

CHAPTER I

INTRODUCTION

This chapter presents the discussion on the background of the study, previous study, problem of the study, hypothesis of the study, limitation of the study, assumption of the study, objective of the study, significance of the study, variable of the study, operational definition and theoretical framework.

A. Background of the Study

Language is very important for our life, because it is way to communicate with other people. According A.S Hornby, language is system of sounds and words used by humans to express their thoughts and feelings.¹

English is one of a foreign language in Indonesia. It becomes an important need for people to gain more combative advantages. It is known that language has functioned as media to connect among nations, and to develop knowledge and science and the english teaching in Indonesia is to enable students to use english in real situation. It means which the students can use it as a means of communication and comprehending some sources written in it.

The most often become to complain is the teachers 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

¹A S Hornby, *Oxford Advanced Learner's Dictionary of Current English*, p. 662

as, notices that a qualified teacher is the teacher who is able to suit best method or technique to the material that is being taught.²

People learn to read their first language in a wide variety of circumstances. The following description is of the fortunate child in in a fortunate country where reading is well prepared for and well taught. Children are prepared for reading at an early age by listening to stories, being read to, and interacting with adults and others about the stories they hear. This is done not with the main purpose of preparing a child for reading but as a way that parents and others interact with, show affection for, and entertain and educate children.³

Furthermore, good readers are more likely to fall back on appropriate strategies when the need to change strategies becomes apparent. For most poor readers however, using a variety of strategies, using strategies appropriately, and monitoring strategies is not automatic. So, teachers need to recognize their students' learning habits, the problems the students encounter while grappling with the intricate system of the foreign language and provide them with evidence of the usefulness of certain strategies. The strength of reading strategy comprehension for most second language learners who already literate in a previous language, reading comprehension is primarily a matter developing appropriate efficient comprehension strategies.⁴

²Arif Furchan, *Pengantar Penelitian Dalam Pendidikan*, Surabaya: Usaha Nasional. P . 4

³I.S.P. Nation. *Teaching ESL/EFL Reading and Writing*. p.2-3

⁴H. Douglas Brown, *Teaching by Principles an Interactive Approach to Language Pedagogy*, San Francisco: Addison Wesley Longman, Inc., 2001, 2nd Edp. 306

Think-aloud as originally developed by (Newell and Simon), who used think aloud protocols in combination with computer models of problemsolving processes to build very detailed models. Using this methodology Newell and Simon were able to explain protocol data from a theory of human memory and assumptions about the knowledge that subjects could bring to bear on a task. This work had a major influence, because it showed that very detailed explanations of verbal data can be obtained. To study problem solving strategies. "One way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud protocols. With think-aloud protocols, students verbalize, in an interview context, how they are processing the text they are reading". Therefore modeling strategic behaviors for struggling readers by thinking aloud for them while they read (and hence, allowing students to think aloud), is the first step in raising their awareness of what it means to be a strategic reader. By analyzing the results, he can pinpoint the individual student's needs and provide appropriate instruction.⁵

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 . Think-aloud 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

⁵Maarten W. van Someren Yvonne F. Barnard Jacobijn A.C. Sandberg. *The Think Aloud Method A practical guide to modelling cognitive Processes*. P.38

hope to get a more direct view of the mental processes readers are engaged in while reading.⁶

The advantages of think aloud strategy it's can be used (teacher to students, student to teacher, student to student) and expressed (on paper / sticky notes / on the board, large / small group) in a variety of ways, allows the opportunity for teachers to informally assess how students think and comprehend material, students are given a purpose and as a result able to read more effectively, students are encouraged to pause while they are reading and think about whether they understand and what steps they should take if they don't, and can be used with students of varying reading skills / levels.

In conclusion, researchers have found that the think-aloud strategy “significantly increases students’ scores on comprehension tests, adds to students’ self-assessment of their comprehension, and enhances students’ abilities to select thinking processes to overcome comprehension challenges while they read.”⁷

Nowadays, at school some students has problems in reading. First, how to pronounce. Second, about the difficult words that their find in the passage. Three, unfamiliar words and the last is about the grammatically

6 Shahrokh Jahandar, Morteza Khodabandehlou, Gohar Seyedi, Reza Mousavi Dolat Abadi. The Think-aloud Method in EFL Reading Comprehension. International Journal of Scientific & Engineering Research Volume 3, Issue 9, September 2012. P.1

7 <https://makingeducationfun.wordpress.com/2012/02/29/think-aloud-reading-strategy/>

instead. This problem got by interview with students at eight grade MTsN – 2 Palangka Raya.⁸

Based on the problem and the benefits of the strategy, that's why I as writer interested in choose this topic use the think aloud strategy how to increase students reading skill ability.

Because the explanation above, the researcher is interested in doing a study entitled, **The Effect of Think Aloud Strategy Toward Students' Reading Skill Study at the Eighth Grade of MTsN 2 Palangka Raya.**

B. Previous study

In this study, there were some previous studies, which conducted in this study, the researcher related previous studies. First, (Shahrokh Jahandar, Morteza Khodabandehlou, Gohar Seyedi, Reza Mousavi Dolat Abadi) "The Think-aloud Method in EFL Reading Comprehension" Think-aloud is a research method in which readers report their thoughts while reading, thereby researchers will be able to achieve a better view of the mental processes in which readers are engaged. Reading in a foreign language needs considerable efforts on the readers' part due to understanding of a text. Think-aloud is a method which helps the teachers to collect unseen processes such as inference or the use of prior knowledge by learner. In the present paper, the researchers have considered a type of verbal report and the way it can be used in foreign language reading comprehension along with strategy training. To this end, 32 subjects were selected randomly from among upper intermediate

⁸ Based on interview by teacher and students at MTsN-2 Palangka Raya, Wednesday, February 11, 2015

Iranian EFL male learners in Parsian English Institute in Tonekabon, Iran and divided randomly into two groups.⁹

The TOEFL test administered to the students. Finally, the data gathered by the experiment was analyzed through SPSS software, using Samples Independent t-test. The results revealed that there is significant increases in mean score of treatment group, confirming the **positive** effect of think-aloud method on improving learners' reading. Second, point out that the think-aloud method can be used as a diagnostic tool to analyze students' strengths and weaknesses in reading since it reveals rich information about how readers carry out mental activity, which is unobservable. TAPs (Think-Aloud Protocols) provide rich information about how learners solve problems it developed in 1996, what difficulties they encounter and what contexts they use certain strategies in a learning task, As students think out loud with teachers and with peers, they gradually internalize this dialogue; it becomes their inner speech, the means by which they direct their own behaviors and problem-solving processes. According to Snow, 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. Think-aloud are used to model comprehension processes such as making predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension.

C. Problem of the study

The problem of this study: what is effect of think aloud strategy toward the students' reading skill at the Eight **grade** of MTsN-2 Palangka Raya?

⁹ International Journal of Scientific and Engineering Research Vol.3, *Think Aloud Method in EFL Reading Comprehension*. 2012. P.3

D. 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 MTsN-2 Palangka Raya.

2. Null Hypothesis (H_o) :

The use of think aloud does not give effect to improve students' ability in reading text at the Eighth Grade of MTN-2 Palangka Raya.

E. Delimitation of the Study

The scope of the study was only conducted to know the effect of think aloud strategy toward students' reading skill in teaching narrative text in ESL classroom, in particular of the eighth grade students of MTsN 2 Palangka Raya with the percentages are 60% of explicit questions (literal questions) and 40% of implicit questions (Inferential questions).

F. Assumption of the Study

1. Think aloud strategy is effective toward students' reading skill.
2. The students' reading score of think aloud strategy will improve better when teacher teaches them using think aloud.

G. Objective of the study

The objective of the study is to measure the effectiveness of using think aloud strategy toward students' reading ability at the Eight Graders of MTsN-2 Palangka Raya.

H. Significance of the Study

This study has theoretical and practical significances. Theoretically, this study enables up to understand more about the uses of think aloud strategy in teaching learning process that can be used to improve the quality of the reading text. Practically, the study is as the alternative way to improve the students' ability in reading skill at MTsN-2 Palangka Raya, as one of alternative technique that can be used by English teacher in teaching think aloud strategy of reading text, and as contribution for those who want to use think aloud strategy in teaching learning process.

I. Variable of the Study

As the experimental study, there are two variables of the study, they are:

1. The independent variable of study (X) is think aloud strategy that is used in reading narrative text
2. The dependent variable of the study (Y) is the students' score in reading narrative text.

J. Operational 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 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.

2. Reading skill is the capability of understanding or getting information from reading material and is a complex cognitive process of decoding symbols in order to construct or derive meaning (reading comprehension). Reading for literal comprehension, or acquiring information that is directly stated in a selection, is important in its self and is also a prerequisite for higher level comprehension. Recognizing stated information is the basis of literal comprehension, the specific, explicitly stated parts of a paragraph or passage that contain basic information are the details on which main ideas, cause and effect relationships, inferences, and so on are built. It means that literal is to inform the readers directly shown in the text.
3. It is a means of language acquisition, of communication, and of sharing information and ideas. Like all language, 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.
4. Strategies ; According to Gony and Kingsmey, the strategy is a process of individual behavior which modified or changed through practice or learning on the other hand. "Annotation is a strategy for active reading where in you write the key information (such as major points, definitions,

and examples) in the margins of your text. Instead, experience increases the ability to read different kinds of text.¹⁰

5. Effect size words indicate things, which arise out of some antecedent, or follow as a consequence. Effect size measures are the common currency of the meta-analysis studies that summarize the findings from a specific area of research. In statistics, effect size is a measure of the strength of the relationship between two variables. In this case, this study would measure the strength of the relationship between think aloud strategy toward student reading skill.

K. Theoretical Framework

The frameworks of the discussion are as follows:

Chapter I : This chapter consists of background of the study, previous studies, problem of the study, hypothesis of the study, delimitation of study, assumption of the study, objective of the study, significance of the study, operational definition and theoretical framework.

¹⁰ Frank Smith, *Understanding Reading: A Psycholinguistic Analysis of Reading and Learning*. Lawrence Erlbaum, 2004

- Chapter II : This chapter consists of the nature of reading, concepts of reading, reading process, reading as language skill, types of reading comprehension, theory of think aloud, benefits of think aloud, procedure of teaching of think aloud.
- Chapter III : The research method covers research type, research design, variable of the study, population and sample of the study, research instrument, try out, validity, reliability, data collection, data analysis.
- Chapter IV : The result of the study covers the description of the data, test of the statistic, result of the data analysis
- Chapter V : Conclusion and suggestion

