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Improving Reading Comprehension Through Think-Aloud Strategy

Dermaelyn J. Presores, Jose G. Tan, Jr.

University of Southeastern Philippines, Philippines

djpresores@gmail.com, josejr.tan@usep.edu.ph

Abstract. Reading comprehension has been one of the most predominant issues especially in the field of language teaching. Hence, this research study explored the use of the Think-Aloud strategy as an intervention in improving the reading comprehension of Grade 7 students of Tagum City National Comprehensive High School. Specifically, this study seeks to determine the significant difference between the mean scores of the experimental and control groups in reading comprehension. In addition, this study employed the quasi-experimental design wherein respondents were chosen through random sampling. T-test for independent and dependent samples was utilized to determine the significant difference between the levels of reading comprehension of the control and experimental groups. Further, the researcher made use of lesson designs for the experimental group, and the daily lesson logs for the control group. The result of this study shows that there is no significant difference between the pretest mean scores of the experimental and control groups. However, after administering the post-test, both groups differed significantly, and it was the experimental group that performed better than the control group. Given all these statistical results, it was evident that the Think-Aloud strategy helps the students improve their reading comprehension. In line with the research findings, the researcher recommends elementary teachers who desire to conduct a research study may further investigate other Think-Aloud techniques in order to build more meaningful learning foundations for their learners necessary to enhance their reading comprehension as they reach a higher level of education.

Keywords. Think-Aloud Strategy, Metacognition

I. Introduction

Reading is the ability of an individual to interpret written symbols and comprehend printed materials (Johnson, 2017). Considering this, reading is one of the most essential skills that every person must possess in the field of academe (Olivia & Gordon, 2012). This is because this skill has become a basic part of our day-to-day living. However, Ness (2011) stressed that the majority of the students were still in-depth struggle to develop their reading skills regardless of their importance in the educational setting. Hence, poor reading comprehension becomes a perennial problem around the world.

According to the U.S. Department of Education in 2015, only 36% of fourth and 34% of eighth graders in the United States scored above proficiency in reading comprehension tests by the end of the school year. Mody (2016) saw the same scenario in India when only 11% of

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students scored 75% and above in reading comprehension tests in 2015. This is according to the survey conducted by the National Council of Education Research and Training. Moreover, the Philippines has also manifested serious problems with poor reading comprehension among the students when it ranked last among 79 countries in the recent result of the Programme for International Student Assessment (PISA) in 2018. The result further revealed that most Filipinos who took the said examination were Grade 9 learners (Merez, 2019). The Department of Science and Technology (DOST) and Department of Education (DepEd) Science Education Institute (SEI) pointed this out whereby they aptly expressed that the perennial problem of reading comprehension is one of the key factors that resulted in the poor performance of students in the National Achievement Test (Rimando, 2006).

Specifically, in San Isidro National High School, Antipolo City, through the Pre-Reading Inventory, almost 70% of the Grade 7 students were identified as having problems with reading comprehension skills, which is truly alarming (Ata & Edillo, 2020). Furthermore, according to the Philippine Department of Education Secretary Leonor M. Briones, the problem in Bicol is not all about literacy but the poor reading comprehension among 70,000 students who took the pretest which was administered last 2019 in the recent Philippine Informal Reading Inventory (Phil-IRI) assessment (Salaverria & Adonis, 2020).

The same scenario is reflected locally. Specifically, in Tagum City National Comprehensive High School (TCNCHS), 3, 496 junior high school students took the Philippine Informal Reading Inventory (Phil-IRI) pretest last school year 2017-2018. The result shows that 58.37% of Grade 7 were identified with frustration level and got the highest percentage among all other year levels in their Phil-IRI assessment (Tagum City National Comprehensive High School, Phil-IRI Result, 2018). As a result, experts in language teaching and various researchers strongly suggested reading strategies as an antidote to alleviate the problem of reading comprehension. This is where the Think-Aloud strategy is thought of and employed. Fisher, Frey, and Lapp (2011), as well as Ness (2016), have suggested that using the Think-Aloud strategy has a positive effect on the influence of students' achievement, specifically on their reading comprehension. The above-mentioned concept has been supported by (Farr & Connor, 2015), who emphasized that the main purpose of the Think-Aloud strategy is to help learners improve their reading comprehension. In particular, this strategy is employed by using context clues, summarizing, paraphrasing, making inferences, making predictions, and visualizing (Bentley, 2012; Block & Israel, 2004).

Furthermore, in this research study, the Think-Aloud strategy will be implemented throughout the lesson presentation using a 4-A model lesson design. Other researchers may not have investigated this. Hence, filling the knowledge gaps, which would consequently change the way lessons improve reading comprehension are delivered. Thus, the researcher has this strong desire to urgently conduct this research study to solve the said problem, specifically to the school where she belongs. Through this, she may provide a solution to the said problem through this present investigation. As this research study aims to assist the students to enhance their reading comprehension, they shall be able to perform better academically.

This research study is anchored on the Intervention Theory and Method by Argyris (1970), which states that certain problematic situations need effective intervention to develop desired outcomes. In the context of education, one of the most perennial problems that educators face is the problem of poor reading comprehension as experienced by the students. In line with the aforementioned theory, such difficulty is an example of a problematic situation that transparently needs an immediate and effective intervention. Within the parlance of this research study, the researcher, also a teacher, used the Think-Aloud strategy to help secure

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desired outcomes to the alarming result in reading comprehension of the recently conducted Philippine Informal Reading Inventory (Phil-IRI) assessment. Argygis further posits the idea of an intervention to work in educational development, and there is a need for it to be effective, useful, and appropriate. Hence, the use of treatment, which is the Think-Aloud strategy, to the experimental group is indeed useful, especially in helping the students enhance their reading comprehension.

Anent to the theory of Argyris, there is also a supporting theory of Metacognition proposed by Flavell (1979), which views metacognition as learners' knowledge of their own cognition. In this theory, the reader can use his metacognitive knowledge and evoke conscious and deliberate strategies to understand the text. The theory is further explained by Raihan (2011), who said that metacognition enhances learning. On this note, the Think-Aloud strategy involves learning whereby one is in control of his/her own cognition process. Wilhelm (2001) expressed that the Think-Aloud strategy allows the readers to share their reading procedure. Another supporting theory is Vygotsky's Zone of Proximal Development (ZPD), wherein the students need the help of the teacher in order for them to carry out the task. In order for learning to take effect in such a meaningful way, the scaffolding of the teacher plays an important role. The teacher's task as facilitator of knowledge comes in as he/she offers support. As a result, students will learn more and better when guidance is provided by the teacher (McLeod, 2019). Furthermore, this study was also anchored on the DepEd Order No. 14, series of 2018, wherein the Department of Education imposes the administration of the Revised Philippine Informal Reading Inventory (Phil-IRI) to all public schools nationwide. Concurrently, this also served as a classroom-based assessment tool that aims to measure and describe the learners' reading performance in both English and Filipino languages in oral reading, silent reading, and listening comprehension.

The major key concepts in this study are the Think-Aloud strategy and Reading Comprehension. This section shows the conceptual framework of the study, which depicts the relationship of the different variables used in this present investigation. This study made use of Think-Aloud as an intervention in learning. In this intervention, techniques such as using context clues, paraphrasing, summarizing, making inference, making prediction, and visualizing were employed by Bentley (2012) and Block and Israel (2004). The same techniques were included in the Grade 7 learning competencies of the Department of Education. The intervention process involves the seven (7) steps proposed by Wilhelm (2001). These were incorporated in the 4-A model lesson design. This model focuses on key concepts: *Activate Prior Knowledge, Acquire New Knowledge, Application, and Assessment*. Each concept is important for the success of the learning process. It is worth noting that the four major key concepts of the 4-A model lesson were employed in the Think-Aloud strategy. This makes the study unique.

Another important variable in the study is the reading comprehension. In this study, it refers to the simultaneous extracting of meaning from the text being determined through a reading comprehension test (pretest & posttest). This test consisted of techniques such as using context clues, paraphrasing, summarizing, making inference, making prediction, and visualizing. This is supported by McLaughlin (2012), who said that reading comprehension refers to the ability of the readers to create links between what they previously knew and understanding the author's point of view. In simple layman's terms, reading comprehension results from the interaction between the writer's mind and the reader's. Specifically, this study is intended to measure the use of the Think-Aloud strategy as an intervention in reading comprehension of the heterogeneous Grade 7 students of Tagum City National Comprehensive

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High School. In order to measure this, the researcher-made reading comprehension pretest-posttest was employed. Figure 1 further shows the variables used in the study.

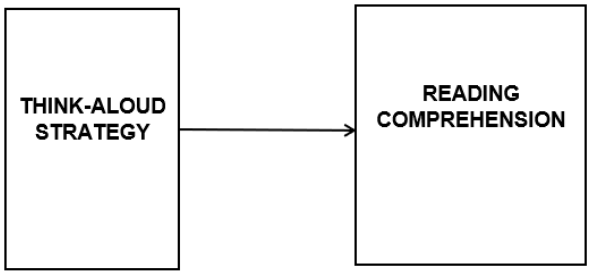

Figure 1. Conceptual Framework Showing the Variables of the Study

The purpose of this study made use of the Think-Aloud strategy as an intervention in reading comprehension of Grade 7 students in Tagum City National Comprehensive High School S.Y. 2019-2020. Specifically, this sought to answer the following queries: 1. What are the pretest mean scores of the experimental and control group in reading comprehension regarding using context clues, summarizing, paraphrasing, making inference, making prediction, and visualizing? 2. What are the posttest mean scores of the experimental and control groups in reading comprehension in terms of using context clues, summarizing, paraphrasing, making inference, making prediction, and visualizing? 3. What are the mean gain scores of the experimental and control groups in terms of pretest and posttest? 4. Is there a significant difference between the mean scores of the experimental and control groups in reading comprehension in pretest and post-test? 5. Is there a significant difference between the pretest and post-test mean scores of the experimental and control group in reading comprehension? 6. Is there a significant difference between the mean gain scores of the experimental and control groups in reading comprehension?

II. Method

This study employed the quasi-experimental design wherein Pretest-Post-test Nonequivalent Groups Design is involved. This is conducted in two (2) sections of Grade 7 in Tagum City National Comprehensive School, Tagum City, Davao del Norte, where one section is randomly selected as the experimental group while the other as the control group. The experimental group received the treatment specifically on the infusion of Think-Aloud strategy throughout this study. During the treatment period, the program was divided into sessions, which covers the whole grading period. Hence, to adhere to this study's impartiality, the researcher used the same reading passages for the experimental and control groups, which is based on the English 7 Learners Materials provided by the Department of Education (DepEd).

The reading comprehension of the two groups was measured before and after the reading intervention. Furthermore, this study aimed to determine whether or not the Think-Aloud strategy is a means to improve the reading comprehension of students. Random sampling was employed in this study. The respondents involved came from the two (2) sections of Grade 7 of Tagum City National Comprehensive High School. Assigning of section, whether control or experimental group was done through toss coin. The first class (Section Sunflower) has forty (40) students while the second class (Section Jasmin) has thirty nine (39) students. All in all, the study utilized a total of 79 students who were distributed in two sections.

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It is important to note that the arrangement of sections was done by the grade level head wherein heterogeneous grouping of students was used. This simply means that each section comprises students having grades below and above 75. Furthermore, to prove this assumption, tests for normality and homoscedasticity were conducted. After the statistical procedure, the data showed that the two groups (Experimental and Control Group) are homoscedastic and normal. Table 2.1 presents the distribution of subjects in the study course.

The utilization of different research instruments was used by the researcher throughout the conduct of this study. The first instrument that the researcher used was the researcher-made reading comprehension pretest-posttest, which was based on a specified Table of Specifications (TOS). This researcher-made test is intended to measure the learners' reading comprehension. It is divided into six parts. The first and second parts include: *Using of Context Clues,* and *Summarizing a Text.* The remaining four tests comprised the following: *Paraphrasing a Text, Making Inference, Making Prediction,* and *Visualizing.*

The research instrument was first subjected to three expert validators for face and content validation. After thorough analysis and checking, the corrections and suggestions made by the experts were included in the revision. Furthermore, this research instrument was also subjected for pilot testing in Tagum City National Comprehensive High School in order to ensure its validity and reliability. The administration of the pilot test used different set of Grade 7 learners who were not respondents. Conducting the pilot test in the same school was used to ensure that the respondents are similar as possible to the target population (Peat, Mellis, Williams & Kuan, 2002). The statistical result then shows that the researcher-made reading comprehension test has passed the reliability test with 0.794 using Cronbach's Alpha statistical tool.

In interpreting the mean scores of the students, the researcher adopted the grading system of the Department of Education specifically under DepEd Order No. 8 series 2015. The mean scores are categorized into five groups with corresponding level of proficiency. Furthermore, the aforementioned DepEd Order uses descriptive qualifying statements in order to adhere impartiality and to easily interpret the students' level of proficiency.

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III. Results and discussions

A. Think-Aloud Techniques Pretest Mean Scores of Experimental and Control Groups

In the Think-Aloud Techniques Pretest mean scores of experimental and control groups, it was shown that both groups had low scores in using context clues, summarizing, paraphrasing, and making predictions. This implies that the control and experimental groups have difficulty in these tests compared to making inference and visualizing. It is, therefore, evident that the students find it hard to analyze the meaning of the words even if they were taught the skill to use context clues. This is supported by the assertion of Carnine, Silbert, Kameíenui, and Tarver (2010), who pointed out that the inability of the learners to decode embedded concepts or use context clues in the texts will cause frustration and anxiety. Hence, such difficulty will lead to poor performance in reading comprehension.

The result further suggests that the Grade 7 students have a limited vocabulary in store in their minds. More so, Gunning (2002) emphasized that the students will not understand the selection if they cannot comprehend at least 95% of the words in the text. This is further elaborated by Pressley (2002), who also asserted that their lack of vocabulary disrupts reading comprehension.

In summarizing, both groups scored low on this test. This implies that they have struggled to extract essential ideas from the selection. Furthermore, the aforementioned statistical result was supported by Valinda (2018), who explained that summarizing is one of the most complex strategies for teachers to instruct since summarizing has to be repeatedly modeled. This is because summarizing requires careful and thorough analysis in extracting large amounts of information into its most essential parts. Hence, the result clearly suggests that summarizing is indeed a difficult skill to master for Grade 7 students.

In addition, the same problem is depicted in paraphrasing when both groups scored low on this test. This implies that the students have difficulty paraphrasing a sentence or paragraph. It suggests that paraphrasing is difficult for most students, especially in learning English. Liao and Tseng (2010) affirmed that graduates and undergraduate English Foreign Learners (EFL) failed to produce acceptable paraphrasing texts much more in Grade 7 students. The above-mentioned research findings further suggest that even college students find paraphrasing challenging to master, more so with high school students. Lastly, both groups scored low in making prediction tests. This means that the students have difficulty in making prediction, thus resulting to low reading comprehension.

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On the other hand, both groups have manifested a good performance in visualizing and making inference in their pretests. This implies that they find it easier to visualize and make inferences as they think-aloud in enhancing their reading comprehension. This result coincides with the assertion of (Devanesan, 2018) which states that when the teacher uses visualizing technique, the students will find it easier to understand the passage of the lessons. This also suggests that the use of visualization technique in the classroom is an excellent approach in helping the learners learn effectively and even enjoy what they are reading.

Furthermore, the positive result in Test IV which is Making Inference accords to the notion of Oakhill and Cain (2018) who emphasized that making inference will help the readers improve their reading comprehension. Hence, the infusion of such technique in the class enhances the ability of the students to connect gaps of information which will help the learners understand better the text.

To sum it up, a mean score of 74.60 was obtained by the experimental group. In contrast, the control group got 73.51 with a verbal interpretation of fairly satisfactory and "did not meet expectations" respectively. The overall result of the pretest mean score of each technique of both groups implies that they have manifested almost the same level of performance in their reading comprehension. This means that there was no drastic change to the mean scores of the control and experimental groups, since the infusion of the reading intervention is not yet employed on this phase.

B. Think-Aloud Techniques Posttest Mean Scores of Experimental and Control Groups

Results in the Think-Aloud Techniques Posttest mean scores of experimental and control groups show that the experimental group performed better in Test I (Using Context Clues) and Test II (Summarizing) than the control group. This means that the experimental group has performed better in these tests than with the other group. On the other hand, in Test III (Paraphrasing), the experimental group still has the highest mean score than the control group. It was also evident that the experimental group improved its respondents' scores in this test right after the intervention. This signifies that the experimental group outshined the control group. In addition, in Test IV (Making Inference), the experimental group still scored the highest compared to the control group. The experimental group has also showcased drastic improvement from their pretest to posttest results. The control group, on the other hand, has only manifested slight improvement. This suggests that the experimental group have improved their reading comprehension right after the intervention was made, unlike with the control group.

Moreover, in Test V (Making Prediction), the experimental group got the highest posttest mean score compared to the control group. It was also revealed that the experimental group increased their scores after taking their posttest in this technique. Meanwhile, the control group has only manifested a slight increase in their mean scores. Lastly, in Test VI (Visualizing), the experimental group got the highest mean scores in their posttest among all other Think-Aloud techniques and improved their scores right after the treatment. The control group has also improved their mean scores in this test. This means that although both groups have improved their mean scores, it was still the experimental group that performed better than the control group.

Furthermore, comparing the post-test results, both groups still have difficulties using context clues and summarizing. This is a clear implication that the students have greatly struggled with these techniques, which further need an in-depth and thorough discussion and

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exercises focusing on using context clues and summarizing as they use the Think-Aloud strategy. However, there was a drastic change from the experimental group's scores in paraphrasing, making inference, making prediction, and visualizing. In paraphrasing, the experimental group improved their assessment result from 69.55 to 75.95 mean score; the same thing happened in making inference which showcased a drastic change in their pretest result from 76.43 to 81.35 mean score in post-test. In addition, the experimental group has also improved their test result in making prediction from 74. 43 to 78.20 mean score. Lastly, among all the parts of the test, the experimental group got the highest result in visualizing and has increased its mean score from 86.75 to 90.83 mean score in the post-test. This is a strong implication that right after the reading intervention, the respondents in the experimental group improved their mean scores in paraphrasing, making inference, making prediction, and visualizing. This means that it helped the learners enhance their reading comprehension.

To sum it up, the reading comprehension posttest's overall mean score revealed that the experimental group got a mean score of 78.93 with a descriptive equivalence of fairly satisfactory. On the contrary, the control group obtained an overall mean score of 74.08 with a verbal interpretation of "did not meet expectations." This means that the experimental group performed better compared to the control group. In conclusion, the improvement of the scores of the experimental group right after the intervention has been supported by Actifa (2015) of Indonesia, who also investigated the Think-aloud strategy's effectiveness on the learners' reading comprehension. Another research finding to support the result of this study was explored by Sulak & Sonmez (2018), who investigated the effect of using the Think-Aloud strategy on the reading comprehension skills of 4th Grade Primary School students. The research findings further revealed that the experimental group performed better right after the intervention was given than the control group who did not receive the treatment. Indeed, it shows the same pattern of results. This means that the Think-Aloud strategy's inclusion improves the students' reading comprehension compared to the non-inclusion of the reading strategy in the class.

C. Pretest and Posttest Mean Scores of Experimental and Control Groups

Results of the pretest and posttest mean scores of both groups in reading comprehension show that the experimental group got the highest mean score in the posttest. In contrast, the same group ranked second with the exact verbal equivalence. This entails that the students at this level possess the minimum knowledge skills and core understanding but need help throughout the authentic tasks performance. This is based on the policy guidelines on classroom assessment for the K to 12 Basic Education Program under DepEd Order No. 8 series 2015. Meanwhile, the control group in the pretest and posttest scored the least compared to the other group with a verbal equivalence of "did not meet expectations." This means that the students at this level struggle with their understanding, prerequisite, and fundamental knowledge and/or skills that have not been required or developed adequacy to aid understanding.

The result of the pretest and posttest mean scores between the two groups indicates that the experimental group. However, they performed better than the control group but still needed guidance and assistance to carry out authentic performance tasks. It was also evident that after administering the posttest, there was a drastic change in mean scores, specifically in the experimental group. This is a complete manifestation that after integrating the treatment, it has significantly created a positive effect on the mean scores of the experimental group compared to the control group, which got the least mean score. This statistical result has been supported by Grellet (2010), who emphasized that as the students read, metacognition happens, such as

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guessing, predicting, checking, and asking oneself questions, which are all part of the Think-Aloud strategy.

Furthermore, Bentley (2012) and Block and Israel (2004) cited the techniques involved in the Think-Aloud strategy, such as making predictions, visualizing, making inferences, summarizing, paraphrasing, and using context clues in their classroom will help the students easily comprehend the text they are reading. This is further elaborated by the research study of Yusuf et al. (2018), which proved the effectiveness of Think-Aloud techniques to the Grade 8 students of Junior High School in Banda Aceh. Their study aimed to investigate this strategy's effectiveness, specifically its indicators such as identifying the main idea, supporting details, references, making inferences, and interpreting vocabulary. The study employed the pretest and posttest design. The result shows that the mean scores from the pretest to the posttest have improved. This means that using the Think-Aloud Techniques such as paraphrasing, making inferences, making predictions, and visualizing has contributed much to improving the mean scores of the experimental group.

The results concurred with the experimental study of Alaraj (2015) on the effectiveness of the Think-Aloud strategy in improving the English reading comprehension of Grade 9 students in Saudi Arabia. The result shows that the experimental group had consistently high scores compared to the control group, which did not display a greater improvement rate. This implies that the students understand the texts better if the Think-Aloud strategy is incorporated. Hence, such a strategy employed in this study has a positive contribution in improving the reading comprehension of the Grade 7 students of Tagum City National Comprehensive High School.

D. Mean Gain Scores of Experimental and Control Groups

Results of the pretest and posttest mean gain scores of both groups show that the mean gain score of the experimental group in the reading comprehension test was higher than the mean gain score of the control group. However, the data also revealed only a 0.57 increase in their mean scores from the pretest to the posttest in the control group.

On the other hand, there was only a slight difference in their pretest and posttest mean scores in the experimental group. This clearly implies that although there was already an intervention used in this group, it still needs more than just a Think-Aloud strategy. It also signifies that the educational foundation of the Grade 7 students is not strong enough to carry out advanced skills in reading comprehension. These findings concurred with the recent problem of poor reading comprehension at the elementary level, specifically in the Bicol region. It was revealed that 18,143 who came from Grades 3 to 6 have difficulties understanding the text based on the results of the Philippine Informal Reading Inventory (Phil-IRI) pretests administered in July and August 2019 (Salaverria & Adonis, 2020).

The aforementioned affirmation was also supported by Dao-Wan (2020), who emphasized that there were still Junior high school students at higher levels with difficulty in reading comprehension. Hence, reading strategies must be applied effectively, especially among frustration-level learners in elementary students, to be equipped with the reading skills necessary to enhance their reading comprehension as they reach a higher level of education.

E. Independent Samples Test of the Pretest Mean Scores of Experimental and Control Groups

Based on the computed data, there is no significant difference between the pretest mean scores in the experimental and control groups. This clearly means that the experimental and

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control groups during the pre-assessment period have manifested some conditions that led to the aforementioned statistical findings. In particular, such underlying conditions were the manifestation of having the same groupings of students based on their academic grades, and the infusion of the Think-Aloud strategy has not yet been implemented during this period. As a result, both groups scored almost the same in their pretest.

Furthermore, the result also indicates that the study groups exhibited comparable characteristics and, therefore, were suitable for the study. This means that there is no problem with the random assignment procedure. This statistical result has been supported by the recent research study of Iraqi (2019) on the *Think-Aloud strategy's effectiveness on Reading Comprehension in 6th Grade Students.* It was revealed that the control and experimental groups almost scored the same in their pretest results. This implies that both groups are comparable to the said research study.

F. Independent Samples Test of the Posttest Mean Scores of Experimental and Control Groups

Based on the result, the t-value exceeds the boundary set in this study. This means there is a significant difference between the mean scores of the post-test in experimental and control groups, thus rejecting the null hypothesis in favor of the alternative hypothesis. This statistical result clearly implies that upon the infusion of the intervention, the scores in the experimental group improved after administering the posttest. On the contrary, the posttest result in the control group shows no improvement in scores compared to the experimental group. This means that the control group has manifested no drastic change in scores compared to its pretest result since no intervention was used in this group. Thus, the intervention used in this research study, which is the Think-Aloud strategy, contributes a positive result toward the reading comprehension of the students compared to those who did not receive the treatment.

This further conforms to Gilliam and Robinson (2009) assertions, who researched the effectiveness of the Think-Aloud strategy, wherein sixty-six children who were in the fourth grade were placed in three different experimental groups: *the think-aloud group, the directed reading-thinking group, and the directed reading group.* The results show that the first group, which is the think-aloud group, was able to display better comprehension in reading compared with the other groups. The previously mentioned research study was also supported by Jennifer et al. (2010), who revealed that reading strategies such as the Think-Aloud strategy are major influences on reading comprehension. Indeed, such a strategy really helps the readers understand the text better.

IV. Conclusions

This study aimed to analyze the positive effect of the Think-Aloud strategy in improving the reading comprehension of the Grade 7 students of Tagum City National Comprehensive High School. The following are the conclusions of this study: 1. There is no significant difference between the pretest mean scores of the experimental and control groups. However, after administering the post-test, both groups differed significantly, and it was the experimental group that performed better than the control group. This can be attributed by the intervention made through the use of the Think-Aloud strategy; 2. There is a significant difference between the pretest and posttest mean scores of the experimental group. Contrary to the result mentioned above, there was no significant difference between the pretest and posttest mean scores of the control group. Thus, based on the result of the paired sample tests, it was revealed that the experimental group outperformed the control group; and 3. Analyzing the mean gain score of

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the experimental and control groups shows that the experimental group got the highest mean gain score compared to the control group. Furthermore, the experimental group manifested improved reading comprehension right after receiving the treatment compared to the control group. This can be attributed to using techniques such as using context clues, summarizing, paraphrasing, making inferences, making predictions, and visualizing.

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