CHAPTER I

INTRODUCTION

In this chapter, the researcher presents the background of the research, research problem, objectives of the research, research hypothesis, significance of the research, scope and limitations and definition of key terms.

A. Background of the Research

Reading is something crucial and indispensable for the students because the success of their study depends on the greater part of their ability to read (Cohend, 1987). 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 success in their study. However, almost all of students in Junior high school fluent in reading but they don't understand well about content of the text inside (Diaz-Rico, 2008). It means that the students can read the text fluently appropriate with true pronounciation but they felt difficult to understand the mean of every sentences from the text.

In English language teaching in Indonesia, reading is placed in high priority, we can see it from the curriculum. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English language teaching on the reading comprehension ability (Drucker, 2003).

Therefore, reading is the most important language skills for students to study hard, by reading the knowledge of the pupils will gradually increase, beside developing their ability in other language skills. But reading without comprehension is mean nothing because reading comprehension is an active process to get the information from the text (Rankin 1988:5).

By teaching four language skill in interactively, that is involves reading, listening, speaking and writing. In this case is limited for the reading skills itself to involve the pupils in learning activities i.e. : (1) To expands the pupils knowledge and art; (2) to motivates the student to be a good personality in their country; (3) to expands the pupils social intercourse. So that in this case, the ability of the pupils will be increased by using textbook which are published by Depdikbud (Government) and Yudistira (Private Publishing Company). In other hand, beside textbook whichs are published by the Government in local product, students also can increase their ability in English reading comprehension by using various text in English. As we know, there are so many kinds of various text in English. But, here the researcher wants to focus to using reading think aloud strategy in three kinds of text. They are Descriptive text, Report text and Recount text.

The previous studies that has already discussed about reading think aloud's strategy are Cardenas (2009) with title "The Impact Of The Think-Aloud Strategy In The English Reading Comprehension Of

Narrative text of 10th Grade, Ni'mah (2014) with title "The Effectiveness of Using Think Aloud Strategy Toward Student's Reading Achievement in Narrative Text Study At 7th Grade SMP ISLAM DURENAN Trenggalek", and Alaraj (2015) with title " Using Think Aloud Strategy To Improve English Reading Comprehension For 12th Grade Students In Saudi Arabia.

As the comparison of this research, the first researcher Cardenas (2009), he found that the studies increased their engagement in the activities because of think aloud strategy they could interact and construct meaning from the texts at once when they developed the reading task. The second researcher Ni'mah (2014), she found that think aloud strategy can increase student's spirit in reading narrative text, and the last researcher Alaraj (2015), in a similar way, he declare that think aloud strategy very useful to implement for 12th Grade Students In Saudi Arabia, because students can verbalizing all their thought in order to create understanding of reading texts.

Based on the researcher finding of previous study above, TAS as teaching strategy surely shows the real effectiveness, because this strategy is easy and interesting in teaching reading comprehension then the students more enjoy and interesting to study reading text in English. For the researcher, it is important to highlight that the role of the teacher as a guide was crucial in think aloud, because the researcher could assist and foster students to use reading strategies such as: predicting, visualizing and prior knowledge in order to comprehend the reading texts. Being teacher's

role only as a guide, students then are the main protagonist of reading process.

TAS means that readers report their thoughts while reading, but they are not expected to analyze their behavior as in introspection. 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).

In order to master reading skill, a teacher as an educator has to use good and fun method in teaching learning process. In this case, the researcher concern with the effect of think aloud strategy toward students reading skill study of the 8th grade at MTsN in academic year 2016/2017.

One of the methods the researcher 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).

B. Research Problems

Based on the background of study above, the research questions of the study are as follows:

1. How is the achievement of students' reading comprehension before being taught by reading *Think Aloud Strategy* of the 8th grade at MTsN Tulungagung in academic year 2016 / 2017 ?

2. How is the achievement of students' reading comprehension after being taught by reading *Think Aloud Strategy* in study of the 8th grade at MTsN Tulungagung in academic year 2016 / 2017 ?

3. Is there any significant effect of students achievement before and after being taught using *Think Aloud Strategy* ?

C. Objectives of The Research

1. To find out the students reading achievement before being taught by reading *Think Aloud Strategy* of the 8th grade at MTsN Tulungagung in academic year 2016 / 2017.

2. To find out the students reading achievement after being taught by reading *Think Aloud Strategy* of the 8th grade at MTsN Tulungagung in academic year 2016 / 2017.

3. To know whether there is significant effect between the student's achievements that are before and after being taught using *Think Aloud Strategy* in reading.

D. Research Hypothesis

A hypothesis is a statement of the research assumption about the relationship between two variables that the researcher plans to test within the framework of the researcher study (Kumar, 1993: 9).

The hypothesis of this study was prepared as a tentative answer for the research problem stated previously. In this case the alternative hypothesis (Ha) as read follow:

1. Alternative Hypothesis (Ha) states that there is significant effect of using *Think Aloud Strategy* on student's achievements in reading of various text.

2. Null Hypothesis (Ho) states that there is no significant effect of using *Think Aloud Strategy* on student's achievement in reading various text.

E. Purpose Of The Study

In line with the research problem above certainly, it has some purposes to attain what the writers want in order it can be clearer and understandable, and this purpose expected has the best resulting its attaining experimentally.

Based on the statement, the writer give the purpose that is to know how far meaningful the effect of TAS toward students reading skill can improve and raise the students' mastery in 8th grade of MTsN Tulungagung in academic year 2016 / 2017.

F. Significance of the Study

1. The English teachers

It will help the English teachers to fix their strategy in teaching English using TAS in order to improve student's reading skill especially for learning process in the classroom.

2. The students.

   The use of TAS in reading can make the students are more enjoyable in doing their tasks associated with the reading materials. Thus, it can improve and raise their reading mastery.

3. The researcher

   It can motivate the researcher to be better and more creative to use appropriate strategy in teaching English in the future.

G. 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, recount text, narrative text, exposition text, review text, procedure text, spoof text, anecdote text, explanation text and news item text.

The scope of this research are descriptive text, report text and recount text. The researcher chooses these kind of the text because those text has been taught from the first grade before, so the students more easy and enjoyable to read every passage of the text. In other hand, it will increase the student's motivation in reading class.

The limitation of this research is reading about descriptive text, report text and recount text in MTsN Tulungagung by using Think Aloud Strategy examined by pre-test and post-test.

H. Definition Of Key Terms

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

1. 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 things they're doing as they read to monitor their comprehension. The purpose of TAS is to model for students how skilled readers construct meaning from a text. The TAS 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

2. Reading is a kind of activity in translating written symbols into corresponding sound. Reading skills enable readers to turn writing into meaning and achieve the goals of independence, comprehension, and fluency.

3. Reading comprehension is the capability of understanding or getting information from reading material.

4. 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.

5. Effectiveness is the capability of producing a desired result.