

# **CHAPTER I**

## **INTRODUCTION**

This chapter will discuss background of the study, statement of the problem, purpose of the study, significance of the study, scope and limitation of the study, hypothesis of the study, definition of key terms.

### **1.1 Background of the Study**

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. One of the skills that is important to teach is reading. Reading becomes something crucial and needed for the students because the success of their study depends on their ability in reading. If their reading skill is poor they are very likely to fail and have a difficulty in their study. On the other hand, if they have a good ability in reading, they will have a better chance to success in their study.

Meanwhile, most of students often repine that reading becomes one of skills that is very difficult to understand. It can happen because the students not master in reading. There are some factors that cause it like: they feel lazy to read or they feel difficult to understand the meaning of the text because they have limited vocabulary. This condition will make the students have difficulty in reading comprehension. To overcome it, most of teachers use some strategies in

teaching reading to make the students feel enjoy and can understand well the materials of reading that is given by the teacher. So, they can master in reading.

One of the strategies that is used by some teachers is think aloud strategy. According to Charters (2003) Think-aloud is a research method in which participants speaks aloud any words in their mind as they complete a task. It is about the student's critical thinking to understand the text. They will have some questions in their brain and say it aloud. They also will make some predictions of the topic in order to get the mean of the topic. That statement is supported by Cardenaz & Montez (2009) students use thinks out loud with teacher and with one another. So, they will say aloud what are they thinking in their brain and share it with the teacher or their partners in the class.

Teaching reading by using think aloud strategy may give new alternative for the student and also give them fun and enjoyment in the process of learning activity. Besides, think aloud strategy can make the student more active in learning activity and make them easier to understand the materials of reading that is delivered by the teacher. Teaching reading by using think aloud strategy is not only for new alternative but also teacher can teach unusual method to enrich students' ability to achieve the best goal. So, the student can get good achievement in learning reading. According to Cardenaz & Montez (2009) this strategy helped readers to comprehend more easily what was being read by them. Through the interactions that think aloud promotes, a better understanding of the text may emerge in the classroom.

Think aloud strategy also can be implemented in teaching narrative text. There are some previous studies are done by Sukawati, Nikmah and Arda. According to Sukawati (2013) with the title *Teaching Reading Narrative Text Using Think-Aloud Strategy at the Eighth Grade Students of Mts N Sukasari Cimahi in Academic Years 2012-2013*, she found that the use of think aloud strategy was effective to improve students' reading comprehension ability in narrative text. Based on Nikmah (2014) with the title *The Effectiveness of Using Think Aloud Strategy toward Students' Reading Achievement in Narrative Text Study at 8<sup>th</sup> Grade Smp Islam Durenan Trenggalek Academic Year 2013/2014*, she found that think aloud strategy was suitable strategy to improve students' achievements in reading comprehension of narrative text. According to Arda (2013) in her study, she found that think aloud strategy could help students to comprehend the text especially in narrative text. From those previous studies, it showed that think aloud strategy was an effective strategy to be implemented in teaching reading of narrative text. This strategy also can improve the student's ability in mastery reading especially in narrative text.

According to some statements above, the researcher wants to observe and find the effect of think aloud strategy in teaching reading of descriptive text because the researcher wants to know whether think aloud strategy is effective or not to be implemented in teaching reading especially in descriptive text. From the previous studies stated above, the researcher chooses descriptive text because there is no researcher state about the implementation of think aloud strategy in teaching reading of descriptive text. So, the researcher conducts this study to

investigate the effect of think aloud strategy in teaching reading of descriptive text.

In this study, the researcher tries to conduct this research in SMP Islam Manbaul Ulum Gresik. He chooses that school because the teacher of that school never teaches English reading descriptive text by using think aloud strategy. So, think aloud strategy becomes the new strategy for the teacher and for the students in the process of teaching and learning activity in English reading descriptive text. Therefore, he will observe about **“The Effect of Think Aloud Strategy in Teaching Reading of Descriptive Text on the Eighth Grade at SMP Islam Manbaul Ulum Gresik”**.

## **1.2 Statement of the Problem**

Based on the background of the study mentioned above, the identification of the problem of the research is: how does think aloud strategy significantly influence students' reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik?

## **1.3 Purpose of the Study**

This research has the purpose in finding out whether think aloud strategy significantly influence students' reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik.

## **1.4 Significance of the Study**

The result of the study is hoped to give benefits from theoretical and practical aspect.

### **1. Theoretical Significance**

- a. It is expected that the result of this research will generate idea on the teaching reading in junior high schools by using think aloud strategy.
- b. It is expected that the result of the study will give contribution to the theory of the strategies in teaching reading.

### **2. Practical significance**

Practically the research results are expected to give contribution to:

- a. The students

It is expected that the use of think aloud strategy can be a good way for students in learning reading. So, the students can enjoy the material and improve their reading skill.

- b. The teacher

Being the reference for teacher to teach and motivate the students to learn English especially reading. It can be an alternative ways to solve the problem in teaching reading in the class.

c. The Reader

It is hoped that the result of the study can give the information related to the teaching reading using think aloud strategy.

### **1.5 Scope and Limitation of the Study**

In this study, the writer makes scope and limitation. So, the scope of this study focuses on the effect of think aloud strategy in teaching reading of descriptive text. Meanwhile, the limitation of this study focuses on students of the eighth grade at SMP Islam Manbaul Ulum Gresik.

### **1.6 Hypothesis of the Study**

Based on the problem presented above, the hypothesis is formulated as follow:

There is significant influence in using think aloud strategy toward students' reading comprehension of descriptive text on the eighth grade at SMP Islam Manbaul Ulum Gresik.

### **1.7 Definition of Key Term**

To avoid misunderstanding, the writer defines the key terms as follows:

- Reading comprehension is an ability of the readers to read a text, understanding the meaning, the construction and the organization of the text.
  
- Think aloud strategy is a strategy that is used by the teacher with guiding the students by some clues to gain the students understanding of the text with their background knowledge.
  
- Descriptive text is a text which gives information about something or someone specifically.