

CHAPTER I

INTRODUCTION

A. Background of the Study

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. According to Verderber (1999, p. 52) language is the body of words and the system for their use in communicating that are common to the people of the same community or nation, the same geographical area, or the same cultural tradition. Every nation has its own language used by the civics. To other country, it needs a general language that is used in almost nations in the world. The nations deal to use English as the international language in all aspect of life. English is very important and has many interrelationships with various aspects of life owned by human being. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

English is one of a foreign language in Indonesia. It becomes an important need for people to gain more combative advantages. It is known that language has functioned as media to connect among nations, and to develop knowledge and science and the english teaching in Indonesia is to enable students to use english in real situation. It means which the students can use it as a means of communication and comprehending some sources written in it. According to Richards (2006,p.13) communicative competence consists of four

language aspects. They are the use of language for a range of different purpose and functions, the different use of language according to the setting and the participants, the way to produce and understand different type of the text, and the way to maintain communication despite having limitation in one's language knowledge.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Every skill has the rules and role in supporting teaching and learning English. One of the skill is reading.

People learn to read their first language in a wide variety of circumstances. The following description is of the fortunate child in in a fortunate country where reading is well prepared for and well taught. Children are prepared for reading at an early age by listening to stories, being read to, and interacting with adults and others about the stories they hear. This is done not with the main purpose of preparing a child for reading but as a way that parents and others interact with, show affection for, and entertain and educate children.

Reading is one of the most basic important skills and has main role in the study and life. Reading has significant place in English learning. According to Tarigan (2008), reading is a process through which a reader acquires a message that is delivered by a writer using words that are both visible and invisible to the reader. Reading is also something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they

have a good ability in reading, they will have a better chance to succeed in their study.

Accustomed reading and become a reading habit is a necessity in the development of intellectual capacity and capability of students. One ongoing way to acquire new knowledge is to develop the habit of reading, which "develops a capacity for focused attention and growth" (National Endowment for the Arts, 2004). The reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Conducting reading activity needs kind of preparation materials, strategy, medium and its assessment to reach the students' reading focus and growth.

Reading ability is also defined as a process that guides a student through a text form to interact with and obtain meaning from written language (Whalon et al. 2009). Harmer (2003) states reading is a bridge to understanding the textbook, and it is one of the English receptive skills. Despite this, the four linguistic skills are intertwined. Reading, according to Nunan (2003), is a fluent process in which the reader uses a combination of word recognition, intelligence, and emotions, as well as past knowledge, to comprehend the messages being transmitted. It means that the participant or reader understands the message presented by transferring the meaning of the text and providing an assessment of the text.

The most often become important thing is the teachers ability in applying appropriate approaches, methods, strategies or techniques in teaching or learning. So, many students are not interest in learning English. Therefore,

the English teach suggested in order to be able mastering of method, such as, Nababan (1991: 4) notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.

Teaching reading using strategy is one of the proper activity that give impact to the students, hopefully. One of the methods researchers uses to get a clearer picture of what learners generally do while reading in a foreign language is think aloud. This is one type of verbal reports, obtained from the readers during reading (Cavalcanti, 1987).

Think-aloud means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection (Cohen, 1987). By means of asking their subjects to say out loud whatever goes through their minds, researchers hope to get a more direct view of the mental processes readers are engaged in while reading (Rankin, 1988).

According to Cathy (2014) in the way of reading process, there are some advantages of using think-aloud strategy such as increase students' score on comprehension test, adds to students' self-assessment of their comprehension, enhances students' ability to select thinking process to overcome comprehension challenges while they read. Meanwhile the disadvantage of using think-aloud strategy is on the section. Each student perform the think-aloud with you (as teacher) is a one-to-one conference. Based on the statement above, it can be inferred that think-aloud strategy need much time to make effective reading comprehension.

As the comparison of this research, here are some researches of The

Effect Think Aloud Strategy toward Students Reading Skill. The first researcher is Alexander Moreno Cardenas (2009) with title “The Impact of the Think-Aloud Strategy in the English Reading Comprehension of EFL 10th Graders”, he found that the students increased their engagement in the activities because of the think-aloud strategy. Through the use, this strategy they could interact and construct meaning from the texts at once when they developed the reading tasks. Second, it is important to highlight that the role of the teacher as a guide was crucial in think-alouds because he could assist and foster students to use reading strategies such as predicting, visualizing, and prior knowledge in order to comprehend the reading texts. Being the teacher’s role only as a guide, students then are the main protagonists of the reading process. Third, another positive impact of the think-aloud strategy, is that students constantly mentioned that they had an enhancement in some specific aspects of English language such as pronunciation, vocabulary, and listening skill. The next following comparison, here is Paridah, Paridah (2016) “The Effect of Think Aloud Strategy toward Students’ Reading Skill at the Eighth Grade of MTsN-2 Palangka Raya”. Based on the result, this strategy recommended to the students should use this strategy to increase their English skill especially in reading and for teacher should apply the think aloud strategy in teaching reading English generally, and increasing students’ motivation especially.

Research in education is need to create a new theory or prove the theory to the rocess of learning. It will comple the developing program in

education. According to two studies above, there is a difference significant objective with the current research. The two studies above concern to the students effort used the think-aloud strategy and the teacher role in supporting the applying of thin-aloud. Meanwhile, this research is focus on the use of think-aloud strategy give widen teacher strategies in conveying the reading materials and reading activities. In addition, the use of think aloud strategy in reading can make the students are more enjoyable indoning their tasks associated with the reading materials. The researcher takes the research to students who lived in south of Tulungagung, Campurdarat district. The condition of the students are different to the students who live in the city center of Tulungagung. Campurdarat is a kind of suburban area. The distance to reach the district started from the city center is about 14 kilometers (Badan Pusat Statistik Tulungagung: 2016). The education background of the residences tended to in the middle and low stage. That are the reason of the researcher to take a research and hope it result will useful to the learning especially to reading in Junior High School 1 Campurdarat.

In order to master reading skill is important experience to the students, a teacher as an educator have to use good method in teaching learning process. In this case, the researcher concerns with The Effectiveness of Using Think Aloud Strategy toward Students Reading Skill at 9th Graders of SMP Negeri 1 Campurdarat in Academic Year 2021/2022.

B. Statement of the Research Problem

Based on the background above, the problem can be formulated as follows :

“Is there any significant difference score on students’ achievement in reading skills taught by using thinking aloud strategy and conventional learning strategy?”

C. Objective of the Study

Based on the research statement, this particular study aimed at finding out, the achievement of students’ reading skill in study at 9th Grade Junior High School 1 Campurdarat, and to know the effect of using think aloud strategy towards students reading skill study at 9th grade Junior High School 1 Campurdarat.

D. Formulation of Hypothesis

Hypothesis is tentative answer of variable in which the truth must be tested, based on the previous statement. The research has two hypothesis, they are:

1. Null Hypothesis (Ho)

There is no significant difference score on students’ achievement in reading skills by using think aloud strategy.

2. Alternative Hypothesis (Ha)

There is significant difference score on students’ achievement in reading skills by using think aloud strategy.

E. Significance of the Study

The result of the study is expected to be used practically:

- a. The result of this study can be used by the teacher to apply the think aloud strategy to increase the students' competence in English reading skill.
- b. The use of think aloud strategy in reading can make the students are more enjoyable in doing their tasks associated with the reading materials.
- c. The result of this study is expected to be able to widen the skill of teachers in using think aloud strategy in order to improve student's reading skill.
- d. As a reference to other researchers who want to study think aloud strategy more intensively in teaching reading.

F. Scope and Limitation of This Study

In conducting the research, the scopes of the study are limited to the subject and object investigated. The subject of this study is at 9th grade Junior High School 1 Campurdarat. Moreover, the object of this study is the effect of Think aloud strategy towards students reading skill.

G. Definition of Key Terms

Key term is the main idea in this research. For more details the researcher explains key terms, there are:

1. Think-aloud

Think-aloud have been described as "eaves dropping on someone's thinking."With this strategy, teachers verbalize aloud while reading a selection orally. Theirverbalizations include describing things they're doing as they read to monitor theircomprehension. The purpose of the think-aloud strategy is to model for studentshow skilled readers construct meaning from a text. The think-aloud strategy asksstudents to say out loud what they are thinking about when reading, solving mathproblems, or simply responding to questions posed by teachers or other students

2. Reading Skill

Reading skill is the ability to decode meaning from a text. The skills include phonics, word recognition, vocabulary, decoding and fluency. For one to be a proficient reader, one has to possess these vital skills. Hence, the need to help learners acquire reading skills, by Chidimma Osai in 2020. Relate to this research, it emphasize on measure what