

CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is the act of responding appropriately to the printed symbol. Leu and Kinzer (1987: 8) define reading as a process of getting meaning from printed material and comprehend it. Through reading, the students will be able to enrich their knowledge, get abundant information, get entertainment and even solution of their problems. Thus, reading is very important and it touches all aspects in life.

Teaching reading is getting the students to comprehend the text. It means that teaching reading is not easy since there are some difficulties faced by the students in comprehending the text which is resulted in poor comprehension. This poor comprehension may be the result of some factors. Crawley & Merritt (2000: 40) state some factors which make the students difficult to comprehend the text, those are the students do not have the necessary background or schema for reading a selection, they may view reading as a word-recalling process, they may read too slowly and therefore be unable to chunk enough information together at a time to create meaning, they may not know and understand that comprehension is the major purpose for reading and therefore they may read without setting a purpose, they may not concentrate on or attend to the reading task and they may not be interested in reading or the subject they are reading about.

In order to reach the goal of teaching reading, the teacher needs to use the strategy for teaching reading so that the students will be easy to learn and comprehend the text. There are many reading strategies that the teacher can use for teaching reading. One of those strategies is think-aloud strategy. According to Jahandar et al (2012: 1) think-aloud strategy is a method in which the readers or students report their thoughts while they are reading. Oster (2001: 65) states that think-aloud would help the students to recognize how they worked with the text to make meaning in their own minds. Furthermore, Sukyadi & Uswatun (2000: 1) state that think aloud can be used to clarify difficult statements or concepts; for summarizing important information; and for thinking ahead. Think-aloud encourages the students to be more active and thoughtful readers and teaches students to monitor their understanding of the text while they are reading.

Considering the explanations above, the writer conducted a research entitled “The Effectiveness of Using Think-Aloud for Teaching Reading (An Experimental Research on the Eighth Grade Students at SMP Negeri 3 Purwokerto in Academic Year 2015/2016)” to find out whether think-aloud can be effective strategy for teaching reading.

B. Reason of Choosing the Topic

In learning English, especially for junior high school students, reading is one of the important skills that should be mastered by the students. The reason is that by having good skill in reading, the students will be able to comprehend the material given by the teacher easily. Here, one of the strategies that can be

used for teaching reading, that is think-aloud strategy. It can make the students become active in reading the text. It teaches the students to monitor their comprehension of the text which can make them comprehend the text well. Then, think-aloud can be effective strategy for teaching reading.

C. Problem of the Research

The problem of the research is formulated as:

“Is think-aloud effective for teaching reading?”

D. Aim of the Research

Based on the problem above, the aim of this research is to find out the effectiveness of using think-aloud for teaching reading.

E. Clarification of the Key Terms

To understand the topic more easily the terms of the research are clarified as:

1. Reading

Reading means understanding the meaning of printed words. It is an active process which consists of recognition and comprehension skill. (Patel & Jain, 2008)

2. Think-Aloud

Think-aloud is a strategy which asks students to say out loud what they are thinking about when reading. (Teacher Vision, 2015)

F. Contribution of the Research

The contributions of research are given for the following people:

1. For English Teacher

The researcher hopes that this research will give valuable information for the English teacher in teaching reading and improve their creativity in teaching reading especially by using think-aloud strategy.

2. For Students

The researcher hopes that this research can give new experience for students in learning reading using think-aloud strategy and make them comprehend the text better.

3. For Other Researchers

It can be a useful source for the other researchers who want to conduct a research with the same topic and it can be used to motivate them to conduct a better research.