

## CHAPTER I

### INTRODUCTION

In this chapter the researcher presents some points related to this research include background, formulation of the research problem, the purpose of the study, formulation of hypothesis, significance, scope and limitation, and definition of key term.

#### **A. Background**

Most of people studying English since they were child because English is the important language to make internatioanl communication. Learning foreign language is an integrated process that the learners should study four basic skills such as listening, reading, writing and speaking. People learn those skills are to understand and mastering them in order to communicate our feeling. Most of the students consider English as a difficult subject to learn. Many of them are failed to get a good mark and to fulfill the requirement in the passing grade score.

Based on those skills above like listening, speaking, writing and reading, here reading skill is one of the important role in the educational field. Students need to get more exercise and training in order to have a good reading skill, because reading is useful for language acquisition.

Provided that students more or less understand about what they read, the more they read, the better they get it, (Harmer, 2007:99). It is show that if people often read they will have more knowledge and people who seldom

read a book or article they will get less knowledge, because reading is one of the ways to get more knowledge.

Based on the Daiek (2004: 5) there are some definitions of reading, such as reading is a form of communication, using written language or symbols (text). Reading is two-way communication between an author and a reader. An author gives the information from their writing and the reader receives that information from reading texts or symbols. Reading is interpretation and understanding. Reading is a process (processes), it means that reading is a process to understand about the written text. Reading is thinking, it means that when we read we must think the meaning of the text about and to know the meaning we must think while we read.

According to Harmer (1991: 190) in the practice of English language teaching, he says that reading is an exercise dominated by the eyes and the brain. The eyes receive messages and the brain has to work out the significance of these messages. It means that the eyes are for seeing what we read and after that our mind will process what the eyes have gotten. 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 ability is poor they are 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 may have a better chance to succeed in their study.

Reading is an active process that depends on both an author's ability to convey meaning using words and our ability to create meaning from them. To read successfully, the reader needs to constantly connect what the reader already knows about the information to the words of the author that has been written. Reading is one that demands one's language skills to be able to read and understand the contents of the reading text. Reading is a complex cognitive process of decoding in order to construct or derive meaning. Like all languages, it is a complex interaction between the text and the reader which is shaped by the reader's prior knowledge, experiences, attitude, and language community which is culturally and socially situated. The reading process requires continuous practice, development, and refinement (Louis: 1978).

Reading is one of the language skills that students should master in learning English. By reading, students can spend their time in a good way to get information, knowledge, vocabulary, and improvement of structure. The aim of teaching for the reader is to comprehend and to react to what is written (Brown, 1994: 18). Therefore, this skill is not easy to master because the reader should have an ability to comprehend the author's message, the main idea, and etc. Students should be able to read an English text effectively, efficiently in order to get information from reading text. While in standard education in Indonesia, students must be able to identify the social function of the text, the structure of the text,

and the elements of the language (PERMENDIKBUD no 21 tahun 2016: 166).

Nunan (1991) says that there are three activities of reading comprehension. They are: pre-reading, whilst-reading, and post reading. In pre-reading we do previewing the text before we do the real reading, such as thinking about the title, introduction, and conclusion. Whilst-reading is the activity or the act for reading, while post-reading is to check their understanding after they read the text or they can also summarize the text to know how far they understand about what they have read. To acquire good reading achievement, these activities should be taught in effective way. The teacher should apply an appropriate strategy for the students to comprehend reading text well. The teacher may develop brightly expected teaching through the appropriate strategies that would be applied in classroom particularly.

Andigi (2014) found that in his research students often find some difficult word that they do not know the meaning. Before they translate the word, they must to know or understand through comprehension so that they can describe their ideas or give conclusion from English reading text. Because of it, the consequent are students become slow down and bored. From this research the fact is reading is not easy as people think to learn. Another previous researcher showed that if the students have low motivation and interest in reading, they will tend to be passive, lazy and also pessimistic in the class (Wibowo, 2013: 3). This research shows that

students need motivation to make their interest raise in studying reading. Nikmah (2014), said that many of 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.

Based on those fact the teacher should apply effective stratgy or method in their teaching reading. Actually there are many strategies and media to teach reading skill that can be used by the teacher to make students easier to study. The media such as magnetic boards, flip charts, cloth boards, etc. While the strategies such as PQRST strategy, time quiz strategy, gallery walk strategy, directed reading activity, reading guide, think aloud, etc.

The teacher can choose one of the strategies or media that they feel effective to teach reading ability. Here, the researcher giving suggestion to use think aloud reading strategy. Think aloud strategy it can be used in math, listening, reading and also writing.

The think-aloud method has been widely used as a strategy of instruction by teachers to model for students the thinking process (Dunston &Headley, 2002); this in turn can help promote comprehension (Block & Israel, 2004). Think aloud is the strategy to help students thinking what

they learn more deeply, so students can know the detail information of what they learn is. In reading, think-aloud helps to enhance students' abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text (Ortlieb & Norris, 2012: 1).

Think aloud strategy can make students think more about what they read. They can know the detail information from the text by using this strategy. Because, they usually just read the text without knowing all the important information there.

Based on the description above, the author has the motivation to conduct the research entitled **The Effectiveness Of Using Think Aloud Strategy Towards Students Reading Comprehension Of The First Grade Students At SMAN 01 Campurdarat.**

## **B. Formulation Of The Research Problem**

Based on the background of the study, the problems of this study formulated as follows:

1. How is the students' reading comprehension before they are taught by using think aloud strategy?
2. How is the students' reading comprehension after they are taught by using think aloud strategy?
3. Is there any significant difference on the students' reading achievement before and after being taught using think aloud strategy?

### **C. The Purpose Of The Study**

Based on the research problem, the study is intended to :

1. To know the students' reading comprehension before they are taught by using think aloud strategy.
2. To know the students' reading comprehension after they are taught by using think aloud strategy.
3. To identify if there is significant difference on the students' reading achievement before and after being taught using think-aloud strategy.

### **D. Formulation of Hypothesis**

The hypothesis of this research is :

a. Null Hypothesis (Ho)

There is no significant different on the students' reading comprehension that are taught before using think aloud reading strategy and after using think aloud reading strategy.

b. Alternative Hypothesis

There is significance different on the students' reading comprehension that are taught before using think aloud reading strategy and after using think aloud reading strategy.

### **E. Significance**

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

1. For students, it can improve their ability in reading comprehension, students also will 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 comprehension and the result can become an input to determine the step and strategy for teaching reading 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 improve the quality of the students' reading comprehension.
3. For other researcher

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

### **F. Scope and Limitation**

The scope in this research is about reading text. Actually there are many of reading texts such as descriptive text, narrative text, procedure text, report text, explanation text, recount text, news item text and many others. In this research the researcher only limit in reading narrative text in SMAN 01 Campurdarat by using think aloud strategy that examined by pre-test and post-test.



## **G. Definition of Key Term**

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

### **1. Think aloud**

Think is something done by the brain and aloud is hard (hard voice). So think aloud is a technique to solve problem by verbalize what they think in their mind. In reading, this technique is to understand the text.

### **2. Reading comprehension**

Reading comprehension is the ability or the act of understanding about what you read the text. People read for many reasons but understanding is always a part of the purpose. Reading comprehension is important because without it reading do not provide the reader with any information.