

CHAPTER I

INTRODUCTION

This chapter presents background of the research, research problem, research objective, research hypothesis, significance of the research, scope and limitation of the research, and definition of key terms.

A. Background of the Research

Hordvanced (1995:662) said that language is the most important means of communication. It has many roles such as to communicate with the others, to make a relationship, to give information, to express our felling, etc. language is the key of communication, so by using language will help us to make easy our life.

Ideally, country has its own language, even it has more than one language, everyone wants to communicate with all peoples in the world. But, they may face some difficulties, one of them is different language. To solve the problem, it is necessary to make international language such as English, Mandarin, Arabic, and etc.

English is one of an interactional language which has an important role in the world. In some countries the power language is the official language which is used for government education commerce and international communication. In Indonesia English is a foreign language that is taught from elementary school to university. English is a foreign language used a medium

of instruction at school, many students think that English is the most difficult subject.

The goal of teaching and learning English is to produce and comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills.

There are four skills in English, they are speaking, writing, reading, and listening. It is better for English learners to master in all those skill, but the fact is different. Many English learners do not master in all of those skills. For example, some of English learners are good in writing, but not for speaking or vice versa. The other example, some English learners are good in reading, but not well in listening or vice versa. It means that these English learners have different ability in acquiring language.

Reading is one of the language skills that play an important role in foreign language acquisition. Richard said (1992:306) “Reading perceives a written text in order to understand its contents. The understanding that result is called reading comprehension”.

According to Snow (2003:15) reading does not occur in vacuum, it done for a purpose to achieve some ends. During reading the reader processes the text with regard to the purpose. To be a good reader, the learner must learn

how to comprehend and understand the passage. So, her or she can achieve the purpose of reading is done.

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading, able to get complete understanding of the text. This might be cause by the fact that many of those students do not know the essential information needed to understand a word, including how a word combines with other words difficult to get information from the passage and difficult to make a conclusion of the passage. All of those problems will affect the learner in comprehending the passage and reading achievement. Therefore those students need strategies or technique in order to overcome the problem.

Another factor that influence them is most of the students are lazy to read, exactly to read book, story, novel etc. that was written in English. Nunan (1999:249) said that success in teaching depends on many factors, one of them is teaching method. In fact, it is probably true to say that more time is spent teaching reading than other skill.

In relation to the condition above the researcher wants to investigate *the effectiveness of using think aloud strategy toward students reading achievement of narrative text.*

B. Research Problem

Based on the background of the research, the main purpose of this research is to find the effectiveness of *Think aloud strategy* in order to help the student to improve their ability to comprehending reading passage. The research problems are formulated as follows:

1. How is the students' achievement in reading narrative text before being taught using *Think Aloud Strategy*?
2. How is the students' achievement in reading narrative text after being taught using *Think Aloud Strategy*?
3. Is there any significant different of students' achievement before and after being taught using *Think Aloud Strategy* ?

C. Objective of the Research

Based on the research problem above, the objectives of the research are follows:

1. To know the student's achievement in reading of narrative text before using *Think Aloud Strategy*.
2. To know the student's achievement in reading of narrative text after using *Think Aloud Strategy*.
3. To know whether there is significant influence between the student's achievements that are before and after being taught using *Think Aloud Strategy* in reading of narrative text.

D. Research Hypothesis

1. Alternative Hypothesis (H_a) states that there is significant effect of using Think Aloud Strategy on student's achievements in reading of narrative text.
2. Null Hypothesis (H_o) states that there is no significant effect of using Think Aloud Strategy on student's achievement in reading of narrative text.

E. Significance of the Study

The result of this study is expected to give contribution for the teacher as feed back to improve their strategy in teaching English especially in reading achievement of narrative text.

The researcher hopes that the result of this study is expected to give feed back to motivate the student's selves to get a good result especially in reading achievement of narrative text.

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

F. Scope and Limitation of the Research

The scope of this research is about reading text. There are many kinds of text that can be learned by the students. Each kind of these texts has their own purpose. Based on the purpose, texts are classified into some groups. They are descriptive text, report text, narrative text, exposition text, review text, procedure text, spoof text anecdote text, explanation text, and news item text.

The scope of this research is narrative text. The researcher chooses this kind of the text because narrative text is more interesting for the students than

other kind of text. Most of narrative is fantastic, so it will increase the students' motivation in reading class.

The limitation of this research is reading about narrative text in SMP Islam Durenan by using think aloud that examined by pre-test and post-test.

G. Definition of Key Terms

To avoid misunderstanding about the terms in this research, the term of this research are defined as follows:

1. Think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, & Seifert-Kessell, 1993; Davey, 1983; Wade, 1990).
2. Definitions of reading appear in various perspectives. According to Tarigan (1990:7) reading is as a process that is done by the readers to be used for getting the message conveyed the writer on the medium of writing text.
3. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole.
4. Strategies

According to Gony and Kingsmey (1974) the strategy is a process of individual behaviour which modified or changed through practice or learning on the hand.