

ABSTRACT

Kurniawan, Yudha Indah. 2015. *The Effect of Think Aloud Strategy in Teaching Reading of Descriptive Text on the Eighth Grade at SMP Islam Manbaul Ulum Gresik*. English Language Education Department Faculty of Teacher Training and Education University of Muhammadiyah Gresik. Advisor I: Dr. Khoirul Anwar, M.Pd., advisor II: Rohmy Husniah, S.S., M.Pd.

Key words: Think Aloud Strategy, Reading Comprehension, Descriptive Text.

Reading is one of the difficult skills that should be mastered by the students. The students not only had to be able to read well but also understand the content of the text. Meanwhile, teaching reading is very important because the teacher had to help the students to understand the text. Teaching reading also can be taught by using some strategies in order to help the students understand the text easier. One of the strategies that can be used for teaching reading is “Think Aloud Strategy”. This strategy can help the students analyzed the text by themselves, while the teacher only guided them by giving some clues related to the topic.

This study was to know the significant influence of think aloud strategy on students’ reading comprehension of descriptive text or not between experimental group and control group. This study was conducted in SMP Islam Manbaul Ulum Gresik. The researcher took two classes as the samples of this study, they were 8 A and 8 E. Each class consisted of 34 students. The design of this study was quasi experimental design. The data was collected from pre-test and post-test as the instrument. After getting the data, the researcher analyzed the data by using SPSS 15.0 program.

Based on the result of data analyses, the research finding showed that there was significant influence in using think aloud strategy toward students’ reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik. The researcher found that the sig. (2-tailed) of both groups was 0,000. It was less than the level of significance 0,05 ($0,000 < 0,05$). It indicated that “Think Aloud Strategy” could significantly influence students’ reading comprehension of descriptive text. It was proved that the strategy could be effective and influence students’ reading comprehension of descriptive text.

Based on this research, the researcher gives some suggestions. Firstly, the researcher suggests to the English teacher that this study can support her in using think aloud strategy as an alternative strategy in teaching English reading skill for junior high school. Secondly, the students are expected to pay attention more and be more active during the process of teaching learning activity in the class. They should read some text more in order to increase their new vocabulary and to make them easier to understand the text. The last for the next researchers, they are expected to conduct this research with different media, level, area, and skill with different students’ condition.