

## The Effect of Metacognitive Think-Aloud Strategy on Form 1 Pupils' Reading Comprehension Skills via DELIMa Platform

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**Abstract :** Reading comprehension requires the formation of an articulate mental representation of the information in a text. It involves three interdependent elements—the reader, the text, and the activity, all situated into an extensive sociocultural context. Incorporating metacognitive think-aloud strategy into teaching reading comprehension would improve learners' reading comprehension skills as it helps to monitor their thinking as they read. Furthermore, by integrating Digital Educational Learning Initiative Malaysia (DELIMa) platform in teaching reading comprehension, it can make the process interactive and fun. A quasi-experimental one-group pre-test post-test design was used to identify the effectiveness of using metacognitive think-aloud strategy via DELIMa platform in improving pupils' reading comprehension performance and their perceptions towards reading comprehension. The participants of the study comprised 82 of form 1 pupils from a secondary school in Pasir Gudang, Johor, Malaysia. All participants were required to sit for pre-and post-tests to track their reading comprehension performance and perceptions. The findings revealed that incorporating metacognitive think-aloud strategy is an effective strategy in teaching reading comprehension as the performance of pupils in reading comprehension and their perceptions towards reading comprehension were improved during the post tests. It is hoped that the findings of the study would be useful to the teachers incorporating the same strategy in teaching to improve pupils' reading skills. It is suggested that future study should involve the motivation factor of the participants on incorporating think-aloud strategy into teaching reading comprehension as well.

**Keywords :** DELIMa Platform, ESL Learners, Metacognitive Strategy, Pupils' Perceptions, Reading Comprehension, Think-Aloud Strategy

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