

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, formulation of the problems, objective of the study, significance of the study, scope and limitation of the study, hypothesis of the study, definition of key terms.

A. Background of the Study

Public awareness on the importance of English as the main means of communication in this global era has been increasing. In Indonesia, using and learning two or three languages among students and English lectures, with English as third language (L3) or foreign language (FL), and Javanese as the mother tongue or first language (L1) AND Indonesian as a second language (L2) have received considerable attention. In general, the context of English language learning and teaching (ELLT), and the goal of teaching English is to develop students' communicative competence, that is, to gain substantial ability to communicate in a variety of communicative situations (Nurhayati et al, 2018). One of the communicative competence is reading skill.

Reading skill is one of four language skills in English beside listening, speaking, and writing. Reading ability is needed by the students for facing both local and national tests of English tested in written form, so that teaching reading should be learned earlier since kindergarten until the higher education level. According to Grellet (2000) reading is a constant process of guessing, and what one brings to the text is often more important than what one finds in it. This is why, from the very beginning, the students should be taught to use what they

know to understand unknown elements, whether these simple words. Kennedy (2001) defines that reading is the ability of an individual recognizing a visual form to associate the form with the sound and or meaning acquired in the past, and, on the past experience, understand and interpret its meaning. Based on the explanation, reading is an individual ability in understanding and finding the message written by the author.

Reading is often considered as the difficult skill. The students cannot get the reading achievement which is the most important aspect in reading comprehension, especially in English. This is the duty for teacher to solve the problem. They have to show how to teach reading as well so the students can understand the reading material given. It is very important for increasing the knowledge of the learners. Reading is a skill in a language that is applied to English lesson especially for senior high school. It is important as the preparation of the National Examination. The students have to answer the questions related to the reading materials, such as: topic of paragraph, main idea, etc. The reading material for senior high school is genre such as recount text and descriptive text.

According to Kai-fat and Fleming (2001:3), "Reading aloud is a habit, which undoubtedly can make you are slow reader. The eyes can read and the brain can understand up to about 800 words per minute. But most people can only speak at least than 200 words per minute. It means that when readers use this way to read, they do two activities during reading text. The first, they understand content of text and they move their lip to read text. Dealing with the difference of time in understanding the words and speaking capability, reading aloud slow down the

reading speed because readers speak. The activity move lip, even though it is not reading aloud can prevent rapid reading”.

During teaching reading, teachers need a method that is suitable with the students so they can catch the learning goal. Anthony (2009:15) defines method as “an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon the selected approach”. Based on the explanation, selecting the teaching method is very important in which it must be suitable to the characters of students.

Research is also needed on what makes some students more effective independent word learners than others. Some of the contributing factors, such as language proficiency and existing vocabulary and background knowledge, are obvious. Beside viewing the reading ability of each student, the teacher must be a monitor for the student progress. Progress of the students can be seen after taking assessment; here the teacher gives feedback to the student’s assessment. The important thing in evaluation, the teacher has passing grade in teaching reading. From the assessment, the teacher understands the ability of each students so that the teacher knows the problems during teaching-learning process of reading, and the teacher can choose problems solving as soon as possible. Playing games in the classroom can enormously increase students’ ability in using language because students have a chance to use language with a purpose in the situations provided. It is also supported by Nurhayati (2008a) who indicates that the frequency of conducting various games could make the students more enjoyable to study

English especially reducing their burden to join activities. The students were very energetic and they needed some activities that could make them move.

SMK ISLAM 1 Durenan is a school of senior high school in Trenggalek. This school building is very good. But, there are many failed students who study there. To reach the failed achievement in teaching-learning process in SMK ISLAM 1 Durenan especially teaching reading for the tenth grade, the teacher must choose the suitable method for the students. To apply the teaching method, the teacher must understand the some aspects such as the student's background, the student's ability, and the media used during the teaching-learning process.

In this research the reading material given by the teacher is genre such recount text and descriptive text taken from the textbook and internet. In applying the teaching reading method, the teacher uses a lot of the mother language in giving material to make the students easier to understand. In this research the writer wants to know how the teacher gives the material with the teaching reading method and the problem faced during teaching reading in the classroom. Based on observation and interview with the teacher and students, the researcher found problem highlighted in this study the low of reading skill of the students at SMK ISLAM 1 Durenan Trenggalek more difficult appear from the students that is the students' difficulties to understand about meaning in the text and the lack of vocabulary. Moreover, many the students lack mastery of vocabulary or only some the students memorize about vocabulary. The result of observation on February, 6th 2019, the teacher teaches English to students seriously, but the students not pay attention. If the teacher give the lesson the students noisy and

they do not pay attention with explanation the lesson from the teacher. The teacher not only apparently conduct approach to the students but oftentimes and the result is constant however, the lesson can run well.

Learning English meant learning the elements and skills in the language. Vocabulary, pronunciation, grammar, and spelling are language elements, while language skills are listening, writing, reading and speaking. In the process of learning a foreign language, the ability to understand the language greatly depends on one's knowledge of vocabulary besides the other elements of language itself. Therefore, vocabulary is one of the important language elements that learners must master (Nurhayati, 2015).

Some previous studies were conducted related to Think Aloud Strategy (Regina, 2007; Carl Bereiter, 1985; Tracey Smith, 2000; Khaled Barkaoui, 2011; Rita, 2014; Maggy, 2005; Ellen Block, 1986). Regina (2007), found Twenty-seven middle school English learners participated in a study to determine the efficacy of the Think Aloud Strategy, one of several cognitive strategies created to help students strategically negotiate appropriate meaning from text. Students were grouped by level English-language proficiency and were administered a reading comprehension pre-test. They were then taught how to use the Think Aloud Strategy and were administered a post-test to assess the strategy's on their reading comprehension. Another study conducted by Carl (1985), who examined analysis of protocols from adult thinking aloud while reading identified four potentially teachable strategies. In a teaching experiment involving 80 students in Grades 7 and 8. So, advantages from this theory were found in both target strategy

acquisition and reading comprehension for a treatment that combined thinking-aloud strategy modeling and practice with instruction in identification and use of the target strategies. While, the lack from this theory is neither strategy modeling and practice alone, nor question-answer comprehension activities, were effective.

Meanwhile, another study conducted by Smith (2000) who focused on the framework characteristic students and teachers as co-learned in the classroom environment, and is the result of a school or university partnership. The partnership explored pedagogical practices using “accounts of practice” that are based on teachers’ perceived reality, grounded in classroom contexts and viewed through the conceptual lenses of a researcher. The pedagogical framework contributes to a growing body of empirically based knowledge that seeks to bridge the gap between theory and practice in mathematics education. Another study conducted by Khaled (2011) who concerned to Think-aloud protocols (TAPs) are frequently used in research on essay rating processes. However, there are very few empirical studies of the completeness of TAP data and the effect of this technique on rater performance (i.e., rating processes and outcomes). This study aims to start to address this research gap. Another study conducted by Rita (2014) who examined intended for scholars who are interested in planning and conducting design and development research. It is written for experienced researcher, as well as those who are preparing to become researchers. She made two main assumption about our audience while writing this book. First, we should be familiar with concepts and methods. The book is intended to supplement a standard research methods text, not replace it. Second, you should have

knowledge related to processes and models of design and development. Another study conducted by Maggi (2005) who observed three approaches to teaching and learning are introduced. Each approach has its relative merits and disadvantages. Ideally, each approach should not be encouraged to assist the development of problem solving, decision making skill and creative and critical thinking in nurses, particularly those studying on competency-based education and training courses and programs. Meanwhile, Ellen (1986) concerned to analyze Think-aloud protocols, a version of verbal report in which participant state their thoughts and behaviors, have become increasingly popular as a means of studying the comprehension processes of native English speakers. The study reported in this article used think-aloud to examine the comprehension strategies used by college level students both native speakers of English and nonnative speakers enrolled in remedial reading classes as they read material from college textbook. "Poor" readers (those who had failed the college's reading proficiency test) were chosen for study because they are the ones at whom college remedial reading programs are aimed. Furthermore, their use of comprehension strategies has not attained the degree of automaticity found in fluent readers. Thus, they may be more aware of how they solve the problem they encounter as they read. Some of the strategies used by the ESL and native-speaking readers in the study are described. Strategy use is related to measure of memory and comprehension and to academic performance , and implications for teaching are discussed.

Reading is also something crucial and indispensable for the students read. If their reading skill is poor they are very likely to fail in their study or at least

they have difficulty in making progress. On the other hand, if they have a good ability in reading, they have a better chance to succeed in their study. One of the research methods used to get a clearer picture of what learners generally do while reading in a foreign language is think aloud. In order to master reading skill, a teacher as an educator has to use good methods in the teaching learning process. In this case, the researcher is concerned with **“THE EFFECTIVENESS OF THINK ALOUD STRATEGY TOWARD STUDENTS’ READING DESCRIPTIVE TEXT SKILL STUDY AT THE TENTH GRADE OF SMK ISLAM 1 DURENAN TRENGGALEK”**

B. Formulation of Research Problem

Based on the background of study above, the problem of the study is as follows:

1. Is the think aloud strategy effectiveness in students’ reading descriptive text skill at the tenth grade of SMK ISLAM 1 Durenan Trenggalek?

C. The Purpose of Study

Based on the research statement, this particular study aimed at finding out:

1. To know the effectiveness of think aloud strategy in students’ reading descriptive text skill at the tenth grade of SMK ISLAM 1 Durenan Trenggalek.

D. Research Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study Kumar (1993: 9). The hypothesis of this study

was prepared as a tentative answer for the research problem stated previously. In this case the as read follows:

Null hypothesis (Ho): “Think Aloud Strategy has not effectiveness toward Students Reading Skill”.

Alternative hypothesis (Ha): “Think Aloud Strategy has effectiveness toward Students Reading Skill”.

E. Significance of the Study

The researcher hopes that the result of the study give contribution to:

1. For students, it can be used their ability in reading comprehension, students also could be easy to read by using think aloud reading strategy and it can give motivation in reading comprehension.
2. For the teachers, they can know the level of students’ ability in reading skill comprehension and the result can become and input to determine the step and strategy for teaching reading skill comprehension. The teacher also can reach the maximum teaching as a feedback to improve the quality of English teaching reading and it can be the important information in using think aloud strategy to be used the quality of the students’ reading comprehension.
3. For the researcher

This research is expected to be used as a reference conducting further researcher in the same field.

F. Scope and Limitation of the Study

The scopes in this research is about reading text. Actually there are many of reading texts such as descriptive text, procedure text, report text, explanation text, recount text, new item text and many others. In this research the researcher chose in reading descriptive text in SMK ISLAM 1 Durenan Trenggalek by using think aloud strategy. The result of the reserach was calculate by SPSS through scoreof pre-test and post-test.

G. Definition of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. Think-aloud

Have been described as "eavesdropping on someone's thinking. "With this strategy, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text. The think-aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students.

2. Reading

Is a kind of activity in translating written symbols into corresponding sound. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and

fluency. Reading descriptive text skill is the capability of understanding or getting information from reading material.