

**THE EFFECTIVENESS OF USING THINK-ALLOUD
FOR TEACHING READING**
(An Experimental Research on the Eighth Grade Students at SMP Negeri 3
Purwokerto in the Academic Year 2015/2016)



A THESIS

Submitted to the English Education Department
as a Partial Fulfillment of the Requirement for S. Pd Degree

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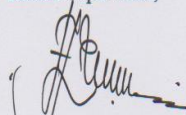
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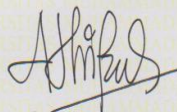
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DEDICATION

Bismillahirrohmanirrohim

This thesis is heartedly dedicated to:

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MOTTO

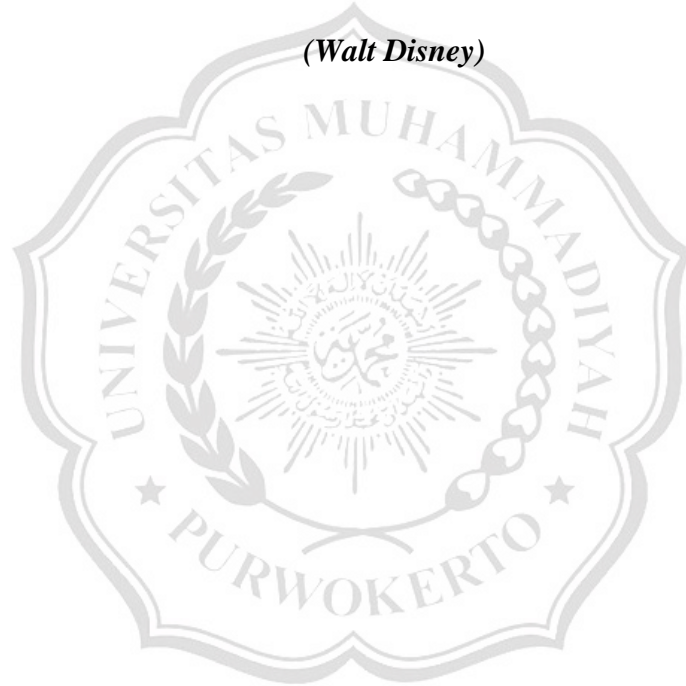
“Man Jadda Wajada”

“Success is the sum of small efforts, repeated day-in and day-out.”

(Robert Collier)

“All our dreams can come true if we have the courage to pursue them.”

(Walt Disney)



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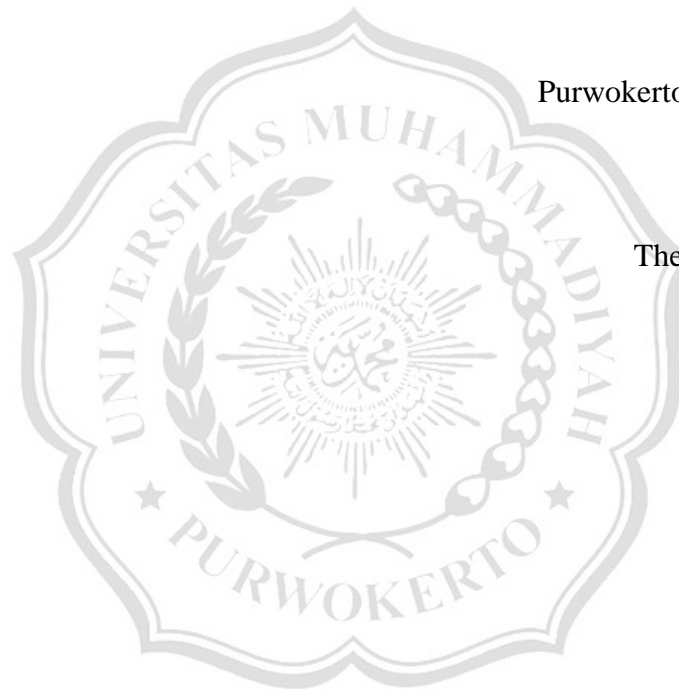
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The writer

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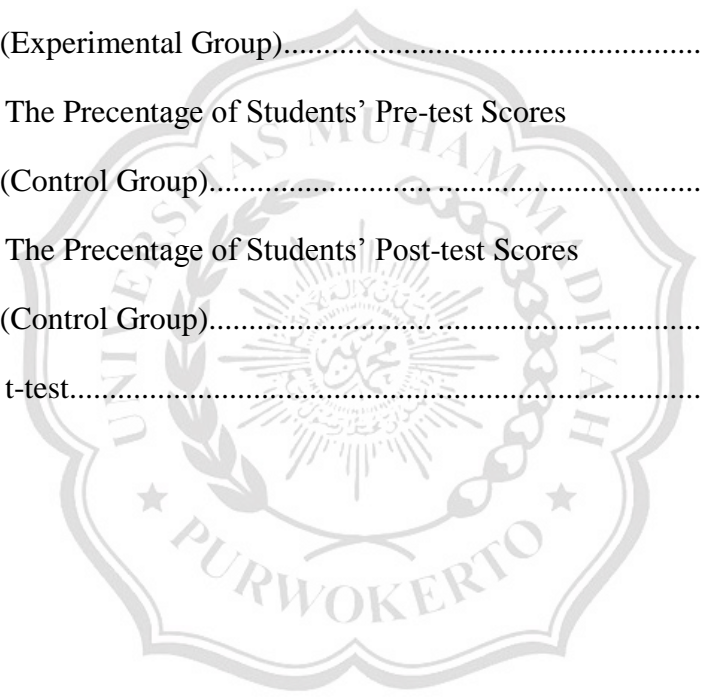
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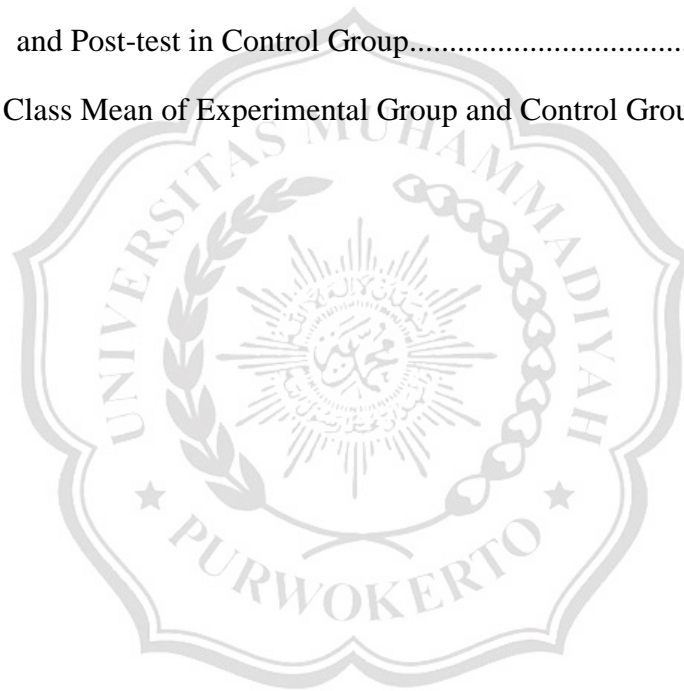
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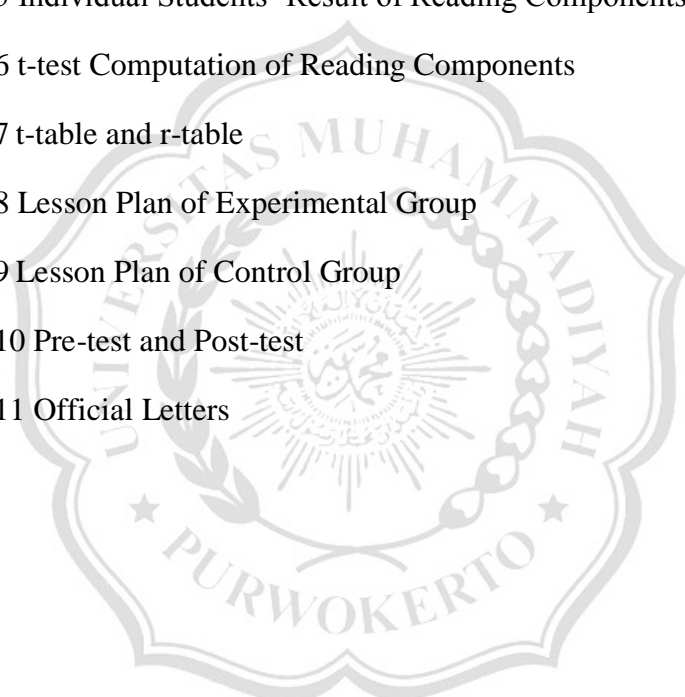
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ABSTRACT

THE EFFECTIVENESS OF USING THINK-ALOUD FOR TEACHING READING (An Experimental Research on the Eighth Grade Students at SMP Negeri 3 Purwokerto in the Academic Year 2015/2016)

**Andreana Jevicka Viola Loudy
1201050144**

The aim of this research was to find out the effectiveness of using think-aloud for teaching reading on the eighth grade students at SMP Negeri 3 Purwokerto in the Academic Year 2015/2016. This research used quasi experimental research which was conducted on 24th February until 10th March 2016. The subjects of the research were 28 students of VIII A as the experimental group and 28 students of VIII C as the control group. Test was used as the instrument to collect the data. The tests which were used were pre-test and post-test. The test was in the form of multiple choices. T-test formula was used to analyze the data. Based on the computation, t-test result was 4.005 and t-table was 1.673 at the significant level 0.05 with the degree of freedom 54. It showed that t-test result was higher than t-table ($4.005 > 1.673$). The t-test result for five components of reading comprehension namely decoding knowledge, discourse knowledge, syntactic knowledge, readiness aspect and affective aspect were significant and one of the components was not significant, it was vocabulary knowledge. Based on the result of the research, it can be concluded that think-aloud strategy was effective for teaching reading. Thus, the hypothesis which stated that think-aloud is effective for teaching reading was accepted.