

# **CHAPTER I**

## **INTRODUCTION**

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

### **A. Background of The Study**

Language is one of the most important things in communication and it is used as a toll of communication among the nations in all over the world. As an international language, 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. The rapid growth of English as international language has stimulated but often controversial discussion about the status of English in its varieties of what is now commonly world English, stated Kachru and Nelson (in Brown, 2000: 192).

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. 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. According to Grellet (1985) 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 the simple words. It was better for English learners to master in all those skills, but the fact was 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.

According to Snow (2003:15) reading does not occur in vacuum, it is done for a purpose to achieve some ends. During reading the reader processes the text by regard is to the purpose. Reading was 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 because by the fact that many of those students do not know the essential in formations 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. 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.

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).

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. The most often become to complain is the teacher's 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. Nowadays, at school some students have problem in reading, first, how to pronounce. Second, about the difficult words that their find in the passage. Three, unfamiliar words and the last was about the grammatically instead.

English teacher should be creative in developing their teaching learning process to create good atmosphere to improve the student reading skill and to make English lesson more exciting. For this reason, the teacher should be more effective to choose effective strategy which in interesting for their students. One of the strategies that can be used is Think Aloud Strategy. Think-aloud served firstly as a method of measuring the cognitive reading process, then as

metacognitive tool to monitor comprehension (Mckeown, R. G., 2007). 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 student 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.

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. Another study conducted by Carl (1985), who examined analysis of protocols from adult thinking aloud while reading identified four potentially teachable strategies.

Smith (2000) and Khaled (2011) explored pedagogical practices in mathematics education through partnerships between students and teachers. Khaled (2011) focused on Think-aloud protocols (TAPs) in research on essay rating processes, but there is a lack of empirical studies on their completeness and effect on rater performance. Rita (2014) aimed to address this gap by providing a guide for scholars interested in design and development research. Maggi (2005) introduced three approaches to teaching and learning, but each should not be encouraged for problem-solving, decision-making, or creative thinking development in nurses. Ellen (1986) used Think-aloud protocols to study comprehension strategies used by college level students, including native and nonnative speakers.

The study found that poor readers may be more aware of their problem-solving strategies, and their use is related to memory, comprehension, and academic performance. The implications for teaching are discussed. 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 reports 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 process readers are engaged in while reading (Rankin, 1988).

In order to master reading skill, a teacher as an educator have to use good method in teaching learning process. In this case, the researcher concerns with **“THE EFFECT OF THINK ALOUD STRATEGY TOWARDS THE STUDENTS’ READING SKILL OF THE 8<sup>TH</sup> GRADE AT MTS ASWAJA TUNGGANGRI TULUNGAGUNG.”**

#### **B. Statement of Research Problem**

Based on the background of study above, the problem of the study of this research is “Is there significance effect of Think Aloud Strategy towards students’ reading skill of the 8<sup>th</sup> grade at MTs Aswaja Tunggangri Tulungagung?”

#### **C. Objective of the Study**

Based on the research problem above, the objective of this research was found out whether think aloud strategy can effect students reading skill or not.

#### **D. 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 an 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 next researcher. This research is expected to be used as a reference conducting further researcher in the same field.

#### **E. Hypothesis of the Study**

Hypothesis there are two types, as follows:

1. Alternative hypothesis ( $H_a$ ):

The use of think aloud gives effect to improve students' ability in reading text at the Eighth Grade of MTs Aswaja Tunggangri Tulungagung.

2. Null Hypothesis ( $H_0$ ):

The use of think aloud does not give effect to improve students' ability in reading text at the Eighth Grade of MTs Aswaja Tunggangri Tulungagung.

#### **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. The limitation

of this research is the effectiveness of reading descriptive text in MTs Aswaja Tunggangri Tulungagung by using Think Aloud Strategy.

## **G. Definition of Key Terms**

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

1. Reading skill is the capability of understanding or getting information from reading material. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

2. Strategies

According to Gony and Kingsmey (1974:12) the strategy is a process of individual behavior which modified or changed through practice or learning on the other hand.

3. 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 what 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.