to comprehend the passages being read. The Think Aloud Protocol is known to be one of the methods that can assist language learners in revealing the problems that occurred when the student read the text. This study aims to describe the problems that occurred during the reading activity.** This is a descriptive-qualitative study in which the researchers determined, examined, and characterized learners' reading comprehension mental processes. Thirty students from three classes enrolled in the Intermediate Reading Course of English Language Education Study Program, Universitas Mahasaraswati Denpasar. The thirty respondents were obtained by ten respondents from each class using a random sampling technique. The finding showed that the students encountered four main problems: Inability to understand word, phrase, and sentence processing (78,1%); having weak syntactic parsing (83,3%), less inference (81,7), and inadequate self-monitoring (84%). The reading lecturers are suggested to determine the students' reading comprehension needs and employ relevant tips in the reading course, such as creating good connections, making predictions, visualizing, making inferences, self-questioning, and summarizing.

Keywords: Think-aloud protocol, reading comprehension, English language teaching

INTRODUCTION

Reading is one of the language skills in English that students should achieve while studying the language. As a result, students should develop and comprehend reading skills and learn a variety of other skills (Safura & Helmanda, 2020; Syakur et al., 2020). **Reading seems to be the most frequently encountered activity in the language learning activity.**

Reading is not only a way to provide helpful information and entertainment but also a great way to learn more about the language (Patel & Jain, 2008). Additionally, reading is essential for extending someone's mind, acquiring language knowledge, and comprehending the

Commented [df1]: include expert opinion on this.

culture of a different ethnicity or a different nation. Thus, reading skills must be learned by every EFL learner as well as every speaker to strengthen insight in general and linguistics in particular.

In strengthening someone's language knowledge in a reading activity, a reader must first recognize the various linguistic signal, such as letters, morphemes, syllables, words, phrases, grammatical cues discourse makers in a text (Brown, 2001; Menggo et al., 2019). In line with the ideas stated, (Nunan, 2004) affirmed that reading is a process of constructing meaning and language expansion; readers should indeed integrate information from the text they are reading with their prior knowledge.

Everyone, including students pursuing a degree in English education, must have basic student reading comprehension. The amount of time someone spends reading indeed has an effect on how well they think about how to solve problems in life (Ghahari & Basanjideh, 2017; Küçükoğlu, 2013). One's ability to deal with life's challenges increases in proportion to the quantity of time they spend immersed in quality reading material. Reading is a way for a person to recharge himself/herself by enhancing his/her perspectives, which ultimately results in reflection on the truthful meaning of life itself. According to this viewpoint, reading routines must be strengthened, particularly among Indonesian students. It is impossible to succeed in the teaching and learning process without increasing reading skills to generate a wider insight, sharp mindset, and creative ability to attain reading achievement. Reading practices focus on connecting relevant ideas to create bigger concepts to sharpen one's logic and problem-solving skills. Reading skill is therefore viewed as a very essential and crucial activity for developing one's intellect (Guo, 2018; Kim & Piper, 2019).

EFL teachers, particularly reading instructors, have a prophetic duty to guarantee that their learners fully comprehend their reading skills (Menggo & Darong, 2022). Teachers of English as a Foreign Language (EFL) are encouraged to be able to identify in detail the challenges learners face when learning reading comprehension. After identifying and understanding the issues confronted by learners, EFL teachers give the right analysis strategy to address these difficulties (Sarjan & Mardiana, 2017; Wibowo et al., 2021). The analysis strategy is a way of comprehending the numerous reading comprehension challenges learners have.

Numerous previous studies examined the think-aloud protocols as a method of teaching reading comprehension (Karizak & Khojasteh, 2016; Schellings et al., 2013; Wsang, 2016). However, these previous researches did not investigate the evidence about think-aloud protocols as an alternate technique for analyzing reading comprehension difficulties English language learners encounter in reading courses. According to this rationale, this study should be conducted.

Based on an interview conducted with the lecturers and students in the English Language Education Study Program of Universitas Mahasaraswati Denpasar, it was found that the students still faced problems in reading comprehension. In the English Language

Education Study Program, Universitas Mahasaraswati Denpasar, reading courses are grouped into three categories, namely, basic reading, intermediate, and advanced reading. In the context of this study, the data was obtained from intermediate reading, that is, reading courses distributed in the third semester of this English education study program.

Facts demonstrate that most of the students still do not know how to identify the main aspects of reading comprehension in an intermediate reading course. Some of them had difficulty finding the main idea, supporting details in each paragraph, conclusion, and limited vocabulary, which affected their ability to understand reading comprehension. It is the responsibility of the reading instructor to devise the most effective method for analyzing the difficulties encountered by students. In reading comprehension, think-aloud protocols are an effective method of analysis.

A recent study investigating reading comprehension skills has employed think-aloud protocols. It is a way to enhance learners' critical thinking and comprehension of what they are reading. Additionally, the think-aloud protocol could assist university students in developing the capacity to track their comprehension of reading content. This notion is in line with previous research findings that think-aloud protocol is claimed to assist students' analysis of reading comprehension (Alzu'bi, 2019; Chin & Ghani, 2021). Alzu'bi (2019) and Chin and Ghani (2021) revealed further that think-aloud protocol is a technique used to collect data in usability testing, product design and development, psychology, and various social sciences, such as reading, writing, and translating in the research process.

Moreover, think-aloud protocols provide indirect access to the reader's thoughts by attempting to extract the reader's thought pattern while performing a reading task. Thus, think-aloud protocols can encourage the students to be aware of differentiating between reading words and comprehending the text by uttering what they think about the reading texts (Bahri et al., 2018; Tolhah & Sugirin, 2021). These researchers reported that the think-aloud protocol was believed to facilitate students' EFL reading comprehension. Through verbalization, students enhance reading comprehension and maintain track of their thoughts as they read.

It is evident from the preceding description and early interview data that a new study is clearly needed to expand and diversify the prior study's findings. This study aims to reveal the students' difficulties in the third-semester students of the English Language Education Study Program, Universitas Mahasaraswati Denpasar, in comprehending the reading text in an intermediate reading course. For this reason, the research question was looked into: What obstacles do students encounter in analyzing reading comprehension in an intermediate reading course?

METHOD

This research is a descriptive qualitative study, done from September to October 2021, in which the researchers determined, examined, and characterized the reading

Commented [df2]: Is it also your findings?
The introduction isn't the place to get too in-depth

I assume that you are trying to build a research problem here. If so, the research problem should be based on your discussion of literature.

comprehension mental processes of learners. This research design permits researchers to investigate the cognitive processes or activities involved in reading comprehension. The questionnaire and interview served as the instruments for this study. **The instruments used were adapted from Vygotsky's (1962) idea of "inner speech," as cited by the researcher (Charters, 2003).**

Besides, the data sources were questionnaires and verbal responses of the respondents in answering the interview. The data of this study were the transcribed verbal recording of think-aloud protocols and the subjects' responses to the interview questions. Third-semester students who took the Intermediate Reading Course from the English Language Education Study Program at the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, were the subjects of this study. There were 90 students from three classes enrolled in this Intermediate Reading Course, but only thirty students were chosen using a random sampling technique due to the researcher's limitations. Ten respondents obtained thirty respondents from each class.

The researchers used some procedures in collecting data, namely (1) the researchers explained the think-aloud activity to the respondents; (2) gave an example about the real think-aloud activity by using a tape recorder; (3) the researcher did a try-out to prepare tape recording of the respondents' think-aloud protocols; (4) the subjects were asked record or verbalize what they are thinking during comprehending a given task; (5) respondents were asked to do the real think-aloud activity of the individual students to provide for the data analysis; and (6) the respondents were instructed to say whatever comes to their mind and to keep talking for the duration of the task. This idea is indented to explore the students' mental strategies and elicit their comprehension. After all the students did the real think-aloud activity, the tape recordings were transcribed for analysis. Finally, the researchers did a retrospective interview which is intended to reveal some mental strategies possibly undetectable through think-aloud activity. Then the researchers transcribed the interview and analyzed it qualitatively based on the theory used in this research.

FINDINGS

This study aims to find out what difficulties university students have when they are trying to comprehend the text. In this study, the students were asked to verbalize what comes to their minds when they are reading an English text. The presentation of the findings and discussions begins with the analysis of each verbalization to find the students' problems in comprehending the reading text. In this study, the respondents encountered four main problems: (1) inability to understand word, phrase, and sentence processing; (2) having weak syntactic parsing; (3) less inference; and (d) inadequate self-monitoring. The percentage of each of these obstacle findings can be described in greater the following Table.

Commented [df3]: how do you ensure that the instrument you are using is valid as a tool to obtain data?

Explain!

Table 1 Students' difficulties in comprehending the reading text

No	Statements	Answer option			
		SA	A	D	SD
1	I like reading, but I am unable to understand words, phrases, and simple sentences in comprehending text given	62.1%	16%	11.5%	10.4%
2	I am weak in syntactic parsing when analyzing reading text	68.9%	14.4%	10.4%	6.3%
3	When it comes to comprehending the reading's contents, I have not been able to draw the proper inferences and comprehend its meaning	66.2%	15.5%	5.8%	12.5%
4	I am lack of self-monitoring required to interpret the text's meaning	64.4%	19.6%	4.9%	11.1%

Source: Researchers' data

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

DISCUSSION

Inability to understand word, phrase, and sentence processing

The students got difficulty in understanding word, phrase and sentence processing while reading the reading text up to 78,1% (SA = 62.1% + A = 16%). It can be seen that the student got difficulty finding the meaning of difficult phrases/clauses. One of the respondents tried to understand the difficult phrase/clause by understanding it part by part, as shown in the following protocol:

"Why do I need everything to be completely shipshape? The role of temperament peranan temperamen dalam membentuk individual... individuality atau kepribadian... Why do I need everything to be completely shipshape? Kenapa saya butuh segalanya itu... rapi or completely shipshape... lengkap dan rapi. (WID)"

The above protocol shows that the student (respondent code WID) got difficulty in understanding "Why do I need everything to be completely shipshape? It is also supported by the interview result done by the researchers that the students tried comprehending the paragraph by translating each word, phrase, and sentence to understand the sentence fully. Another problem can be seen in how the respondent (SAK) chose the appropriate translation among several alternative words. Here, the respondent has to choose the appropriate word among several alternative words in the following protocol:

"OK, kayaknya gak pernah denger... Bois... bois... bois...eee, boisterous bois, boisterous ramai, ribut, gemuruh, mungkin dia masuknya keramai. (SAK)"

The above protocol shows that the respondent (SAK) tried finding the correct translation in the target language for the word "boisterous." The possible alternatives that the student found are *ramai*, *rebut*, and *gemuruh*. Then the respondent decided the word "*ramai*" was the correct equivalent.

The data mentioned above demonstrate that translation abilities are essential to reading comprehension. Reading comprehension is the process of extracting and simultaneously making meaning by interaction with the written language in the text, whereas translation is the process of translating the meaning of a text into another language in the manner intended by the text's author (Pham, 2017; Rushwan, 2017). Pham (2017) and Rushwan (2017) further claimed that translation abilities have a substantial impact on reading comprehension, and conversely, reading comprehension has an effect on the performance of translation outputs. The concept conveyed by these two prior researchers (Pham, 2017 and Rushwan, 2017) highlights that in order to comprehend a text, it is essential to be able to interpret words, phrases, and sentences in accordance with the text's original meaning. This concept is aligned with the translation function in comprehending text messages, which is the process of re-disclosing messages with the closest meaning and style of language from the source language into the target language (Ismail et al., 2017; Maximilian, 2020).

Having weak syntactic parsing

In this case, the respondents tend to be weak in obtaining clues/a keywords, so in the process of verbalization of reading and understanding, many experiences pause, irregular intonation, and even inappropriateness. Here, the respondents were weak in comprehending and tended to read word for word rather than understanding the syntactic structure at a high level, up to 83,3% (SA = 68,9% + A = 14,4%). This problem can be seen when the respondents tried to spell a difficult word while finding the meaning of a word in the dictionary. The respondent (SUK) spelled the difficult word during the process of finding the meaning of a word in the dictionary, as given in the following data:

"Predict itu... aku lupa bahasa Indonesianya predict... eh sumpah aku lupa bahasa Indonesianya predict... predict, predict, predict... apa sih predict, predict, predict... Meramalkan, ya meramalkan. Pada akhirnya meramalkan bagaimana orang akan bertindak itu seperti meramalkan sebuah cuaca dibulan yang random saat ini, ditempat yang random, dan diwaktu yang random. (SUK)"

The above protocol indicates that the respondent (SUK) repeated the word "predict" several times. The students got difficulty finding the equivalent in the target language. This respondent tried to find the meaning in the target language by repeating it, and finally, the student decided that the correct equivalent into "meramalkan."

The second problem is that the respondent repeated the words /phrases/clauses during the process of comprehending the reading text, as shown in the following protocol:

"One can be a musician who plays slowly or quickly with small hand movement or tripping once, one can be aggressive it is stuck of market with a quiet temperament or a boisterous, bois..bois.. OK, kayaknya gak pernah denger... Bois... bois... bois...eee, boisterous bois, boisterous ramai, ribut, gemuruh, mungkin dia masuknya ke ramai. A quiet temperament or boisterous one. Dia berarti bisa aggressive di pasar dengan tempramen yang calm, quiet itu tenang, tenang atau tempramen yang tadi boisterous, tempramen yang ramai, ribut, gemuruh kayak lebih rame mungkin...yang tenang atau yang ramai. (SUK)"

From the interview session, the respondent (SUK) said that spending much time repeating the problematic term while reading the text could help them recall the memory. The protocol could indicate that the respondent repeated the word "boisterous" several times. Finally, the respondents got the meaning by reading the whole context. This evidence demonstrates that syntactic knowledge plays a crucial role in analyzing the content of discourse, such that sentence construction in a discourse is not misinterpreted (Abu-Rabia, 2021; Syarif, 2017). Syntax is the study of language units, such as sentences, clauses, phrases, and words (Fromkin, 2003). If the EFL learners have the proper syntactic competence, it is really easy to understand discourse. In addition, respondents' lack of vocabulary makes it difficult for them to comprehend the contents of the provided text (Cain & Oakhill, 2014; Gottardo et al., 2018). Multiple repetitions of the same word or phrase indicate a lack of language competence. English department students who programmed intermediate reading courses are suggested to perform vocabulary excellence, so that repetition of words, phrases, or simple sentences will not appear. Adequate vocabulary aids EFL students in comprehending difficult terms in discourse such that there is no repetition of the same word in text interpretation.

Less inference

The readers have limitations in interpreting words and do not understand words according to the context in which they are written. A word may have many meanings in different situations, so the reader has to choose the most appropriate equivalent for the term given in the source text. Dictionaries can be helpful when the readers are reading because they help them find out the meaning of words they do not know. However, using a dictionary too much can cause problems with reading skills. The following protocol shows that the respondent (DIR) consulted the dictionary while they were reading the text by finding the problematic words or phrases in the appropriate equivalent.

Parents know better, orang tua tau lebih baik and know that their children dan lebih tau anak anak mereka are born lahir with very different dispositions, dispositions itu di kamus watak, sifat orang tua tau lebih baik dan tau bahwa anak anak mereka lahir dengan watak yang sangat pasti very definite dispositions. (DIR)

The respondent (DIR) tried to find out the meaning of the word "dispositions" in the dictionary from the above protocol. There were 81,7% (SA = 66,2% + A = 15,5%) of the respondents who often consulted a dictionary and adjusted the meaning in the dictionary according to the context of the sentence. In the interview session, some respondents also

said that they read paragraph by paragraph, underlined the problematic vocabulary, then consulted the dictionary. Finally, they concluded the intention of the text. Besides consulting the dictionary, the reader often uses references such as books, opinions of others, and previous translations. The respondent (RIA) used the references as a fundamental to translate certain words as shown in the following protocol:

"Temperament refers kata temperament ini juga merujuk to the style rather than merujuk kepada style mm lebih mengacu atau merujuk pada gaya gaya than rather than daripada to the content of behavior behavior perilaku konten konten kepada merujuk kepada .. ee sikap atau perilaku. (RIA)"

Moreover, the respondent (RIA) often tried to guess the correct meaning from the surrounding context, as shown in the following protocol. The respondent tried to guess the phrase "reads the sport pages." She did not know the intention of the whole sentence.

reads the sport pages... reads the sport pages? membaca halaman olahraga?...maksudnya?...suka membaca..ah.. (RIA)

During the interview session, the respondent (RIA) stated that the reading strategy that she used is trying to comprehend the paragraph by finding the meaning of each sentence. If she could not get the word's meaning, she tried to predict from the surrounding context. If the new word bothered her or him during the reading process, then she or he consulted the dictionary.

The data mentioned above highlights the essence of the language knowledge of EFL learners in making conclusions that are correct and meaningful. This idea is aligned with the function of inference and context in determining the meaning of words. In fact, the inference is defined as the reader's ability to make a conclusion from the information provided (Cain et al., 2004; Day & Gentner, 2007; Prior et al., 2014). In this article, however, inference refers to the respondents' ability to draw conclusions based on the meaning of words in the discourse they read. It is impossible to separate meaning from context when analyzing words in the reading material someone reads. Context aids EFL students in interpreting word-for-word to generate an acceptable inference.

Inadequate self-monitoring

In this study, the respondents show their inability to monitor comprehension of the text or are inconsistent in monitoring comprehension of the text up to 84% (SA = 64,4% + A = 19,6%). Doing previewing is a simple yet effective reading strategy that involves skimming the assigned reading before the reader starts reading. It would help the reader connect with what they read by creating a purpose and context for their reading. It also helps the reader activate the background knowledge base, which aids comprehension. The students tend to read sentence by sentence. In this study, the respondents often used intuitions /feelings in choosing the appropriate translation. The following protocol shows that the reader guessed the words, phrases, clauses, or sentences based on their intuitions and feelings.

"Kita bisa katakana kalo itu tu "bagaimana" sebuah sikap bukan "apanya" sikap, mungkin kayak gitu deh artinya. Personality on the other hand is the full blond complex set of reaction that distinguish in distinguish an individual. Distinguish itu kayak... bentar... distinguish... disti...nguish... where is distinguish... emm.. membedakan tau mengenal... berarti personality itu adalah sebuah pusat complex of reaksi yang membedakan seorang demi seorang, oh yaya...personality. (SUK)"

The above protocols show that the student (SUK) could not understand the sentence. She used her feeling to predict the intention of the text. She said the word "kayak gitu deh artinya". It also found that the student had a problem with grammatical reasoning in choosing the appropriate translation. The reader realized that reviewing her translation is necessary to refine it into a better translation result.

"And then my brother is smart harder worker my brother is saudara laki-laki saya is smart harder worker lebih pekerja keras than I am daripada saya. How can I match him, how can bagaimana bisa I match, match artinya pertandingan how can I match him ee bagaimana saya bisa oh menandingi dia. (RIA)"

She (RIA) had a grammatical reason for changing the word "match" into a verb in the target language. The translation of the word "match" is "*menandingi*" as a verb, not "*pertandingan*" as a noun in that sentence. The subject often changed or improved the translation of a word/phrase while reading the text. The subject should develop their understanding more deeply in analyzing the grammatical feature (syntactic), so he or she would get the appropriate equivalent to their translation. Further, the students also comprehended the meaning of words/phrases/clauses from the source language in the target language. In order to get a good comprehension, the student often checked the sentence like the following protocol:

"And next why am I always artinya kenapa saya selalu getting into badless with my boss ee mendapat getting mendapatkan into badless mendapatkan atau mendapatkan pertengkaran gitu nggak sih maksudnya badless mendapatkan atau terlibat di dalam pertengkaran artinya why am I always getting into badless kenapa saya selalu terlibat di dalam pertengkaran with my boss dengan bos saya and my children dan dengan anak saya. (RIA)"

Careless translation will affect the reader's interpretation of the whole story. Here, the student (RIA) should pay careful attention to English structure and tense. The students should carefully reread the whole translation and check for the semantics, stylistics, and many more. It may help the students in producing a good comprehension.

From the problem above, the students should be able to monitor and adjust their reading comprehension and use some strategies to assist comprehension of reading content. Self-monitoring is a tool for EFL students to interpret the text's meaning (Balashov et al., 2018; Joseph & Eveleigh, 2011). While the teacher should observe how well students can understand the texts they are reading. At the same time, the students should be able to do self-monitoring. It could be done by detecting any problems encountered and applying strategies to fix the problem. When the students get confused or lose meaning, they must stop reading and try to go back and clarify their understanding. There are some ways to

help the students to comprehend the reading text, such as making the connection (link what the student are reading to things they already know), making predictions, visualizing, making inferences, self-questioning, and summarizing (Gilakjani & Sabouri, 2016; Qanwal & Karim, 2014).

Moreover, the reader should be able to connect to the reader's previous life experiences, such as cultural and social connections. Here, making connections means the reader should be able to connect to the content of the text and the structure used in the text. Then, predicting is the comprehension strategy in which the reader tries to determine future ideas and events before they appear in the text. Good readers should be able to anticipate and predict what will appear in the text. While visualizing is used by the readers to create a visual image in their minds. Through visualizing, students learn how to use their imaginations to understand the text being read and, further, can make the text alive and vibrant. Moreover, the reader can imagine how they feel and what they are like. The reader learns how to build meaning by using what they already know (inferring) and the implicit information the author provides. Readers should use this strategy to recognize that meaning may not always be explicit. **Inferring refers to the act of reading between the lines. It means that the reader works with the author's clues to gain comprehension. Here, the reader should instinctively and purposefully ask questions before, during, and after reading. The next strategy that can be used is self-questioning. Self-questioning refers to a comprehension strategy in which the readers try to ask questions in their minds to check that they understand what they read. This strategy could assist them in monitoring their own reading. Besides, summarizing also is a good strategy where the reader to determine what information is important. The reader will learn to differentiate between the most important pieces of information and the supporting details and determine keywords, facts, and main ideas.**

CONCLUSION AND SUGGESTION

According to the findings of the research, there were four major issues faced by the undergraduates. **The inability to understand word**, phrase, and sentence processing. It can be seen when the students got difficulty finding the appropriate meaning in the target language. Some subjects did not fully understand the intention of the source language text, but they still faced problems in conveying it in the target language. **Then**, having weak syntactic parsing. The students were lack of comprehending and understanding of the syntactic structure. Some students tried to spell the difficult word while finding the meaning of a word in the dictionary. **Next**, less inference. The students had limitations in interpreting words and did not understand words according to the context in which they were written. The last is inadequate self-monitoring. In this case, the student showed their inability to monitor comprehension of the text or was inconsistent in monitoring comprehension of the text. Based on the problem, the reading lecturers are suggested to determine the students' reading comprehension needs, check and modify students' reading

Commented [df4]: This paragraph is too long. A long paragraph may make it difficult to read. Please separate it where the focus changes.

Commented [df5]: Include limitations in the conclusion of your research, and organize your conclusions into a coherent paragraph, don't make it point by point, use conjunctions to connect sentences. Avoid using the first, second and third.

comprehension, and students are asked to employ some relevant tips in comprehending reading, such as creating good connections (between what students are reading and what they already know), making predictions, visualizing, making inferences, self-questioning, and summarizing.

ACKNOWLEDGMENTS

Thanks to the Rector of the Universitas Mahasaraswati Denpasar, who facilitated this research.

REFERENCES

- Abu-Rabia, S. (2021). Syntax functions and reading comprehension in Arabic orthography. *Reading Psychology*, 42(7), 700–729. <https://doi.org/10.1080/02702711.2021.1912866>
- Alzu'bi, M. (2019). The impact of text length on EFL students' reading comprehension. *Folio*, 19(1), 69–75.
- Bahri, S. B., Nasir, C., & Rohiman, C. L. N. (2018). Using the think-aloud method in teaching reading comprehension. *Studies in English Language and Education*, 5(1), 148–158. <https://doi.org/10.24815/siele.v5i1.9898>
- Balashov, E., Pasichnyk, I., & Kalamazh, R. (2018). Self-monitoring and self-regulation of University students in text comprehension. *Psycholinguistics*, 24(1), 47–62. <https://doi.org/10.31470/2309-1797-2018-24-1-47-62>
- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman Group.
- Cain, K., Lemmon, K., & Oakhill, J. (2004). Individual differences in the inference of word meanings from context: The influence of reading comprehension, vocabulary knowledge, and memory capacity. *Journal of Educational Psychology*, 96(4), 671–681. <https://doi.org/10.1037/0022-0663.96.4.671>
- Cain, K., & Oakhill, J. (2014). Reading comprehension and vocabulary: Is vocabulary more important for some aspects of comprehension? *L'Année Psychologique*, 114, 647–662. <https://doi.org/10.3917/anpsy.144.0647>
- Charters, E. (2003). The Use of think-aloud methods in qualitative research an introduction to think-aloud Methods. *Brock Education: A Journal of Educational Research and Practice*, 12(2), 68–82.
- Chin, A. S. W., & Ghani, K. A. (2021). The Use of think-aloud in assisting reading comprehension among primary school students. *Journal of Cognitive Sciences and Human Development*, 7(1), 11–32. <https://doi.org/10.33736/jcshd.2456.2021>
- Day, S. B., & Gentner, D. (2007). Nonintentional analogical inference in text comprehension. *Memory and Cognition*, 35(1), 39–49. <https://doi.org/10.3758/BF03195940>
- Fromkin, V. A. (2003). *Linguistics: An introduction to linguistic theory*. Blackwell Publishing

Ltd.

- Ghahari, S., & Basanjideh, M. (2017). Psycho-Linguistic model of reading strategies awareness in EFL contexts. *Reading Psychology, 38*(2), 125–153. <https://doi.org/10.1080/02702711.2016.1224784>
- Gilakjani, A. P., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill? *Journal of Studies in Education, 6*(2), 229–240. <https://doi.org/10.5296/jse.v6i2.9201>
- Gottardo, A., Mirza, A., Koh, P. W., Ferreira, A., & Javier, C. (2018). Unpacking listening comprehension: the role of vocabulary, morphological awareness, and syntactic knowledge in reading comprehension. *Reading and Writing, 31*(8), 1741–1764. <https://doi.org/10.1007/s11145-017-9736-2>
- Guo, L. (2018). Modeling the relationship of metacognitive knowledge, L1 reading ability, L2 language proficiency and L2 reading. *Reading in a Foreign Language, 30*(2), 209–231.
- Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving the students' reading skill through translation method. *Journal of English Education, 2*(2), 124–131. <https://doi.org/10.31327/jee.v2i2.405>
- Joseph, L. M., & Eveleigh, E. L. (2011). A review of the effects of self-monitoring on reading performance of students with disabilities. *Journal of Special Education, 45*(1), 43–53. <https://doi.org/10.1177/0022466909349145>
- Karizak, A. F., & Khojasteh, L. (2016). The effect of three kinds of reading strategies on EFL learners' reading comprehension and gender difference using think-aloud protocol. *International Journal of Applied Linguistics and English Literature, 5*(5), 6–14. <https://doi.org/10.7575/aiac.ijalel.v5n.5p.6>
- Kim, Y. G. K., & Piper, B. (2019). Cross-language transfer of reading skills: An empirical investigation of bidirectionality and the influence of instructional environments. *Reading and Writing, 32*(4), 839–871. <https://doi.org/10.1007/s11145-018-9889-7>
- Küçüköğlü, H. (2013). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioral Sciences, 70*, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>
- Maximilian, A. (2020). Translation ability, reading habit, and reading skill in vocational school students in Indonesia: A correlation. *Journal of English Teaching and Applied Linguistics, 1*(1), 19–27.
- Menggo, S., & Darong, H. C. (2022). Blended learning in ESL/EFL class. *LLT Journal: A Journal on Language and Language Learning, 25*(1), 132–148. <https://doi.org/10.24071/llt.v25i1.4159>
- Menggo, S., Suastra, I. M., & Padmadewi, N. N. (2019). Self-recording videos to improve academic English-speaking competence. *The Asian EFL Journal, 25*(5.2), 133–152.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Patel, M. F., & Jain, M. P. (2008). *English language teaching (methods, tools and technique)*.

Sunrise.

- Pham, C. T. K. (2017). Reading comprehension and translation performance of English linguistics students of Hung Vuong University: A correlational study. *International Journal of English Language & Translation Studies*, 5(3), 79–85.
- Prior, A., Goldina, A., Shany, M., Geva, E., & Katzir, T. (2014). Lexical inference in L2: Predictive roles of vocabulary knowledge and reading skill beyond reading comprehension. *Springer of Reading and Writing Journal*, 27(8), 1467–1484. <https://doi.org/10.1007/s11145-014-9501-8>
- Qanwal, S., & Karim, S. (2014). Identifying correlation between reading strategies instruction and L2 text comprehension. *Journal of Language Teaching and Research*, 5(5), 1019–1032. <https://doi.org/10.4304/jltr.5.5.1019-1032>
- Rushwan, I. M. H. (2017). The role of translation in developing ESP learners' reading comprehension skills- a case study of medical students at Najran University-KSA. *International Journal of Applied Linguistics and English Literature*, 6(3), 243–253. <https://doi.org/10.7575/aiac.ijalel.v.6n.3p.243>
- Safura, S., & Helmanda, C. M. (2020). The analysis of English department students' ability in mastering reading text of Muhammadiyah Aceh University. *Getsempena English Education Journal*, 7(1), 170–182. <https://doi.org/10.46244/geej.v7i1.990>
- Sarjan, N., & Mardiana, M. (2017). An analysis on the English teachers strategies in teaching reading comprehension SMP 1 of Wonomulyo. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 3(2), 151–160.
- Schellings, G. L. M., H.A.M., B., Hout-Woters, V., Veenman, M. V. . J., & Meijer, J. (2013). Assessing metacognitive activities: The in-depth comparison of a task-specific questionnaire with think-aloud protocols. *European Journal of Psychology of Education*, 28(3), 963–990. <https://doi.org/10.1007/s10212-012-0149-y>
- Syakur, A., Azis, R., & Sukarsih, S. (2020). Developing reading learning model to increase reading skills for animal husbandry students in higher education. *Britain International of Linguistics Arts and Education Sciences Journal*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>
- Syarif, H. (2017). Engaging students in learning English syntax through text analysis. *International Conference on English Language and Teaching*, 110, 192–198. <https://doi.org/10.2991/iselt-17.2017.34>
- Tolhah, M., & Sugirin, S. (2021). Think aloud method: Is it effective in enhancing Indonesian EFL students' reading comprehension skills? *Indonesian Journal of EFL and Linguistics*, 6(1), 47–62. <https://doi.org/10.21462/ijefl.v6i1.341>
- Wang, Y. H. (2016). Reading strategy use and comprehension performance of more successful and less successful readers: A think-aloud study. *Educational Sciences: Theory & Practice*, 16(5), 1789–1813. <https://doi.org/10.12738/estp.2016.5.0116>
- Wibowo, Y. E. W., Syafrizal, S., & Syafryadin, S. (2021). An analysis on English teacher strategies in teaching reading comprehension. *Journal of Applied Linguistics and*

Literacy, 4(1), 20-27.

Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension

Commented [A1]: The title too general

Submission History:

Submitted: Month date, year
Revised: Month date, year
Accepted: Month date, year



This article is licensed under a Creative Commons Attribution 4.0 International License.

Abstract

Reading is a process of constructing meaning and language expansion; readers should integrate information from the text they are reading with their prior knowledge. It is impossible to succeed in the teaching and learning process without increasing reading skills to generate a more comprehensive insight, sharp mindset, and creative ability to attain reading achievement. The Think Aloud Protocol is known to be one of the methods that can assist language learners in revealing the problems that occurred when the student read the text. This study aims to describe the problems that occurred during the reading activity. Some EFL students still find learning English difficult to comprehend the passages being read. This is a descriptive-qualitative study in which the researchers determined, examined, and characterized learners' reading comprehension mental processes. Thirty students from three classes enrolled in the Intermediate Reading Course of English Language Education Study Program, Universitas Mahasaraswati Denpasar. The thirty respondents were obtained by ten respondents from each class using a random sampling technique. The finding showed that the students encountered four main problems: Inability to understand word, phrase, and sentence processing (78,1%); having weak syntactic parsing (83,3%), less inference (81,7), and inadequate self-monitoring (84%). The reading lecturers are suggested to determine the students' reading comprehension needs and employ relevant tips in the reading course, such as creating good connections, making predictions, visualizing, making inferences, self-questioning, and summarizing.

Keywords: Think-aloud protocol, reading comprehension, English language teaching

Commented [A2]: What is the contribution of your research? Explain!

INTRODUCTION

Reading is one of the language skills in English that students should achieve while studying the language. As a result, students should develop and comprehend reading skills and learn a variety of other skills (Safura & Helmanda, 2020; Syakur et al., 2020). Reading seems to be the most frequently encountered activity in the language learning activity. Reading is not only a way to provide helpful information and entertainment but also a great way to learn more about the language (Patel & Jain, 2008). Additionally, reading is essential for extending someone's mind, acquiring language knowledge, and comprehending the culture of a different ethnicity or a different nation. Thus, reading skills must be learned by

Commented [A3]: What is the novelty of your research? Explain!
What is the important of your research? Explain !

every EFL learner as well as every speaker to strengthen insight in general and linguistics in particular.

In strengthening someone's language knowledge in a reading activity, a reader must first recognize the various linguistic signal, such as letters, morphemes, syllables, words, phrases, grammatical cues discourse makers in a text (Brown, 2001; Menggo et al., 2019). In line with the ideas stated, (Nunan, 2004) affirmed that reading is a process of constructing meaning and language expansion; readers should indeed integrate information from the text they are reading with their prior knowledge.

Everyone, including students pursuing a degree in English education, must have basic student reading comprehension. The amount of time someone spends reading indeed has an effect on how well they think about how to solve problems in life (Ghahari & Basanjideh, 2017; Küçükoğlu, 2013). One's ability to deal with life's challenges increases in proportion to the quantity of time they spend immersed in quality reading material. Reading is a way for a person to recharge himself/herself by enhancing his/her perspectives, which ultimately results in reflection on the truthful meaning of life itself. According to this viewpoint, reading routines must be strengthened, particularly among Indonesian students. It is impossible to succeed in the teaching and learning process without increasing reading skills to generate a wider insight, sharp mindset, and creative ability to attain reading achievement. Reading practices focus on connecting relevant ideas to create bigger concepts to sharpen one's logic and problem-solving skills. Reading skill is therefore viewed as a very essential and crucial activity for developing one's intellect (Guo, 2018; Kim & Piper, 2019).

EFL teachers, particularly reading instructors, have a prophetic duty to guarantee that their learners fully comprehend their reading skills (Menggo & Darong, 2022). Teachers of English as a Foreign Language (EFL) are encouraged to be able to identify in detail the challenges learners face when learning reading comprehension. After identifying and understanding the issues confronted by learners, EFL teachers give the right analysis strategy to address these difficulties (Sarjan & Mardiana, 2017; Wibowo et al., 2021). The analysis strategy is a way of comprehending the numerous reading comprehension challenges learners have.

Numerous previous studies examined the think-aloud protocols as a method of teaching reading comprehension (Karizak & Khojasteh, 2016; Schellings et al., 2013; Wang, 2016). However, these previous researches did not investigate the evidence about think-aloud protocols as an alternate technique for analyzing reading comprehension difficulties English language learners encounter in reading courses. According to this rationale, this study should be conducted.

Based on an interview conducted with the lecturers and students in the English Language Education Study Program of Universitas Mahasaraswati Denpasar, it was found that the students still faced problems in reading comprehension. In the English Language Education Study Program, Universitas Mahasaraswati Denpasar, reading courses are

grouped into three categories, namely, basic reading, intermediate, and advanced reading. In the context of this study, the data was obtained from intermediate reading, that is, reading courses distributed in the third semester of this English education study program.

Facts demonstrate that most of the students still do not know how to identify the main aspects of reading comprehension in an intermediate reading course. Some of them had difficulty finding the main idea, supporting details in each paragraph, conclusion, and limited vocabulary, which affected their ability to understand reading comprehension. It is the responsibility of the reading instructor to devise the most effective method for analyzing the difficulties encountered by students. In reading comprehension, think-aloud protocols are an effective method of analysis.

A recent study investigating reading comprehension skills has employed think-aloud protocols. It is a way to enhance learners' critical thinking and comprehension of what they are reading. Additionally, the think-aloud protocol could assist university students in developing the capacity to track their comprehension of reading content. This notion is in line with previous research findings that think-aloud protocol is claimed to assist students' analysis of reading comprehension (Alzu'bi, 2019; Chin & Ghani, 2021). Alzu'bi (2019) and Chin and Ghani (2021) revealed further that think-aloud protocol is a technique used to collect data in usability testing, product design and development, psychology, and various social sciences, such as reading, writing, and translating in the research process.

Moreover, think-aloud protocols provide indirect access to the reader's thoughts by attempting to extract the reader's thought pattern while performing a reading task. Thus, think-aloud protocols can encourage the students to be aware of differentiating between reading words and comprehending the text by uttering what they think about the reading texts (Bahri et al., 2018; Tolhah & Sugirin, 2021). These researchers reported that the think-aloud protocol was believed to facilitate students' EFL reading comprehension. Through verbalization, students enhance reading comprehension and maintain track of their thoughts as they read.

It is evident from the preceding description and early interview data that a new study is clearly needed to expand and diversify the prior study's findings. This study aims to reveal the students' difficulties in the third-semester students of the English Language Education Study Program, Universitas Mahasaraswati Denpasar, in comprehending the reading text in an intermediate reading course. For this reason, the research question was looked into: What obstacles do students encounter in analyzing reading comprehension in an intermediate reading course?

METHOD

This research is a descriptive qualitative study, done from September to October 2021, in which the researchers determined, examined, and characterized the reading comprehension mental processes of learners. This research design permits researchers to

Commented [A4]: How to validate the data?

investigate the cognitive processes or activities involved in reading comprehension. The questionnaire and interview served as the instruments for this study. The instruments used were adapted from Vygotsky's (1962) idea of "inner speech," as cited by the researcher (Charters, 2003).

Besides, the data sources were questionnaires and verbal responses of the respondents in answering the interview. The data of this study were the transcribed verbal recording of think-aloud protocols and the subjects' responses to the interview questions. Third-semester students who took the Intermediate Reading Course from the English Language Education Study Program at the Faculty of Teacher Training and Education, Universitas Mahasaraswati Denpasar, were the subjects of this study. There were 90 students from three classes enrolled in this Intermediate Reading Course, but only thirty students were chosen using a random sampling technique due to the researcher's limitations. Ten respondents obtained thirty respondents from each class.

The researchers used some procedures in collecting data, namely (1) the researchers explained the think-aloud activity to the respondents; (2) gave an example about the real think-aloud activity by using a tape recorder; (3) the researcher did a try-out to prepare tape recording of the respondents' think-aloud protocols; (4) the subjects were asked record or verbalize what they are thinking during comprehending a given task; (5) respondents were asked to do the real think-aloud activity of the individual students to provide for the data analysis; and (6) the respondents were instructed to say whatever comes to their mind and to keep talking for the duration of the task. This idea is intended to explore the students' mental strategies and elicit their comprehension. After all the students did the real think-aloud activity, the tape recordings were transcribed for analysis. Finally, the researchers did a retrospective interview which is intended to reveal some mental strategies possibly undetectable through think-aloud activity. Then the researchers transcribed the interview and analyzed it qualitatively based on the theory used in this research.

FINDINGS

This study aims to find out what difficulties university students have when they are trying to comprehend the text. In this study, the students were asked to verbalize what comes to their minds when they are reading an English text. The presentation of the findings and discussions begins with the analysis of each verbalization to find the students' problems in comprehending the reading text. In this study, the respondents encountered four main problems: (1) inability to understand word, phrase, and sentence processing; (2) having weak syntactic parsing; (3) less inference; and (d) inadequate self-monitoring. The percentage of each of these obstacle findings can be described in greater the following Table.

Table 1 Students' difficulties in comprehending the reading text

Commented [A5]: Check your English grammar
Compare your result of research with the previous study?

No	Statements	Answer option			
		SA	A	D	SD
1	I like reading, but I am unable to understand words, phrases, and simple sentences in comprehending text given	62.1%	16%	11.5%	10.4%
2	I am weak in syntactic parsing when analyzing reading text	68.9%	14.4%	10.4%	6.3%
3	When it comes to comprehending the reading's contents, I have not been able to draw the proper inferences and comprehend its meaning	66.2%	15.5%	5.8%	12.5%
4	I am lack of self-monitoring required to interpret the text's meaning	64.4%	19.6%	4.9%	11.1%

Source: Researchers' data

Note: SA = Strongly Agree, A = Agree, D = Disagree, SD = Strongly Disagree

DISCUSSION

Inability to understand word, phrase, and sentence processing

The students got difficulty in understanding word, phrase and sentence processing while reading the reading text up to 78,1% (SA = 62.1% + A = 16%). It can be seen that the student got difficulty finding the meaning of difficult phrases/clauses. One of the respondents tried to understand the difficult phrase/clause by understanding it part by part, as shown in the following protocol:

“Why do I need everything to be completely shipshape? The role of temperament peranan temperamen dalam membentuk individual... individuality atau kepribadian... Why do I need everything to be completely shipshape? Kenapa saya butuh segalanya itu... rapi or completely shipshape... lengkap dan rapi. (WID)”

The above protocol shows that the student (respondent code WID) got difficulty in understanding "Why do I need everything to be completely shipshape? It is also supported by the interview result done by the researchers that the students tried comprehending the paragraph by translating each word, phrase, and sentence to understand the sentence fully. Another problem can be seen in how the respondent (SAK) chose the appropriate translation among several alternative words. Here, the respondent has to choose the appropriate word among several alternative words in the following protocol:

“OK, kayaknya gak pernah denger... Bois... bois... bois...eee, boisterous bois, boisterous ramai, ribut, gemuruh, mungkin dia masuknya keramai. (SAK)”

The above protocol shows that the respondent (SAK) tried finding the correct translation in the target language for the word "boisterous ."The possible alternatives that the student found are *ramai*, *rebut*, and *gemuruh*. Then the respondent decided the word "ramai" was the correct equivalent.

The data mentioned above demonstrate that translation abilities are essential to reading comprehension. Reading comprehension is the process of extracting and simultaneously making meaning by interaction with the written language in the text, whereas translation is the process of translating the meaning of a text into another language in the manner intended by the text's author (Pham, 2017; Rushwan, 2017). Pham (2017) and Rushwan (2017) further claimed that translation abilities have a substantial impact on reading comprehension, and conversely, reading comprehension has an effect on the performance of translation outputs. The concept conveyed by these two prior researchers (Pham, 2017 and Rushwan, 2017) highlights that in order to comprehend a text, it is essential to be able to interpret words, phrases, and sentences in accordance with the text's original meaning. This concept is aligned with the translation function in comprehending text messages, which is the process of re-disclosing messages with the closest meaning and style of language from the source language into the target language (Ismail et al., 2017; Maximilian, 2020).

Having weak syntactic parsing

In this case, the respondents tend to be weak in obtaining clues/a keywords, so in the process of verbalization of reading and understanding, many experiences pause, irregular intonation, and even inappropriateness. Here, the respondents were weak in comprehending and tended to read word for word rather than understanding the syntactic structure at a high level, up to 83,3% (SA = 68,9% + A = 14,4%). This problem can be seen when the respondents tried to spell a difficult word while finding the meaning of a word in the dictionary. The respondent (SUK) spelled the difficult word during the process of finding the meaning of a word in the dictionary, as given in the following data:

“Predict itu... aku lupa bahasa Indonesianya predict... eh sumpah aku lupa bahasa Indonesianya predict... predict, predict, predict... apa sih predict, predict, predict... Meramalkan, ya meramalkan. Pada akhirnya meramalkan bagaimana orang akan bertindak itu seperti meramalkan sebuah cuaca dibulan yang random saat ini, ditempat yang random, dan diwaktu yang random. (SUK)”

The above protocol indicates that the respondent (SUK) repeated the word "predict" several times. The students got difficulty finding the equivalent in the target language. This

respondent tried to find the meaning in the target language by repeating it, and finally, the student decided that the correct equivalent into "meramalkan."

The second problem is that the respondent repeated the words /phrases/clauses during the process of comprehending the reading text, as shown in the following protocol:

"One can be a musician who plays slowly or quickly with small hand movement or tripping once, one can be aggressive it is stuck of market with a quiet temperament or a boisterous, bois..bois.. OK, kayaknya gak pernah denger... Bois... bois... bois...eee, boisterous bois, boisterous ramai, ribut, gemuruh, mungkin dia masuknya ke ramai. A quiet temperament or boisterous one. Dia berarti bisa aggressive di pasar dengan tempramen yang calm, quiet itu tenang, tenang atau tempramen yang tadi boisterous, tempramen yang ramai, ribut, gemuruh kayak lebih rame mungkin...yang tenang atau yang ramai. (SUK)"

From the interview session, the respondent (SUK) said that spending much time repeating the problematic term while reading the text could help them recall the memory. The protocol could indicate that the respondent repeated the word "boisterous" several times. Finally, the respondents got the meaning by reading the whole context. This evidence demonstrates that syntactic knowledge plays a crucial role in analyzing the content of discourse, such that sentence construction in a discourse is not misinterpreted (Abu-Rabia, 2021; Syarif, 2017). Syntax is the study of language units, such as sentences, clauses, phrases, and words (Fromkin, 2003). If the EFL learners have the proper syntactic competence, it is really easy to understand discourse. In addition, respondents' lack of vocabulary makes it difficult for them to comprehend the contents of the provided text (Cain & Oakhill, 2014; Gottardo et al., 2018). Multiple repetitions of the same word or phrase indicate a lack of language competence. English department students who programmed intermediate reading courses are suggested to perform vocabulary excellence, so that repetition of words, phrases, or simple sentences will not appear. Adequate vocabulary aids EFL students in comprehending difficult terms in discourse such that there is no repetition of the same word in text interpretation.

Less inference

The readers have limitations in interpreting words and do not understand words according to the context in which they are written. A word may have many meanings in different situations, so the reader has to choose the most appropriate equivalent for the term given in the source text. Dictionaries can be helpful when the readers are reading because they help them find out the meaning of words they do not know. However, using a dictionary too much can cause problems with reading skills. The following protocol shows that the respondent (DIR) consulted the dictionary while they were reading the text by finding the problematic words or phrases in the appropriate equivalent.

Commented [A6]: Can you explain what is less inference?

Parents know better, orang tua tau lebih baik and know that their children dan lebih tau anak anak mereka are born lahir with very different dispositions, dispositions itu di kamus watak, sifat orang tua tau lebih baik dan tau bahwa anak anak mereka lahir dengan watak yang sangat pasti very definite dispositions. (DIR)

The respondent (DIR) tried to find out the meaning of the word "dispositions" in the dictionary from the above protocol. There were 81,7% (SA = 66,2% + A = 15,5%) of the respondents who often consulted a dictionary and adjusted the meaning in the dictionary according to the context of the sentence. In the interview session, some respondents also said that they read paragraph by paragraph, underlined the problematic vocabulary, then consulted the dictionary. Finally, they concluded the intention of the text. Besides consulting the dictionary, the reader often uses references such as books, opinions of others, and previous translations. The respondent (RIA) used the references as a fundamental to translate certain words as shown in the following protocol:

"Temperament refers kata temperament ini juga merujuk to the style rather than merujuk kepada style mm lebih mengacu atau merujuk pada gaya gaya than rather than daripada to the content of behavior behavior perilaku konten konten kepada merujuk kepada .. ee sikap atau perilaku. (RIA)"

Moreover, the respondent (RIA) often tried to guess the correct meaning from the surrounding context, as shown in the following protocol. The respondent tried to guess the phrase "reads the sport pages ."She did not know the intention of the whole sentence.

reads the sport pages... reads the sport pages?, membaca halaman olahraga?...maksudnya?...suka membaca..ah.. (RIA)

During the interview session, the respondent (RIA) stated that the reading strategy that she used is trying to comprehend the paragraph by finding the meaning of each sentence. If she could not get the word's meaning, she tried to predict from the surrounding context. If the new word bothered her or him during the reading process, then she or he consulted the dictionary.

The data mentioned above highlights the essence of the language knowledge of EFL learners in making conclusions that are correct and meaningful. This idea is aligned with the function of inference and context in determining the meaning of words. In fact, the inference is defined as the reader's ability to make a conclusion from the information provided (Cain et al., 2004; Day & Gentner, 2007; Prior et al., 2014). In this article, however, inference refers to the respondents' ability to draw conclusions based on the meaning of words in the discourse they read. It is impossible to separate meaning from context when analyzing words in the reading material someone reads. Context aids EFL students in interpreting word-for-word to generate an acceptable inference.

Inadequate self-monitoring

In this study, the respondents show their inability to monitor comprehension of the text or are inconsistent in monitoring comprehension of the text up to 84% (SA = 64,4% + A = 19,6%). Doing previewing is a simple yet effective reading strategy that involves skimming the assigned reading before the reader starts reading. It would help the reader connect with what they read by creating a purpose and context for their reading. It also helps the reader activate the background knowledge base, which aids comprehension. The students tend to read sentence by sentence. In this study, the respondents often used intuitions /feelings in choosing the appropriate translation. The following protocol shows that the reader guessed the words, phrases, clauses, or sentences based on their intuitions and feelings.

“Kita bisa katakana kalo itu tu “bagaimana” sebuah sikap bukan “apanya” sikap, mungkin kayak gitu deh artinya. Personality on the other hand is the full blond complex set of reaction that distinguish in distinguish an individual. Distinguish itu kayak... bentar... distinguish... disti...nguish... where is distinguish... emm.. membedakan tau mengenal... berarti personality itu adalah sebuah pusat complex of reaksi yang membedakan seorang demi seorang, oh yaya...personality. (SUK)”

The above protocols show that the student (SUK) could not understand the sentence. She used her feeling to predict the intention of the text. She said the word “kayak gitu deh artinya”. It also found that the student had a problem with grammatical reasoning in choosing the appropriate translation. The reader realized that reviewing her translation is necessary to refine it into a better translation result.

“And then my brother is smart harder worker my brother is saudara laki-laki saya is smart harder worker lebih pekerja keras than I am daripada saya. How can I match him, how can bagaimana bisa I match, match artinya pertandingan how can I match him ee bagaimana saya bisa oh menandingi dia. (RIA)”

She (RIA) had a grammatical reason for changing the word "match" into a verb in the target language. The translation of the word "match" is “*menandingi*” as a verb, not “*pertandingan*” as a noun in that sentence. The subject often changed or improved the translation of a word/phrase while reading the text. The subject should develop their understanding more deeply in analyzing the grammatical feature (syntactic), so he or she would get the appropriate equivalent to their translation. Further, the students also comprehended the meaning of words/phrases/clauses from the source language in the target language. In order to get a good comprehension, the student often checked the sentence like the following protocol:

“And next why am I always artinya kenapa saya selalu getting into badless with my boss ee mendapat getting mendapatkan into badless mendapatkan atau mendapatkan pertengkaran gitu nggak sih maksudnya badless mendapatkan atau terlibat di dalam pertengkaran artinya why am I always getting into badless kenapa saya selalu terlibat di dalam pertengkaran with my boss dengan bos saya and my children dan dengan anak saya. (RIA)”

Careless translation will affect the reader's interpretation of the whole story. Here, the student (RIA) should pay careful attention to English structure and tense. The students should carefully reread the whole translation and check for the semantics, stylistics, and many more. It may help the students in producing a good comprehension.

From the problem above, the students should be able to monitor and adjust their reading comprehension and use some strategies to assist comprehension of reading content. Self-monitoring is a tool for EFL students to interpret the text's meaning (Balashov et al., 2018; Joseph & Eveleigh, 2011). While the teacher should observe how well students can understand the texts they are reading. At the same time, the students should be able to do self-monitoring. It could be done by detecting any problems encountered and applying strategies to fix the problem. When the students get confused or lose meaning, they must stop reading and try to go back and clarify their understanding. There are some ways to help the students to comprehend the reading text, such as making the connection (link what the student are reading to things they already know), making predictions, visualizing, making inferences, self-questioning, and summarizing (Gilakjani & Sabouri, 2016; Qanwal & Karim, 2014).

Moreover, the reader should be able to connect to the reader's previous life experiences, such as cultural and social connections. Here, making connections means the reader should be able to connect to the content of the text and the structure used in the text. Then, predicting is the comprehension strategy in which the reader tries to determine future ideas and events before they appear in the text. Good readers should be able to anticipate and predict what will appear in the text. While visualizing is used by the readers to create a visual image in their minds. Through visualizing, students learn how to use their imaginations to understand the text being read and, further, can make the text alive and vibrant. Moreover, the reader can imagine how they feel and what they are like. The reader learns how to build meaning by using what they already know (inferring) and the implicit information the author provides. Readers should use this strategy to recognize that meaning may not always be explicit. Inferring refers to the act of reading between the lines. It means that the reader works with the author's clues to gain comprehension. Here, the reader should instinctively and purposefully ask questions before, during, and after reading. The next strategy that can be used is self-questioning. Self-questioning refers to a comprehension strategy in which the readers try to ask questions in their minds to check that they understand what they read. This strategy could assist them in monitoring their own reading.

Besides, summarizing also is a good strategy where the reader to determine what information is important. The reader will learn to differentiate between the most important pieces of information and the supporting details and determine keywords, facts, and main ideas.

CONCLUSION AND SUGGESTION

According to the findings of the research, there were four major issues faced by the undergraduates. First is the inability to understand word, phrase, and sentence processing. It can be seen when the students got difficulty finding the appropriate meaning in the target language. Some subjects did not fully understand the intention of the source language text, but they still faced problems in conveying it in the target language. Second, having weak syntactic parsing. The students were lack of comprehending and understanding of the syntactic structure. Some students tried to spell the difficult word while finding the meaning of a word in the dictionary. Third, less inference. The students had limitations in interpreting words and did not understand words according to the context in which they were written. The last is inadequate self-monitoring. In this case, the student showed their inability to monitor comprehension of the text or was inconsistent in monitoring comprehension of the text. Based on the problem, the reading lecturers are suggested to determine the students' reading comprehension needs, check and modify students' reading comprehension, and students are asked to employ some relevant tips in comprehending reading, such as creating good connections (between what students are reading and what they already know), making predictions, visualizing, making inferences, self-questioning, and summarizing.

ACKNOWLEDGMENTS

Thanks to the Rector of the Universitas Mahasaraswati Denpasar, who facilitated this research.

REFERENCES

- Abu-Rabia, S. (2021). Syntax functions and reading comprehension in Arabic orthography. *Reading Psychology, 42*(7), 700–729. <https://doi.org/10.1080/02702711.2021.1912866>
- Alzu'bi, M. (2019). The impact of text length on EFL students' reading comprehension. *Folio, 19*(1), 69–75.
- Bahri, S. B., Nasir, C., & Rohiman, C. L. N. (2018). Using the think-aloud method in teaching reading comprehension. *Studies in English Language and Education, 5*(1), 148–158. <https://doi.org/10.24815/siele.v5i1.9898>
- Balashov, E., Pasichnyk, I., & Kalamazh, R. (2018). Self-monitoring and self-regulation of University students in text comprehension. *Psycholinguistics, 24*(1), 47–62. <https://doi.org/10.31470/2309-1797-2018-24-1-47-62>

- Brown, H. D. (2001). *Teaching by principles: An interactive approach to language pedagogy*. Longman Group.
- Cain, K., Lemmon, K., & Oakhill, J. (2004). Individual differences in the inference of word meanings from context: The influence of reading comprehension, vocabulary knowledge, and memory capacity. *Journal of Educational Psychology*, 96(4), 671–681. <https://doi.org/10.1037/0022-0663.96.4.671>
- Cain, K., & Oakhill, J. (2014). Reading comprehension and vocabulary: Is vocabulary more important for some aspects of comprehension? *L'Année Psychologique*, 114, 647–662. <https://doi.org/10.3917/anpsy.144.0647>
- Charters, E. (2003). The Use of think-aloud methods in qualitative research an introduction to think-aloud Methods. *Brock Education: A Journal of Educational Research and Practice*, 12(2), 68–82.
- Chin, A. S. W., & Ghani, K. A. (2021). The Use of think-aloud in assisting reading comprehension among primary school students. *Journal of Cognitive Sciences and Human Development*, 7(1), 11–32. <https://doi.org/10.33736/jcshd.2456.2021>
- Day, S. B., & Gentner, D. (2007). Nonintentional analogical inference in text comprehension. *Memory and Cognition*, 35(1), 39–49. <https://doi.org/10.3758/BF03195940>
- Fromkin, V. A. (2003). *Linguistics: An introduction to linguistic theory*. Blackwell Publishing Ltd.
- Ghahari, S., & Basanjideh, M. (2017). Psycho-Linguistic model of reading strategies awareness in EFL contexts. *Reading Psychology*, 38(2), 125–153. <https://doi.org/10.1080/02702711.2016.1224784>
- Gilakjani, A. P., & Sabouri, N. B. (2016). How can students improve their reading comprehension skill? *Journal of Studies in Education*, 6(2), 229–240. <https://doi.org/10.5296/jse.v6i2.9201>
- Gottardo, A., Mirza, A., Koh, P. W., Ferreira, A., & Javier, C. (2018). Unpacking listening comprehension: the role of vocabulary, morphological awareness, and syntactic knowledge in reading comprehension. *Reading and Writing*, 31(8), 1741–1764. <https://doi.org/10.1007/s11145-017-9736-2>
- Guo, L. (2018). Modeling the relationship of metacognitive knowledge, L1 reading ability, L2 language proficiency and L2 reading. *Reading in a Foreign Language*, 30(2), 209–231.
- Ismail, H., Syahrurah, J. K., & Basuki, B. (2017). Improving the students' reading skill through translation method. *Journal of English Education*, 2(2), 124–131. <https://doi.org/10.31327/jee.v2i2.405>
- Joseph, L. M., & Eveleigh, E. L. (2011). A review of the effects of self-monitoring on reading performance of students with disabilities. *Journal of Special Education*, 45(1), 43–53. <https://doi.org/10.1177/0022466909349145>
- Karizak, A. F., & Khojasteh, L. (2016). The effect of three kinds of reading strategies on EFL learners' reading comprehension and gender difference using think-aloud protocol. *International Journal of Applied Linguistics and English Literature*, 5(5), 6–14. <https://doi.org/10.7575/aiac.ijalel.v.5n.5p.6>
- Kim, Y. G. K., & Piper, B. (2019). Cross-language transfer of reading skills: An empirical

- investigation of bidirectionality and the influence of instructional environments. *Reading and Writing*, 32(4), 839–871. <https://doi.org/10.1007/s11145-018-9889-7>
- Küçükoğlu, H. (2013). Improving reading skills through effective reading strategies. *Procedia - Social and Behavioral Sciences*, 70, 709–714. <https://doi.org/10.1016/j.sbspro.2013.01.113>
- Maximilian, A. (2020). Translation ability, reading habit, and reading skill in vocational school students in Indonesia: A correlation. *Journal of English Teaching and Applied Linguistics*, 1(1), 19–27.
- Menggo, S., & Darong, H. C. (2022). Blended learning in ESL/EFL class. *LLT Journal: A Journal on Language and Language Learning*, 25(1), 132–148. <https://doi.org/10.24071/llt.v25i1.4159>
- Menggo, S., Suastra, I. M., & Padmadewi, N. N. (2019). Self-recording videos to improve academic English-speaking competence. *The Asian EFL Journal*, 25(5.2), 133–152.
- Nunan, D. (2004). *Task-based language teaching*. Cambridge University Press.
- Patel, M. F., & Jain, M. P. (2008). *English language teaching (methods, tools and technique)*. Sunrise.
- Pham, C. T. K. (2017). Reading comprehension and translation performance of English linguistics students of Hung Vuong University: A correlational study. *International Journal of English Language & Translation Studies*, 5(3), 79–85.
- Prior, A., Goldina, A., Shany, M., Geva, E., & Katzir, T. (2014). Lexical inference in L2: Predictive roles of vocabulary knowledge and reading skill beyond reading comprehension. *Springer of Reading and Writing Journal*, 27(8), 1467–1484. <https://doi.org/10.1007/s11145-014-9501-8>
- Qanwal, S., & Karim, S. (2014). Identifying correlation between reading strategies instruction and L2 text comprehension. *Journal of Language Teaching and Research*, 5(5), 1019–1032. <https://doi.org/10.4304/jltr.5.5.1019-1032>
- Rushwan, I. M. H. (2017). The role of translation in developing ESP learners' reading comprehension skills- a case study of medical students at Najran University-KSA. *International Journal of Applied Linguistics and English Literature*, 6(3), 243–253. <https://doi.org/10.7575/aiac.ijalel.v.6n.3p.243>
- Safura, S., & Helmanda, C. M. (2020). The analysis of English department students' ability in mastering reading text of Muhammadiyah Aceh University. *Getsempena English Education Journal*, 7(1), 170–182. <https://doi.org/10.46244/geej.v7i1.990>
- Sarjan, N., & Mardiana, M. (2017). An analysis on the English teachers strategies in teaching reading comprehension SMP 1 of Wonomulyo. *ETERNAL (English, Teaching, Learning, and Research Journal)*, 3(2), 151–160.
- Schellings, G. L. M., H.A.M., B., Hout-Woters, V., Veenman, M. V. . J., & Meijer, J. (2013). Assessing metacognitive activities: The in-depth comparison of a task-specific questionnaire with think-aloud protocols. *European Journal of Psychology of Education*, 28(3), 963–990. <https://doi.org/10.1007/s10212-012-0149-y>
- Syakur, A., Azis, R., & Sukarsih, S. (2020). Developing reading learning model to increase reading

skills for animal husbandry students in higher education. *Britain International of Linguistics Arts and Education Sciences Journal*, 2(1), 484–493. <https://doi.org/10.33258/biolae.v2i1.220>

Syarif, H. (2017). Engaging students in learning English syntax through text analysis. *International Conference on English Language and Teaching*, 110, 192–198. <https://doi.org/10.2991/iselt-17.2017.34>

Tolhah, M., & Sugirin, S. (2021). Think aloud method: Is it effective in enhancing Indonesian EFL students' reading comprehension skills? *Indonesian Journal of EFL and Linguistics*, 6(1), 47–62. <https://doi.org/10.21462/ijefl.v6i1.341>

Wang, Y. H. (2016). Reading strategy use and comprehension performance of more successful and less successful readers: A think-aloud study. *Educational Sciences: Theory & Practice*, 16(5), 1789–1813. <https://doi.org/10.12738/estp.2016.5.0116>

Wibowo, Y. E. W., Syafrizal, S., & Syafryadin, S. (2021). An analysis on English teacher strategies in teaching reading comprehension. *Journal of Applied Linguistics and Literacy*, 4(1), 20–27.



Chrismayani Unmas <chrismayani@unmas.ac.id>

[VELES] Proofreading Request (Author)

1 message

Maman Asrobi <mmnasrobi@gmail.com>
To: Mrs Ni Wayan Krismayani <chrismayani@unmas.ac.id>
Cc: Siti Maysuroh <sitimaysuroh947@gmail.com>

Mon, Oct 24, 2022 at 1:57 PM

Mrs Ni Wayan Krismayani:

Your submission "Think-Aloud Protocol Analysis: Revealing The Student's Problem in Reading Comprehension" to VELES: Voices of English Language Education Society now needs to be proofread by following these steps.

1. Click on the Submission URL below.
2. Log into the journal and view PROOFING INSTRUCTIONS
3. Click on VIEW PROOF in Layout and proof the galley in the one or more formats used.
4. Enter corrections (typographical and format) in Proofreading Corrections.
5. Save and email corrections to Layout Editor and Proofreader.
6. Send the COMPLETE email to the editor.

Submission URL:

<http://e-journal.hamzanwadi.ac.id/index.php/veles/author/submissionEditing/5782>

Username: krismayani

Maman Asrobi
Universitas Hamzanwadi
Phone 081997952598
mmnasrobi@gmail.com

VELES<http://e-journal.hamzanwadi.ac.id/index.php/veles>