

**THE EFFECTIVENESS OF USING THINK ALOUD STRATEGY
TOWARD STUDENTS' READING ACHIEVEMENT IN NARRATIVE
TEXT STUDY AT 8TH GRADE SMP ISLAM DURENAN TRENGGALEK
ACADEMIC YEAR 2013/2014**

THESIS

Presented to

Faculty of Tarbiyah and Teacher Training State Islamic Institute (IAIN)
Tulungagung In Partial fulfillment of the requirements for the degree of
Sarjana Pendidikan Islam in English Education Program



By:

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NIM. 3213103062

**ENGLISH EDUCATION PROGRAM FACULTY OF TARBIYAH AND
TEACHER TRAINING (FTIK) STATE ISLAMIC INSTITUTE (IAIN)
TULUNGAGUNG**

JULY 2014

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2014



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STUDY AT 8TH GRADE SMP ISLAM DURENAN TRENGGALEK

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MOTTO

**“Real Success is determined by
Two Factors. First is Faith, and
second is Action”**

DEDICATION

With all of my love, I dedicate my thesis to:

*My beloved parents Mr. Lamiran and Mrs. Robingah who give me love, attention,
motivation and pray along of my life*

*My special husband(Sony Fuat) who always give me support, attention and thanks for
your joke.*

Thanks for all:

*All My best friends especially (Davi, Indri, Fina, Ary and Sadu) that always give me
motivation to finish this thesis*

*My friends in TBI-B class, and all of other English students, KKN, PPL, that I can not
mention here one by one, Thanks for your giving support and giving me a wonderful
togetherness.*

All of my lecturer who has given me suggestion thanks for your advices.

My Almamater IAIN Tulungagung

Thanks for everything

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State that the thesis entitled “The Effectiveness of Using Think Aloud Strategy Toward Students Reading Achievement In Narrative text study at 8th Grade SMP Islam Durenan Trenggalek academic year 2013/2014” is truly my original work. It does not any materials previously written or published by another person except those indicated in quotation and references. Due to the fact, I’m the only person responsible for the thesis if there is any objection or claim for other.

Tulungagung, June 2014

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ABSTRACT

Nikmah, FaritDatun. Registered Number Student. 3213103062. 2014. *The Effectiveness of Using Think Aloud Strategy Toward Students Reading Achievement in Narrative text Study at 8th Grade SMP Islam Durenan*. Thesis.English Education Program. State Islamic College (STAIN) of Tulungagung, Advisor: Ida Isnawati, M.Pd.

Keywords: Effectiveness, Think Aloud, Reading comprehension

English has four skills, they are speaking, writing, reading, listening. One of those skills is reading, which is perceives a written text in order to understand its contents. To understand the contents of the text, the students faced many problems. Some of them don't understand about the meaning of the words and lack in vocabularies. Some of them think reading is boring activity. The teaching and learning procces in the class only read the text and answer the question bassed on it. This condition and situation caused some of the students feel bored when they joint in the reading class. As an English teacher, we have to be able to find an interesting technique or method in teaching English especially in mastering reading comprehension. The teacher should be able to find and use the right technique or method which is suitable with the student's condition. Based on the explanation above, the writer is interested to find out the effects of treatment with *Think Aloud Strategy* in teaching reading comprehension of the second grade students at SMP Islam Durenan Trenggalek in the academic year 2013/2014.

The formulations of the researcher problem were: 1) how is student's achievement in reading comprehension of narrative text before being taught using think aloud strategy? 2) How is the student's achievement in reading comprehension of narrative text after being taught using think aloud strategy? 3) Is there any significant effect before and after being taught using think aloud strategy?

The purpose of the researcher were to: 1) To know the student's achievement in reading comprehension of narrative text before using *Think Aloud Strategy*. 2) To know the student's achievement in reading comprehension of narrative text after using *Think Aloud Strategy*. 3) To know whether there is significant influence between the student's achievement that are taught before and after using *Think Aloud Strategy* in reading comprehension of narrative text.

Research Method: 1) This research used pre-experimental research design with quantitative approach. In this research the experimental research design used in One-Group Pretest-Posttest. 2) The Population was all the students of second grade of SMP Islam DurenanTrenggalek consist of 147 students. 3) The sample was VIII class consisting 36 students. 4) The research instrument was test (pre-test and post-test). 5) The data analysis was using T-test.

The result showed that the students mean in teaching reading comprehension before taught using think aloud strategy is only 56.11. while the students Mean in teaching reading comprehension after the being taught using think aloud strategy is 72.50. it was improved, with the t-test analysis that used by researcher, the result of significant value is (0.000), with the significant level 0.05. And the result of $t_{\text{observation}}$ 5.30 with t_{table} is 2.042. By comparing the “significant value” that the significant value is smaller than significant level (significant value < significant level). It meant that H_a which states that there is significant effect of using think aloud strategy on student’s achievement in reading comprehension of narrative text is accepted. Whereas H_o states that there is no significant effect of using *Think aloud strategy* on student’s achievement in reading comprehension of narrative text is rejected. In other word, it can be concluded that *think aloud strategy* is effective to teach English lesson especially for reading comprehension at junior high school of SMP Islam DurenanTrenggalek.

ABSTRAK

Nikmah, Farit Datun. Register student. 3213103062. 2014. *The Effectiveness of Using Think Aloud Strategy Toward Students Reading Achievement In Narrative Text Study at 8th Grade SMP Islam Durenan*. Skripsi. Jurusan Pendidikan Bahasa Inggris. Sekolah Tinggi Agama Islam Negeri (STAIN) Tulungagung. Dosen pembimbing: Ida Isnawati, M.Pd.

Kata Kunci : Effectiveness, Think Aloud, Reading comprehension.

Bahasa Inggris mempunyai empat skill, yakni speaking, writing, reading dan listening. Salah satunya adalah reading, reading adalah memperhatikan teks tulis untuk memahami isinya. Untuk memahami suatu teks, peserta didik banyak menemui permasalahan. Beberapa dari mereka berpikir membaca adalah aktivitas yang membosankan. Proses pengajaran dan pembelajaran di kelas hanya membaca dan menjawab pertanyaan berdasarkan teks. Kondisi dan situasi demikian menyebabkan beberapa peserta didik merasa bosan ketika mereka belajar di kelas. Sebagai guru bahasa Inggris, kita harus dapat menemukan teknik atau metode yang menarik dalam mengajar, khususnya dalam mengajar Bahasa Inggris pada reading comprehension. Guru harus dapat menemukan dan menggunakan teknik yang tepat atau metode yang sesuai dengan kondisi peserta didik. Berdasarkan penjelasan di atas, penulis tertarik untuk mengetahui keefektifan menggunakan think aloud strategy dalam pengajaran reading comprehension di SMP Islam Durenan Trenggalek tahun akademik 2013/2014.

Rumusan masalah dalam penelitian ini adalah: 1) Bagaimana pemahaman membaca peserta didik dalam narrative teks sebelum diterapkan dengan menggunakan think aloud strategy? 2) bagaimana pemahaman membaca peserta didik dalam narrative teks setelah diterapkan dengan menggunakan think aloud strategy? 3) Apakah ada perbedaan yang signifikan dalam pemahaman membaca peserta didik dalam narrative teks sebelum dan setelah diterapkan dengan menggunakan think aloud strategy?.

Tujuan dari penelitian ini adalah: 1) mengetahui pemahaman membaca peserta didik dalam narrative teks sebelum di terapkan dengan menggunakan *think aloud strategy*. 2) Mengetahui pemahaman membaca peserta didik dalam narrative teks setelah diterapkan dengan menggunakan *think aloud strategy*. 3) Untuk mengetahui perbedaan yang signifikan dalam pemahaman membaca peserta didik dalam narrative teks sebelum dan sesudah diterapkan dengan menggunakan *think aloud strategy*.

Metode dalam penelitian ini adalah: 1) Rancangan penelitian dalam penelitian ini menggunakan pre-eksperimental dengan pendekatan kuantitatif. Dalam rancangan penelitian peneliti menggunakan satu grup pre-test dan post-test. 2) Populasi adalah semua peserta didik dari kelas delapan A-D di SMP Islam Durenan Trenggalek yang terdiri dari 147 peserta didik. 3) Sampel dalam

penelitian mengambil kelas 8D terdiri dari 36 peserta didik. 4) Instrument yang digunakan dalam penelitian ini adalah pilihan ganda (pre-test dan post-test). 5) Analisis data penelitian ini menggunakan T-test.

Hasil penelitian menunjukkan rata-rata dalam pengajaran reading comprehension sebelum menggunakan *think aloud strategy* hanya 56.11. Sedangkan hasil penelitian menunjukkan rata-rata dalam pengajaran reading comprehension setelah menggunakan *think aloud strategy* adalah 72.50. Skor peserta didik meningkat, dengan analisis t-test yang digunakan oleh penaeeliti bahwa signifikan value menunjukkan 0.000 dengan signifikan level 0.05. Dan hasil dari $t_{\text{observation}}$ adalah 5.30 dengan t_{table} 2.042 dengan membandingkan nilai signifikan, diketahui bahwa significant value lebih kecil daripada significant level (significant value < significant level). Hal ini menunjukkan bahwa H_a yang menyatakan adanya efek yang signifikan dalam penggunaan *think aloud strategy* untuk mengajar reading comprehension di kelas VIII SMP Islam Durenan Trenggalek adalah diterima. Sedangkan H_0 yang menyatakan tidak adanya efek yang signifikan dalam penggunaan *think aloud strategy* untuk mengajar reading comprehension di kelas VIII SMP Islam Durenan Trenggalek adalah ditolak. Dengan kata lain, dapat di simpulkan bahwa *think aloud strategy* adalah teknik yang efektif dalam pembelajaran Bahasa Inggris khususnya untuk mengajarkan reading comprehension peserta didik MTS/SMP. Khususnya bagi peserta didik kelas VIII SMP Islam Durenan Trenggalek.

ACKNOWLEDGEMENT

In the name of Allah SWT The Most Beneficent and The Most Merciful. All praises are to ALLOH SWT for all the blesses so that writer can accomplish this thesis. In addition, may peace and Salutation be given to the prophet Muhammad (pbuh) who has taken all human being from the Darkness to the lightness.

The writer would like to express her genuine gratitude's to :

1. Dr. Maftukhin, M.Ag. the Chief of STAIN Tulungagung for his permission to write this thesis.
2. Dr. H. Abd. Aziz, M.Pd.I, as the dean Faculty of Education and Teacher Training IAIN Tulungagung
3. Arina Shofiya, M.Pd., the Head of English Education Program who has given me some information so the writer can accomplish this thesis.
4. Ida Isnawati, M.Pd., the writer's thesis advisor, for her invaluable guidance, suggestion, and feedback during the completion of this thesis.
5. All lecturer of IAIN Tulungagung for their guidance and knowledge that have been given during the writer study at IAIN Tulungagung.
6. Mahmud Ahmadi, S.Ag, the headmaster of SMP Islam Durenan who has given the writer permission to conduct a research at this school.
7. The second year students of SMP Islam Durenan for the cooperation as the sample of this research.

The writer realizes that this research is far from being perfect. Therefore, any constructive criticism and suggestion will be gladly accepted.

Tulungagung, June 2014

Farit Datun Nikmah

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