TEACHING AND LEARNING READING THROUGH THINK-ALOUD METHOD IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 7 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

A Thesis
Submitted as a Partial Fulfillment of the Requirements for S1-Degree

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ABSTRACT

TEACHING AND LEARNING READING THROUGH THINK-ALOUD METHOD IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 7 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

Reading is one important skills in teaching English. As we know that reading is needed by people over the world. The students have to read because reading is an important part of education. This research was about teaching and learning reading through think-aloud method in recount text at the first semester of the eighth grade of SMPN 7 Bandar Lampung in the academic year of 2016/2017. The objectives of this research were to know the teaching and learning process of using think-aloud method in teaching and learning reading, to know the teacher’s problem in teaching reading of using think-aloud method and to know the students’ problem in learning reading of using think-aloud method.

Qualitative was used in this research as a research design. Purposive sampling technique was used to determine the sample. The class of VIII K was chosen as a sample which consisted of 37 students. In collecting the data, there were three kinds of data collecting technique, they were: observation, interview and documentation. Three major phases of data analysis were used in this research, they were: data reduction, data display and data conclusion.

This research was conducted in two meeting. After analyzing the data, there were three points of the result. The first, the teacher did not apply some of steps in observation checklist. The second, the teacher’s problem in teaching reading through think-aloud method were that the teacher had difficulty to handle the students in giving instruction to ask and also the teacher felt difficulty to manage the time in implementing think-aloud method in teaching reading. The third, the problem faced by the students in learning reading through think-aloud method was that the students could not remember information from the text although they were using think-aloud method.

Keywords: Think-aloud method, teaching reading, qualitative research.
APPROVAL

Title: TEACHING AND LEARNING READING THROUGH THINK-ALOUD METHOD IN RECOUNT TEXT AT THE FIRST SEMESTER OF THE EIGHTH GRADE OF SMPN 7 BANDAR LAMPUNG IN THE ACADEMIC YEAR OF 2016/2017

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1. Read! in the name of thy Lord and Cherisher, Who created,
2. Created man, out of a clot of congealed blood.
3. Read! and thy Lord is Most Bountiful.
4. He Who taught by the pen,
5. Taught man that which he knew not.¹

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This thesis is presented to the English Study Program of IAIN Raden Intan Lampung. The primary aim of writing this thesis is to fulfill a part of student’s task in partial fulfillment of the requirement to obtain S-1 degree.

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Finally, none is perfect and neither is the final project. Any corrections, comments and criticism for the betterment of this final project are always open-heartedly welcomed.

Bandar Lampung,… May 2017

The researcher,

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During studying of IAIN Raden Intan Lampung, the researcher followed some organizations, such as UKM BAHASA and KARATE-SAMURAI-AIKIDO.
DECLARATION

I hereby declare that this thesis is completely my own work. I am fully aware that I have quoted some statements and ideas from various sources and those are properly acknowledged in the text.

Bandar Lampung,… May 2017

Declared by,

Hafidz Ali Khunaefi
DEDICATION

Praise and gratitude to Allah the Almighty for His abundant blessing to me, and then from my deep heart and great love, this thesis is proudly dedicated to:

1. The greatest inspiration in my life is my beloved father Mr. Agus Riyadi and mother Mrs. Susilowati, for their love, support, patience and guidance.
2. My beloved little brother Agista Nuvus Al-rasyid.
3. My beloved grandfathers and grandmothers.
4. My beloved elementary, junior and senior high school teachers.
5. My beloved lecturers and almamater IAIN Raden Intan Lampung.
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CHAPTER I
INTRODUCTION

A. Background of the Problem

In teaching of English, the teacher has to teach English in proper way. In the teaching and learning English, teacher emerges some ideas to show the words in context. The teacher should have an interactive or interesting method or technique to teach English. Besides, the teacher should prepare the material and method well. By using target language, the students are able to be familiar to the language.

In learning language, there are four skills that should be mastered by students, they are Listening, Speaking, Reading and Writing. Reading is one of the skills elaborated before. Moreillon defines reading as making meaning from print and from visual information.\(^2\) We may conclude that there are many kinds of materials that we are able to read such as the materials from print pages such as textbook, newspaper, magazines, novels, and another source. In addition, visual information also the kinds of materials that we are able to make meaning such as information is useful for connecting key ideas in a text and explaining complex topics. It includes charts, graphs, videos, photographs, and maps. Besides, Brown states that reading is only incidentally visual more information

is contributed by the reader must be understood what they read.³ It means that a common activity that can be done by all of the people for the materials that may be read.

One of the purpose of reading is to understand and get the meaning behind a text. The reader may be able to reach the purpose of reading with the process. Reading involves two basic processes that one process is learning how to decipher print and another is understanding what the print means.⁴

In reading, people need to be able to identify the words used to convey meaning, and they must be able to construct meaning once they have identified the individual words in print.⁵ It implies that everyone has to pass the process of reading to explain and understand what they read by identifying the meaning of words. Hence, we as a reader can comprehend what the writer means. Moreover, we carry out these processes to get meaning in learning reading skill. The students must be able to apply these processes to comprehend the meaning.

Besides, most of students still have low ability in understanding the text. They are not able to understand what the writer means because they do not get the point of reading.

Whereas, reading is the important part of education. Patel and Jain say, “Reading skill is an important tool for academic success.” It means that reading is very important skill to do. This skill becomes duties for students as learners. It is hoped that students not only read the text but also get the point and can grow their experiences and knowledges from reading.

In fact, teaching students to read is not an easy thing. The students still have low ability in reading. The students are still confused and faced difficulty in decoding and comprehending the text. Sometime they have trouble to retention the text. Besides, the students have less vocabularies and their comprehension was still low. Then, they cannot construct the meaning of the text. It means that students are not able to response the text easily. Therefore, they do not get the information and knowledge well.

In teaching English, sometime the teacher only invites one of the students to come forward and read the text which certainly they do not know the meaning of the text. Then the teacher invites some of the students to help him/her to open their dictionaries in knowing the meaning of some difficult words. Then, the teacher, together with students, translate the text to comprehend the meaning.

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In this case, English teacher needs to teach students effectively, especially the students’ reading skill, in order that the students have great motivation to read. The teacher can do the one of some ways in improving students’ reading ability. It is through think-aloud method.

One of methods which is suitable for students in teaching reading is think-aloud method. Think-aloud is a method in which readers report their thoughts while reading. Thereby when a teacher teaches the students in the class using think-aloud method he/she will be able to achieve a better view of the mental processes in which students are engaged. Think-aloud helps to enhance students’ ability of the thinking process and understand what they comprehend. It allows for the reader to connect meaning and understanding with the text. Block and Israel in Khatami say, “Students feel that think-aloud is beneficial for their thinking process, when the correct method is taught to them and it allows for teachers to become better educator.” Teachers show their thinking process and how their thoughts are occurring during the reading for students who are struggling with comprehension.

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9 Ibid, p. 382.
Through thinking-aloud, teachers are able to vocalize how they think as they read.\textsuperscript{10} Along with the hands on learning, learning from text is one of important aspect of any content areas. If students are taught comprehension strategies explicitly, this can help them to read more effectively in other contents area. According to Neufeld in Khatami, “Comprehension strategy instruction, will be the most effective, if it is being taught in context with what students are learning. If they expected to read something, then they need to be taught the comprehension strategies that will help them to understand this new concept.”\textsuperscript{11}

Baumann in Blachowicz and Ogle state, “Think-Aloud reveals how readers are processing the text and the ideas as they read.”\textsuperscript{12} It means through think-aloud we know the process when the students read the text and let the ideas run out from their mind. A think-aloud can open a window onto a reader’s mind and let a teacher see process in action.\textsuperscript{13} When the students read the text used think-aloud it will force students’ mind to imagine what in the text. Here a teacher can see process brainstroming of the students.

The question is why use “Think-Aloud” in teaching reading. According to Smilovitz in Khatami, it is used for several purposes: first, it helps student to learn to monitor their thinking as they read and improve their comprehension. Second, it teaches student to reread a sentence, read ahead to clarify, and /or look for context clues to make sense of what they

\textsuperscript{10} Ibid.

\textsuperscript{11} Ibid.


\textsuperscript{13} Ibid, p. 87.
read. Third, it slows down reading process and allows students to monitor their understanding of a text.\textsuperscript{14}

Based on previous research conducted by Cardona in his thesis entitled \textit{Reading is Thinking: Teaching Reading Comprehension through Think-Aloud Method}, he concluded, “Think-Aloud Method was a good method to be used for teaching learning reading. Although there were some problems still faced by the teacher and by the students.\textsuperscript{15} It could be concluded that think-aloud is one of method which is suitable for teachers and students in teaching and learning reading.

From the result of interview, the researcher finds out that most of the students at the eighth grade still have low ability in reading. Based on the interview to an English teacher of this school, Wan Harnita S.Pd.Ing, the students’ ability in reading is still low because the students do not have the rich of vocabularies and practice their English out of class or in their home. They only learn English when they are studying English in the classroom.

This case shows that in applying think-aloud method still cannot increase the students’ reading ability which can be seen as the following table of the

\begin{table}[h]
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\begin{tabular}{|c|c|}
\hline
\end{tabular}
\end{table}
students’ score of reading ability. It is described with the data.\textsuperscript{16} Here is the
detail description.

\begin{table}
\centering
\begin{tabular}{|c|c|c|c|}
\hline
No & Score & The Number of Students & Percentage \\
\hline
1 & $\geq 70$ & 15 & 21\% \\
2 & $< 70$ & 57 & 79\% \\
\hline
Total & & 72 & 100\% \\
\hline
\end{tabular}
\caption{The score of Reading test, at the Eighth Grade of the Second Semester of SMPN 7 Bandar Lampung in the Academic Year 2015/2016}
\end{table}

Based on table above, the total number of students are 72. It is found
out that from the total number of students (72), only 15 students passed the
criteria of minimum score. It means that students who feel difficult to
understand the text are 57. So far the teacher had already applied think-aloud
method in teaching reading, but many of students still got low score.

The research in SMPN 7 Bandar Lampung about teaching and learning
reading through think-aloud method is to find information about teaching and
learning process and also the problem faced by the teacher and students in the
class.

In this case, it is decided to know and describe the process of applying
think-aloud in reading class. Therefore, the researcher made and submitted this
thesis entitled “Teaching and Learning Reading through Think-Aloud Method

\textsuperscript{16} Wan Harnita, \textit{The Data from English Teacher of SMPN 7 Bandar Lampung},
unpublished.
in Recount Text at the Eighth Grade of the first Semester of SMPN 7 Bandar Lampung in Academic Year 2016/2017.”

B. Identification of the Problem

Based on the background of the study mentioned above, it can be identified the following problems:

1. The students’ reading retention was still low.
2. The students’ reading comprehension was still low.
3. The students’ vocabularies was still poor.

C. Limitation of the Problem

Based on the background of the problem and the identification of problem above, the focuse of this research was about teaching and learning reading through think-aloud method in recount text at the Eighth grade of the first semester of SMPN 7 Bandar Lampung.

D. Formulation of the Problem

This research was formulated as follows:

1. How was the process of teaching and learning reading by using think-aloud method in recount text at the Eighth grade of the first semester of SMPN 7 Bandar Lampung?
2. What were the students’ problems in teaching and learning reading through think-aloud method at the Eighth grade of the first semester of SMPN 7 Bandar Lampung?

3. What were the teacher’s problems in teaching and learning reading through think-aloud method at the Eighth grade of the first semester of SMPN 7 Bandar Lampung?

E. Objective of the Research

The objectives of this research were as follows:

1. To know the process of teaching and learning reading by using think-aloud method in recount text at the Eighth grade of the first semester of SMPN 7 Bandar Lampung.

2. To know the students’ problems in teaching and learning reading through think-aloud method in recount text at the Eighth grade of the first semester of SMPN 7 Bandar Lampung.

3. To know the teachers’ problems in teaching and learning reading through think-aloud method in recount text at the Eighth grade of the first semester of SMPN 7 Bandar Lampung.
F. Use of the Research

The uses of this research were as follows:

1. Theoretically
   To improve the students’ ability in English especially in reading through think-aloud method in teaching process in SMPN 7 Bandar Lampung.

2. Practically
   To give information for the English teacher of SMPN 7 Bandar Lampung about teaching reading through think-aloud method.

G. The Scope of the Research

The scope of this research was determined as follows:

1. Subject of the research
   The subject of the research were the students in the eighth grade students of SMPN 7 Bandar Lampung.

2. Object of the research
   The object of the research was the process of teaching and learning reading especially in applying think-aloud method.

3. Place of the research
   The research was conducted at SMPN 7 Bandar Lampung located on Jln Sultan Badaruddin No.4 Langkapura, Bandar Lampung.
4. Time of the research

The research was conducted at the first semester in the academic year 2016/2017.
CHAPTER II
REVIEW OF RELATED LITERATURE

A. Reading

According to Birch in Lems reading is an interactive process that takes place between the text and the reader’s processing strategies and background knowledge.\textsuperscript{17} Wolf in Hedgchock states, “Reading is a neuronally and intelectually circuitous act, enriched as much by the unpredictable inderections of a reader’s inferences and thoughts, as by a direct message to the eye from the text.”\textsuperscript{18} Patel and Jain state, “Reading is an important activity in life with which one can update his/her knowledge.”\textsuperscript{19} It can be concluded that reading is an activity that goes on between the reader and the text to get the meaning from written text that involves the understanding of what the writer means in the text as the purpose of reading, with the result that we get the information and knowledge from it.

According to Cline reading is decoding and understanding written text.\textsuperscript{20} Based on Johnstone in Cline reading is decoding and understanding text

\begin{footnotesize}
\textsuperscript{17} Kristin Lems, \textit{et.al}, \textit{Teaching Reading To English Language Learners}, (New York: The Guildford Press, 2010), p. 33.
\textsuperscript{20} Frederick Cline, \textit{et.al}, \textit{Focus group Reactor To Three Definition of Reading: as originally Develop and Support NARAP Goal 1} (Minneapolis: National Accessible Reading Assessment Project, 2006), p. 2.
\end{footnotesize}
for particular reader purposes.\textsuperscript{21} King in Cline also states, “Reading is the process of deriving meaning from text. For majority of readers, this process involves decoding written text. Some individuals require adaptations such as braille or auditorization to support the decoding process. Understanding text is determined by the purposes for reading, the context, the nature of the text, and the readers’ strategies and knowledge.”\textsuperscript{22} It can be concluded that reading is the process of receiving the meaning by decoding the written texts.

Certainly, the purpose of the reading is to get the meaning of the text with the process to decoding the words in the written text. This process is comprehension activity, because comprehension is the activity that bring us to understand the meaning of the text. More than merely decoding words on a page, comprehension is the intentional thinking process that occurs as we read.\textsuperscript{23} We are able to comprehend the text when we read the text well. Tankersley states, “Comprehension is the center of reading.”\textsuperscript{24} She also says that comprehension is the heart of reading process.”\textsuperscript{25} Reading comprehension is a

\textsuperscript{21} Ibid.
\textsuperscript{22} Ibid.
\textsuperscript{25} Ibid, p. 114.
product of complex interactions between the properties of the text and what readers bring to the reading situation.\textsuperscript{26}

Comprehension is the reason for reading. If readers can read the words but do not understand or connect to what they are reading, they are not really reading. Good readers are both purposeful and active, and have the skills to absorb what they read, analyze it, make sense of it, and make it their own.

B. Reading Comprehension

Durkin in Torgosen states, “Reading comprehension is intentional thinking during which meaning is constructed through interactions between text and reader.”\textsuperscript{27}

According to Anderson in Klingger, reading comprehension is the process of constructing meaning by coordinating a number of complex processes that include word reading, word and world knowledge, and fluency.\textsuperscript{28}

According to Jenkins in Klingger, reading comprehension is a complex process of constructing meaning by coordinating a number of skills related to decoding, word reading, and fluency.\textsuperscript{29} In addition, reading comprehension is a

\begin{itemize}
\item\textsuperscript{27} Joseph K. Torgosen, \textit{Factors that Influence Reading Comprehension: Developmental and Instructional Consideration}, (Florida State University and Florida Center for Reading Center Research Core Knowledge Conference), p. 2
\item\textsuperscript{29} \textit{Ibid}, p. 12.
\end{itemize}
product of complex interactions between the properties of the text and what readers bring to the reading situation.\textsuperscript{30}

From the explanation above, reading comprehension is complex process of transfer the information from the writer to the reader to make them understand what the writer means. The student as reader can comprehend the text based on their ability to recognize the text. In addition, reading comprehension is considered as the ability of the student to understand about the text in finding and determining main idea and topic sentence from the text.

Reading comprehension means a reader acquire information from reading. It is highly related to the conceptual background of the reader. According to Munir, reading comprehension is the manner to receive and process new information of the text and the degree of relation between what is new and what is already known.\textsuperscript{31} It can be said that in comprehending text the schema and background knowledge of the readers is needed. Understanding the importance of background knowledge is important for the readers to build comprehension because the readers will connect the new information with what already known before integrating and organizing the new information.\textsuperscript{32} To build a good comprehension of the text, the reader must be able to active and build

\begin{itemize}
\item \textsuperscript{30} Danielle S. McNamara, \textit{Loc Cit.}
\item \textsuperscript{31} Reading Concept, available on : https://misbakhudinmunir.wordpress.com/2013/09/25/reading-concept/, accessed on March 9\textsuperscript{th}, 2016.
\end{itemize}
their background knowledge properly. Besides, by connecting the prior or background knowledge of the readers with the new information, the reader will have a scheme in their mind to build their comprehension of the text.

There are some specifications commonly used in measuring students’ reading comprehension, they are:

1. Main idea (Topic)
2. Expression/idioms/phrases in context
3. Inference (Implied detail)
4. Grammatical features
5. Detail (Scanning for a specifically stated detail)
6. Excluding facts not written (unstated detail)
7. Supporting ideas
8. Vocabulary in context

Skimming for main idea, scanning for detail, guessing words meaning from context, inferencing, using grammatical features for discourse makers, etc. These specifications will represent of the test for reading comprehension, which are derived from abilities of good readers exhibit. Notice that many of them are consistent with strategies of effective reading.

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34 Ibid.
C. The Types of Reading

Reading has traditionally been divided into two types: intensive and extensive. In broad terms, intensive reading may be described as the practice of particular reading skills and the close linguistic study of text. Extensive reading can be defined as reading a large quantity of text, where reading confidence and reading fluence are prioritized.  

According to Patel and Jain, types of reading are intensive and extensive reading.  

1. Intensive Reading

Intensive reading is related to further progress in language learning under the teacher’s guidance. It will provide a basic for explaining difficulties of structure and for extending knowledge of vocabulary and idiom. Intensive material will be the basic for classroom activity. Intensive reading is text reading or passage reading. In this reading the learners read the text to get knowledge or analysis. The goal of this reading is to read shorter text and to carry out to get specific information.  

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36 M. F. Patel and Praveen M. Jain, Op Cit, p. 117.
37 Ibid.
2. Extensive Reading

Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading. Usually people read keep them update. Extensive reading assignment may direct students to articles of current interest on foreign language magazines or newspaper.\(^{38}\)

From the text above, we know that the types in reading are intensive and extensive reading. It has different characteristic of itself. In the intensive reading, the students reads the sort text from teacher in the lesson to get the knowledge and specific information. Whereas, extensive reading is more difficult than intensive reading, in which the student directly reads the material of reading for their pleasure for target language to enjoyment without the aid of the teacher. The teacher has to teach for the lerner both of them to encourage the student reading.

D. Text

1. Concept of the Text

A text is a words or sentences woven together to create a single whole.\(^{39}\)

Besides, Halliday in Emilia explains a text as the language people produce and react to, what they say and write, and reading and listen to, in the course of daily

\(^{38}\)Ibid, p. 119.

life. It means that text is a single whole of complete language in social and contextual. It may be in form of oral, writing or reading.

2. Types of the Text

Based on generic structure and language feature dominantly used in, texts are divided into several types. They are recount, report, explanation, exposition discussion, procedure, narrative, and new story. According to Emilia, there are many kinds of genre (text type).

1. Recount

It is a kind of genre that has social function to retell event for the purpose of informing or entertaining.

2. Report

It is a kind of genre that has function to describe the way things are with reference to range of natural, built and social environment by first classifying things and then describing their special characteristics.

3. Explanation

It is a kind of genre that has social function to explain the process involved in the formation or working of natural or socio cultural phonemena.

4. Exposition

It is a kind of genre that has social function to persuade the reader or

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40 Ibid.
listener that something in the case.

5. Discussion

It is a kind of genre that has social function to present (at least) two points of view about an issue.

6. Procedure

It is a kind of genre that has social function to describe how something is accomplished through a sequence of actions or steps.

7. Narrative

It is a kind of genre that has social function entertains and instructs via reflection on experience. Deals with problematic events which individuals have to resolve for better or worse.

8. News Story

It is a kind of genre that present recent events regarded as “news-worthy” or of public importance.\(^{41}\)

Based on the types of text above, the researcher will focus about recount text. The follows section will explain about recount text:

3. Recount Text

According to Hartono, Recount text is categorized as “the story genre which functions to retell events for the purpose of informing or entertaining.”\(^{42}\)

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\(^{41}\) Ibid, P. 27.

\(^{42}\) Rudi Hartono, *Genre-Based Writing*. (Semarang: Semarang State University, 2005), p. 6.
In addition, Emilia says, “Recount is a kind of genre that social function to retell event for the purpose of informing or entertaining.” It means that recount is a piece of text retelling past events, usually for the purpose of informing or entertaining.

There are several rhetorical structures which are used in recount including orientation, events, and evaluation.

a. Orientation: it gives reader background information of the story. As the opening paragraph, it should answer the questions: who, what, where, when, and how.

b. Events: it tells a series of events in a chronological order and describes what happened.

c. Evaluation: it consists of a type of conclusion with a comment or a summary and evaluation about the topic of the story.

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43 Emi Emilia, Op Cit, p. 29.
Here is the example of the recount text see below:\(^{45}\)

![Diagram of Through The Forest]

**Through The Forest**

Anne Sterling did not think of the risk she was taking when she ran through a forest after two men.

They had rush up to her while she was having a picnic at the edge of a forest with her children and tried to steal her handbag. In the struggle, the strap broke and, with the bag in their possession, both men started running through the trees. Anne Sterling got so angry that she ran after them. She was soon out of breath, but she continued to run. When she caught up with them, she saw that they had sat down and were going through the contents of the bag, so she ran straight at them.

The men got such a fright that they dropped the bag and ran away. “The strap needs mending,” said Anne Sterling later, “but they did not steal anything.”

*Source: The Bridge English Competence*

**Figure 1. The Example of Recount Text**

Moreover, recount text has generic structure as orientation, events and evaluation. Orientation divided into some parts, they are introduction, time setting and place setting. Events are a recording of the events that occurred in recount story. And evaluation is repetition of the summary of events recounted.

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E. Teaching reading

1. Definition of Teaching Reading

In the classroom, teaching reading is a way transferring knowledge from teacher to students by using a certain technique of strategy and a certain material in order to master reading itself. Teaching is a complex process it does not only give the information from the teacher to the students. Reading is one of ways to make the students understanding in teaching – learning process.

According to Harmer teaching is not an easy job, but it is a necessary one and can be very rewarding when we see our student’s progress and know that we have helped to make it happen. It is true that some students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. Based on explanation, the researcher concludes that teaching activities and manages the environment in a good condition to make and give the opportunity for the students in learning process to get the purpose. Based on Harmer reading is useful for other purposes too: any exposure to English provided students understand it more or less is a good thing for language students.

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In teaching reading, the teacher’s responsibilities in helping learners achieve these goals is to motivate reading by selecting or creating appropriate texts, to design useful reading tasks, to set up effective classroom procedure, to encourage critical reading, and to create supportive environment for practicing reading. In the classroom, teacher has to decide what the purpose in reading will be done. It is reading for pleasure or getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free. And if the purpose of reading text that will be done is for getting understands the passage, so the topic of reading text should be prepared before teacher teach in reading class.

2. Principles of Teaching Reading

According to Harmer, the principles of teaching reading:

a. Encourage the students to read as often and as much as possible

   Reading is an incredibly active occupation. To do it successfully, we have to understand what the word mean, see the pictures the word are painting, understand the argument, and work out if we agree with them. If we do not do these things and if the students do not do these things-then we only just scratch the surface of the text and we quickly forget it.
b. Students need to be engaged with what they are reading  

As we everything else in lesson, students who are not engaged with the reading text-not actively interested in what they are doing-are less likely to benefit from it. When they are really fire up by the topic of the task, they get much more from what is in front of them.

c. Encourage the students to respond to the content of a text (and explore their feeling about it), not just consentrate on its construction  

It is important to students to study reading text in class in order to find out such thinh as the way they use language, the number of paragraph they contain and how many time they use relative clauses. But the meaning, the message of the text, it is just as important and we must give the students a chance to respond to that message in some way. It is especially important that they should be allowed to express their feeling about the topic-thus provoking personal engagement with it and the language.

d. Prediction is a major factor in reading  

When we read text in our own language, we frequently have a good idea of the content before we actually start reading. Book cover give us a hint of what in the book, photograps and headlines hint at what articles are about a report look like reports before we read a single word. The movement we get this hint our brian start predicting what we are going to read. Expectations are set up and the active process of reading is ready to
began. Teachers should give students ‘hints’ so that they can predict what come true. It will make them better and more engaged readers.

e. Match the task to the topic when using intensive reading text

   Once a decision has been taken about what reading text the students are going to read (based on their level, the topic of the text and its linguistic and activation potential), we need to choose good reading task – the right kind of questions, appropriate activities before during and after reading, and useful study exploitation.

f. Good teachers exploit reading text to the full

   Any reading text is full of sentences, words, ideas, descriptions, etc. It doesn’t make sense just to get students to read it and then drop it to move on to something else. Good teachers integrate the reading text into interesting lesson sequences, using the topic for discussion and further task, using the language for study and then activation, and using a range of activities to bring the text to life.49

   From the principles above, we know that teaching reading not only give text to students and order them to read it, but in teaching reading have some principles that should be known by teacher. To do it succesfully, she/he must apply these principles to the students when teaching reading skill.

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Through these principles the teacher will get opportunity to make the students interested, respond, and understand about what they are reading.

To complement teaching reading, there are three steps of lesson methodology:

a. Introduction

In the first step, before a teacher starts a lesson, the teacher must start the class quickly and efficiently. This can be a challenge, so be well prepared. Key of introduction is the teacher checks attendance and knows more about the students. Besides, she/he is doing daily or weekly activity and telling about agenda. And the last the teacher is giving brainstorming to the students and motivating the students.

b. Main-activity

In the main-activity in lesson consist of three steps, they are:

1. Modeling

In this step the teacher introduces about the skills, then the teacher models learning outcome, besides she/he engages students.

2. Guided Practice

In guided practice, the students practice learning outcome as a class and/or in pairs then the teacher provides help and feedback.
3. Independent Practice

In the last step, the students demonstrate learning outcome individually or in pairs. Furthermore, the teacher assesses learning outcome.

c. Post-activity

Be sure to stop independent practice 5 minutes before the end of class to give time for closing. Many teachers skip this step, but research shows that reflecting on the lesson is very beneficial for students learning. In the post-activity, the teacher can reflect on the learning outcome, then recap main point and the last review any errors. 50

Based on three steps above, the teacher will get a way in teaching like check attendance of students at the begin time, modeling the skills at the main-time and close lesson at the post-time. Through these steps, the teacher will not get confuse and face difficulty in teaching activity.

There are some suggestions to facilitate “How to teach” reading text book whole language:

1. Skip the difficult word.

2. Read on to the end of the sentence or paragraph. Go back to the beginning of the sentence and try again.

3. Substitute a word that makes sense.

4. Read the word using only the beginning and ending sounds.

5. Read the word without the vowels.


7. Predict and anticipate what could come next.51

From the suggestions above, we know those will give the way and help the teacher facilitate in teaching reading. As we know, “teaching is not an easy job”52 because the teacher prosecuted to make the students achieve their goal in learning. Especially, in learning reading.

F. Think-Aloud

1. Concept of Think-Aloud

To explain what think-aloud is, Oster defines, “it as a reading method where students can verbalize their thought as they read, and thus bring into the open strategies they are using to understand the text.”53 Within the think-aloud method we can mention some reading comprehension like predicting and visualizing.

52 Jeremy Harmer, Op Cit, p. 23.
Jahandar, et.al. define, “Think-Aloud is a method in which readers report their thoughts while reading.”  54 Think-Aloud is a method which helps the teachers to collect unseen processes such as inference or the use of prior knowledge by learners.  55 It means the teachers will be able to achieve better view of the mental processes in which learners or readers are engaged.

Charters defines, “Think-Aloud is a method in which participants speak aloud any words in their mind as they complete a task.”  56 Thereby participants have to express their mind about what they are reading.

Besides, Harris and Hodges in Block and Israel claimed, “Think-Aloud is a metacognitive in which a teacher verbalizes thoughts aloud while reading a selection orally, thus modeling process of comprehension.”  57 This method as an instructional practice to help students verbalize the thoughts they use during reading, and thus bring that thinking into the open.


55 Ibid.


According to Wilhelm and Lynch, “Think-Aloud is a self-analysis that provides a means for students to identify the type of thought processes they experience during reading.” When students verbalize what they know, it helps them to reflect upon and clarify the problem of the text during reading.

In addition, the theory of think-aloud comes from the work of sociocultural psychologist Vygotsky in Bowles. He claimed, “Inner speech can help human to regulate their own behavior and cognitive process.” In this process (inner speech) is presented by phenomenon of private speech, where students talk to themselves out loud in ongoing commentaries on their own actions.

Based on explanation above, it concludes that a Think-Aloud is an activity where readers verbalize through their think while building an understanding of what they are reading, and this method allows students to focus on important information, to make prediction, to ask questions, to evoke background knowledge with the text and to express their personal reactions.

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2. **Advantages and Disadvantages of Think-Aloud**

There are advantages and disadvantages of Think-Aloud, they see below:

a. **Advantages**

Here are the advantages of Think-Aloud as follow:

1. Think-Aloud captures preference and performance data simultaneously rather than having to ask preference questions later.
2. Think-Aloud may help some participants focus and concentrate by falling into a rhythm of working and talking throughout the evaluation.
3. Gives a better understanding of the user’s mental because you are continually getting clues about misconceptions and confusion before they manifest as incorrect behaviors.\(^\text{60}\)

Think Aloud is practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud method and discuss how good readers often re-read a sentence, read ahead to clarify, and look for context clues to make sense of what they read.

b. **Disadvantages**

Here are the disadvantages of Think-Aloud as follow:

1. Think-Aloud slows the thought process increasing mindfulness, which might prevent errors that might have normally occurred in the actual work setting.

2. Think-Aloud may seem unnatural and distracting to some participants since it may be very different from their learning style.

3. It is exhausting to verbalize a thought process for two to three hours while performing a maintenance procedure.

4. The best result require a trained evaluator in this method.\textsuperscript{61}

   This method requires a great deal of creativity and skill from the evaluator in that some this method may seem unnatural to the participants. Therefore, the best case would be a specialist in user performance evaluations. Interacting with the participants appropriately is a difficult skill to master and should not be undertaken lightly. Even a sight at the wrong time can influence result and render some or all of the result useless.

G. Procedure of Teaching Reading through Think-Aloud

Think Aloud is practical and relatively easy for teachers to use within the classroom. Teachers are able to model the Think Aloud method and discuss how good readers often re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read. Think alouds slow down the reading process and allow students to monitor their understanding of a text.\textsuperscript{62}

\textsuperscript{61} Ibid.

Begin by modeling this method. Model your thinking as you read. Do this at points in the text that may be confusing for students (new vocabulary, unusual sentence construction). Then introduce the assigned text and discuss the purpose of the Think Aloud method. Then develop the set of questions to support thinking aloud (see examples below).

1. What do I know about this topic?
2. What do I think I will learn about this topic?
3. Do I understand what I just read?
4. Do I have a clear picture in my head about this information?
5. What more can I do to understand this?
6. What were the most important points in this reading?
7. What new information did I learn?
8. How does it fit in with what I already know?

Teachers should next (1) give students opportunities to practice, either in pairs, small groups or individually; and (2) offer feedback to students.63

Based on Jahandar, *et.al.* there are some practical procedures in obtaining Think-Aloud method:

1. Students paired with a partner.

2. Students take turns think-aloud as they read a difficult text, form a hypothesis in science, or compare opposing points of view in social studies.

3. While the first student is think-aloud, the second student listens and records what the first student says.

4. Then, students change roles so that each partner has a chance to think aloud and to observe the process.

5. Next, students reflect on the process together, sharing the things they tried and discussing what worked well for them and what didn’t.

6. As they write about their findings, they can start a mutual learning log that they can refer back to.\(^{64}\)

Beside, Based on Wilhelm, there are seven steps to teaching reading through think-aloud are as follows:

1. Choose a short section of text.

   It can be the first few pages of a text students will be reading on their own, a short story, a picture book. Carefully select it for (1) content, (2) challenging difficulty, (3) instruction. Give each intermediate student a copy of the text—either type a “text copy” or project for all to see.

2. Decide on a few Strategy to highlight.

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\(^{64}\) Shahrokh Johandar, \textit{et.al}, \textit{Op Cit}, p. 3.
Explain what you will be doing. Ask him why using this strategy may be helpful to them when they read independently.

3. State your purpose.

   (1) Why you choose the book you did and how it related to the content you are studying; (2) what method you will be highlighted; (3) how you hope students will pay careful attention to how you are reading so that the method highlight today will help students with their independent reading.

4. Read the text aloud to students and think-aloud as you do so.

   In front of the students overview the book like you taught them to do: look at the cover, the back, the picture, set the purpose for reading, etc. Then, read the text aloud to the students. Talk aloud about your metacognitive process. Read slowly, stop after, and think aloud about the focus method and how text features affect your thinking. When you think aloud, put the text down so the students have a visual of you reading vs. You thinking. Some authors recommend standing on one side of the room for reading and walking to the other side for thinking. Or, point to your head when thinking and hold the book up when reading.

5. After you have modeled a few paragraphs, ask students to underline phrases and words that they see you using to help you with the method.
For primary students, make photocopies of the pages. I have students cut out the text or pictures they noticed I used when I modeled the method. Then, we glue these cut outs onto a chart so that, together, we can see what clues helped me as I modeled my thinking. Students who need additional help with think aloud will benefit from completing a more concrete task.

6. Make a list of the words that prompt us to do the thinking.

You are teaching students to be on the lookout for words the author uses that cause readers to stop and thinking. For example, when teaching questioning, I was reading Chinese fable. When I read, “anyone older than 70 was considered useless” immediately wondered what was going to happen to the mother in this story. She was clearly older than 70 in the pictures. What did it mean to be considered useless in China? Even though this sentence was in the middle of paragraph, I could not move on. I had to stop a second and think.

7. Ask students to reflect on (1)what they learned and (2)how they will apply the new learning to their reading life.

Determining other reading situations that might demand this kind of thinking will help students connect think aloud to its real-life purpose: understanding that reading is always about figuring out the words, paying
attention to one’s inner voice, and merging the two to make sense of the text. Students should then write their new learning in their reader’s notebook. 

Based on explanation above, the procedure of teaching reading through think-aloud method are:

1. The teacher begins by modeling this method.
2. The teacher models his/her thinking as he/she read.
3. Then, the teacher does the think-aloud at points in the text that may be confusing for students.
4. Then, the teacher introduces and discusses the purpose of the think-aloud method.
5. Then, the teacher develops the set of questions for the students:
   a. What do I know about this topic?
   b. What do I think I will learn about this topic?
   c. Do I understand what I just read?
   d. Do I have a clear picture in my head about this information?
   e. What more can I do to understand this?
   f. What were the most important points in this reading?
   g. What new information did I learn?
   h. How does it fit in with what I already know?

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6. Then, the teacher gives opportunities to practice the method and offer structured feedback to students.

7. Then, the teacher reads the selected passage aloud as the students read the same text silently.

8. The teacher demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues.

9. Students learn to offer answer to the questions as the teacher leads the think-aloud.

H. The Teacher’s Problem

According to Sugiyono, problem is deviation between that should be and what actually happened, theory and practice, the rules and implementation, or between the plan and implementation. Moreover, according to Bull, problem is thing that is difficult to deal with or understand. Therefore, the researcher concludes that problem is the desparity between the expected reality with a properly in order to achieve goal with maximum result. It is goal response interference, in which students need or want to achieve or to have something, but they cannot. In this case, the problems are usually faced by students in reading comprehension.


The problems in teaching reading deal with the teaching techniques and selection of teaching materials. Some problems eventually appear from the teaching practices. Some emerge as issues that not all teachers agree with. According to Baradja in Budiharso, there are five facts that exist as issues in teaching reading. The problems in teaching reading are as follows:

a. The mastery of the basics

The basic knowledge of reading consists of the mastery of basic structural patterns and sufficient vocabulary items. The basic knowledge is the ‘foundation of reading’. It is quite logical that the learners of reading must achieve the basic knowledge at appropriate levels. If this is not available, how can we build a house without foundation.

b. The habit of slow reading

Slow reading generally have poor comprehension. Therefore, slow readers are at a disadvantage in any ways. In Indonesian context, students try to read very slowly as if they want to understand a word of the passage. If they do not understand a word or an expression, they do not look up word by word in dictionary, so that they read very slowly.

c. Figuring out inferences, implications and main idea

In reading an English text, students are concerned with two factors, to decode the text as that the writer says and to be familiar with content schema, that include culture and background knowledge. The mastery on these factors will
provide students with accurate inferences, determining implications of what have been read, and identifying accurately main ideas of the text. Most students do not understand the text properly because they could not identify the main idea, make correct inferences, and understand accurate implication.

d. Text selection

In the text selection, teachers are not confident to choose the reading materials. Teachers mostly really open English textbook available by which modifications are not required. To use the textbook, the teachers follow the contents and exercises on the book.

e. Exercise to include

Exercises following the reading passage have been questioned as they impose the teachers to implement teaching. Strategies at some artificial ways to format exercises in the traditional comprehension follow a passage. The writer provides some comprehension question text.⁶⁸

From the explanation above, it concludes that teaching reading is not easy for teacher because there are many problems faced in teaching reading included the mastery of the basic, the habit of slow reading, figuring out inferences, implications and main ideas, text selection, and exercise to include.

The problems in teaching reading are:

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1. The teacher did not give meaningful feedback to the students.

2. Sometime, the teacher has to validate that the assignment is aligned with proper standar.

3. Students are “passively” reading, instead of being actively engaged.\(^{69}\)

The problem in teaching reading deals with the teaching techniques and the selection of teaching materials. Some problems evidently appear from the teachers themselves and the teaching practices itself.

According to Mastropieri and Scruggs in Harris and Corakan that teachers can improve students’ reading comprehension if teachers:

1. Teach strategies that have been documented as effective in promoting reading comprehension.

2. Design instruction that incorporates affective principles of direct instructional strategy instruction.

3. Provide modeling, support, guided instruction, practice, attributional feedback, and opportunities to practice across text types.

4. Monitor students’ progress and make adjustments accordingly.\(^{70}\)

Although teachers teaching reading in proper way, but they still face difficult to improve students’ reading comprehension. From statement above,


those will be able to help the teachers in improving students’ reading comprehension.

Based on explanation above, it concludes that the problems of teaching reading are:

1. Problem of basic reading mastery
2. The habit of students’ slow reading
3. Problem of figuring out main idea
4. Problem of text selection
5. Problem of giving instruction and feedback

I. The Students’ Problem

There are some problems faced by students in learning reading process:

a. Decoding

Students with reading problems have difficulty decoding words and sentences. At a basic level, children recognize that letters represent the sounds of spoken words. As children master each letter of the alphabet, they map these letters to the sounds they represent. This mapping enables children to begin to decipher whole words. By breaking up words into their components sounds and phonemes, “buh,” “aah,” and “guh.” Children who decode easily hear these three sounds because the brain automatically separates them. With practice, decoding become automatic for the normally progressing reader. Children see words and
read them without struggling, even if they do not know the meaning of every word.

b. Comprehension and Retention

Students with reading problems have difficulty comprehending material that they read. Comprehension ultimately depends on the ability to decode and master sight words. When that word recognition becomes automatic, young readers are better able to concentrate on the meaning of whole sentences and paragraphs while they read. As they read, children also learn to simultaneously connect information of what they are reading into what they already know, and stay focused. Children must also be able to organize and summarize the content and readily connect it to what they already know. Reading retention enables children to keep information in their long-term memories and to call upon and apply it in the future.  

From the explanation above, it concludes that learning reading is not easy for students because there are many problems faced in learning reading included difficulty in decoding sentences, comprehending text, and also reading retention.

Besides, the problems in learning reading are:

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1. The students need to be able to decode and comprehend what they are reading.
2. The students do not understand what they read.
3. The difficult language in historical texts and poor question design in the book.
4. The students are struggling readers. They cannot correctly identify the main idea when they read.\(^{72}\)

Individual with reading disability demonstrates difficulties in reading skills that are unexpected in relation to age, cognitive ability, quantity and quality of instruction, and intervention. The reading difficulties are not the result of generalized developmental delay or sensory impairment. Reading disability may be characterized by:

1. Phonological deficit: Implicating a core problem in the phonological processing system of oral language.
2. Processing speed/orthographic processing deficit: Affecting speed and accuracy of printed word recognition.
3. Comprehension deficit: Often coinciding with the first two types of problems, but specifically found in children with social-linguistic disabilities (e.g., autism spectrum), vocabulary weaknesses, generalized language learning

\(^{72}\) Linane, *Op Cit*, p. 3.
disorders, and learning difficulties that affect abstract reasoning and logical thinking.  

Students with a history of language problems are very likely to encounter difficulties in learning to read. Reading builds on the student’s analysis of his/her own phonological, lexical, and grammatical knowledge. Then, the students with any of a wide variety of developmental challenges-mental retardation, emotional problems, attention deficits-will find learning to read more difficult than students without such risks. Students with learning disabilities are likely to demonstrate difficulties with decoding, fluency (reading words quickly and accurately), and vocabulary. Difficulty in any of these three areas will interface with reading comprehension.

Based on explanation above, it concludes that the problems of learning reading are:

1. The students are poor with vocabulary
2. The students are unable to comprehend the text
3. The students’ reading retention are low
4. The students are unable to answer the questions
5. The students cannot identify correctly the main idea

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74 NCSALL (National Center for the Study of Adult Learning and Literacy), *Reading Difficulties*, (Cambridge: Hardvard University, 2005), p. 16.

75 Karen R Haris and Stove Corakan, *Loc Cit.*
CHAPTER III
RESEARCH METHODOLOGY

A. Research Design

This research was using qualitative research. According to Morse in Creswell, “qualitative research is exploratory and useful when the researcher does not know the important variable to examine. This type of approach may be needed because the topic is new, has never been addressed with a certain sample or group of people, or existing theories do not apply with particular sample or group under study.”

Furthermore, qualitative research is a research that produces descriptive data in the form of written words or oral from the subject and its behavior that can be observed, therefore the goal of the research is an individual understanding and its background completely. By the qualitative research, the researcher conducted to describe the process of teaching and learning reading through think-aloud method, the problems faced by the teacher in teaching reading through think-aloud method and the problems faced by the students in learning reading through think-aloud method. This way, the researcher hoped that this research revealed this matter clearly for the sake of English learning improvement in the classroom.

B. Research Subject

In this research, the source of the data was the eighth grade students of the first semester of SMPN 7 Bandar Lampung in the academic year of 2016/2017. There were eight classes consisting 299 students. Then to select the sample as the source of the data used purposive sampling technique.

According to Marguerita et.al., purposive sampling technique is a common procedure used in qualitative research that identifies key informants or person who have specific knowledge about the topic being studied. The type of purposive sampling that a researcher may decide to use depends on the purpose of the study.78

Therefore, in this researcher took one class as the sample and the data obtained from the students of VIII K class consist of 37 students. The researcher used VIII K because the students had average score which was the highest score of all classrooms. It was appropriate with purposive sampling technique that has been explained.

C. Research Instrument

In qualitative research, which become a tool in the study was researcher itself. Lincoln and Guba in Sugiyono state, “The instrument of choice in

naturalistic inquiry is the human."\textsuperscript{79} Nasution in Sugiyono also states, "In qualitative research, there is no other choice than make human as the first research instrument."\textsuperscript{80}

Researcher as an instrument has the characteristics as follows:

a. Researcher as an instrument be able to react the stimulus from the environment.

b. Researcher as an instrument be able to adjust in aspect of the situation and collect the variety of data.

c. Every situation is the whole, it means there is no the instrument as a test or a questionnaire be able to catch in every situation except the human instrument.

d. A situation that involves human interaction cannot be understood by knowledge only. And to understand, we need often to feel by our knowledge.

e. Researcher as an instrument be able to analyze the data obtained and interpret.

f. Researcher as an instrument be able to draw conclusion based on data collected.\textsuperscript{81}

\textsuperscript{80} \textit{Ibid}, p. 306.
\textsuperscript{81} \textit{Ibid}, p. 307.
D. Data Collecting Technique

In this research, there were some steps conducted in gaining the data from the beginning until the end of teaching learning process. Therefore, in this research, researcher conducted the observation, interview, questionnaire and documentation as the technique of collecting data of this research. The steps are as follows:

1. Observation

Observation is the process of gathering open-ended, firsthand information by observing people and places at a research site. In this research, the researcher used passive participation for observation, which in this case the researcher comes to the place of the observed activities, but the researcher doesn’t involve in these activities. In this research, the researcher took field notes on the behavior and activities of individuals at the research site. In these field notes the researcher recorded, in unstructured or semi structured (using some prior questions that the inquirer wants to know) way, activities at research site.

It means that in this research, the researcher got the data by analyzing the object in teaching process and activities in classroom. The researcher made a

---

note during the teaching learning process. In this case the researcher took note by writing the field note and observation checklist.

The researcher observed the process of teaching and learning reading by using think-aloud. The aspect of teaching learning process are described as follows:

<table>
<thead>
<tr>
<th>Subject</th>
<th>Components of Observation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Pre-activity (Teacher)</strong></td>
<td>1. The teacher starts the class.</td>
</tr>
<tr>
<td></td>
<td>2. The teacher checks the students’ attendance list.</td>
</tr>
<tr>
<td></td>
<td>3. The teacher explains the method and the material that will be taught.</td>
</tr>
<tr>
<td><strong>While-activity (Teacher)</strong></td>
<td>4. The teacher has the students to be some groups.</td>
</tr>
<tr>
<td></td>
<td>5. The teacher begins by modeling the method.</td>
</tr>
<tr>
<td></td>
<td>6. The teacher explains the purpose about chosen topic (text).</td>
</tr>
<tr>
<td></td>
<td>7. The teacher models his/her think as his/her read.</td>
</tr>
<tr>
<td></td>
<td>8. The teacher does the think-aloud at points in the text that may be confusing for the students.</td>
</tr>
<tr>
<td></td>
<td>9. The teacher develops the set of the questions for the students.</td>
</tr>
<tr>
<td></td>
<td>10. The teacher gives the students an instruction in discussion.</td>
</tr>
<tr>
<td></td>
<td>11. The teacher gives opportunities to practice the method and offer structured feedback to students.</td>
</tr>
<tr>
<td></td>
<td>12. The teacher reads the selected passage aloud as the students read the same text silently.</td>
</tr>
<tr>
<td></td>
<td>13. The teacher asks questions to the students about text.</td>
</tr>
<tr>
<td></td>
<td>14. The teacher demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues.</td>
</tr>
<tr>
<td></td>
<td>15. The teacher summaries the text and gives exercise to the students.</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Post-activity (Teacher)</th>
<th>16. The teacher and the students together check the exercise.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>17. The teacher gives the feedback.</td>
</tr>
<tr>
<td></td>
<td>18. The teacher closes the lesson.</td>
</tr>
</tbody>
</table>

2. **Interview**

Interview is a conversation between two people (the interviewer and interviewee) where questions are asked by the interviewer to obtain information from the interviewee.\(^{86}\) The interview used in collecting the data from the teacher. The teacher asked about their opinion of the process including problems faced in the use of think-aloud method in teaching reading.

Interview is one of the techniques in collecting the data by asking some questions to the students related to the research problem directly.\(^{87}\) Ledico says there are five types of interview. They are one-to-one, group interview, structured interview, semi-structured interview, unstructured interview.\(^{88}\)

Related to the types of interviews above, in this case the researcher used semi-structured interview.

With semi-structured interview, the interviewer still have a clear list of issues to be addressed and questions to be answered, however, with the semi-structured interview, the interviewer’s preparation was flexible in term of the

\(^{86}\) Sugiyono, *Op Cit*, p. 194.
order in which the topics were considered, and perhaps more significant, to let the interviewee developed ideas and spoke more widely on the issues raised by the researcher.

In this research, the interview used in collecting data for the teacher and students. The researcher interviewed the teacher about opinion of teaching reading comprehension process through think-aloud method.

In addition, the interview was aimed to make sure about the result of the observation and to get more data relating to this research. The researcher used specification of interview as follows:

<table>
<thead>
<tr>
<th>Aspect</th>
<th>Component of interview</th>
<th>Number of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher’s problem</td>
<td>To know the basics should be mastered by the teacher in teaching reading through think-aloud method.</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>The difficulties to handle the students when they have the habit of slow reading.</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>The difficulties to handle the students to find out main idea in the text.</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>The difficulties to choose the text that will be taught.</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>The difficulties in giving instruction to the students in teaching reading through think-aloud method.</td>
<td>5</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Students’ problem</th>
<th>The difficulties in giving feedback to the students in teaching reading through think-aloud method.</th>
<th>6</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The difficulties in decoding words and sentences in learning reading through think-aloud method.</td>
<td>7, 8</td>
</tr>
<tr>
<td></td>
<td>The difficulties in comprehension and retention in learning reading through think-aloud method.</td>
<td>9, 10</td>
</tr>
</tbody>
</table>

3. **Questionnaire**

Questionnaire printed from the data including questions or statements to which the subjects are expected to respond. A questionnaire was a method used to get the data by giving question format that limits respondents with a list of answer choices from which they must chose to answer the question.

The researcher gave questionnaire to the students in order to know the further opinions and to know the aspects that may influence the students learning process and to confirm the answers given by the teacher. In learning process there were many problems faced by the students in learning reading.

The questionnaire appropriate with the students’ difficulties in learning reading especially through the think-aloud method in recount text. The researcher used specification of questionnaire as follows:

---

Table 4\(^91\)

**Specification of Questionnaire**

<table>
<thead>
<tr>
<th>No</th>
<th>Component of Questionnaire</th>
<th>Number of item</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>To know think-aloud method can help the students in adding vocabulary in learning reading.</td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>To know think-aloud method can help the students in comprehending the text in learning reading.</td>
<td>2, 3, 4</td>
</tr>
<tr>
<td>3</td>
<td>To know think-aloud method can help the students in reading retention.</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>To know think-aloud method can help the students in answering questions in learning reading.</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>To know think-aloud method can help the students in finding main idea in learning reading.</td>
<td>7</td>
</tr>
</tbody>
</table>

4. **Documentation**

Documentation is the process of recording the data from events that had passed. It form the text, the images, or the monumental work of someone. Documentation is used to get data directly from the place research usually they are relevant books, laws, activities report, photos, film documenter.\(^92\) Therefore, documentation was a technique of collecting data that was indirectly given to research subject.

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\(^92\) Suharsimi Arikunto, *Op Cit*, p. 231.
E. Research Procedure

In this research, the researcher used the procedures of the research as follow:

a. Finding the subject of the research. The subject was a class of students at the eighth grade of SMPN 7 Bandar Lampung in the academic year of 2016/2017, especially class VIII K along with the English teacher.

b. The observation was done during the instruction and took notes of all important events.
   1. The observation was done at the eighth grade of SMPN 7 Bandar Lampung.
   2. The time of the observation did at the first semester in the academic years of 2016/2017.
   3. Duration of observation was until getting the result of the research.
   4. The purpose of the observation was to find the result and data in this research.

c. The interview was done to the teacher after completion of the observation.

d. The questionnaire was given to the students after completion of the observation.

e. The data analysis was done after do the observation, interview and questionnaire.
F. Credibility of the Data

According to Setiyadi, basic principle of reliability is consistency, and qualitative research is also always tried to keep the data collected remains consistent.\textsuperscript{93} Furthermore, qualitative research was also always to keep the data collected authentic and life overview of research subject in a honest and balanced.\textsuperscript{94}

The triangulation method commonly used to improve reliability and validity in qualitative research was triangulation. Triangulation was a merger of two or more methods in collecting the data. Usefulness of triangulation was to enrich the data and more accurate conclusion. According to Cohen and Manion in Setiyadi, there are several kinds of triangulation as follow:

1. Time Triangulation
   a. Cross-sectional triangulation is the data collection implemented in the same time to different groups.
   b. Longitudinal triangulation is the data collected from the same group at different times.

2. Place Triangulation

   For more accurate data collection, place triangulation purpose is to be able to use different places for similar data.

\textsuperscript{94} \textit{Ibid}, p. 31.
3. Theory Triangulation

Data collection is collected based on different theory or by analyzing the same data with different theory.

4. Method Triangulation

Researcher uses different method for collecting similar data.

5. Researcher triangulation

In collecting for the same or similar data, it can be done by several researchers.\(^9^5\)

Based on the statement above, the researcher used triangulation of method and time. In triangulation method, the researcher used three data collecting techniques, and they are observation, interview and documentation. The observation focused on the process of teaching and learning reading using think-aloud method. Interview and documentation conducted to get the data which can be used to make sure about the result of the observation. In triangulation of time, data collection collected based on different time.

G. Data Analysis

The data analysis was the process of organizing the data in order to obtain regularity of the pattern of form of the research. According to Miles and Huberman there are three major phrases of data analysis. These the data analysis as the follows:

\(^9^5\) Ibid, p. 31-32.
1. **Data Reduction**

   The activity to select the data that are suitable with the focused of the problem. In this step the researcher should discard the irrelevant data. Data reduction refers to the process of selecting, simplifying, abstracting, and transforming the data that appear in written-up field notes or transcriptions.

   By “data reduction” qualitative data can be reduced and transformed in many ways: through selection, through summary or paraphrase, through being subsumed in a larger pattern and so on.

2. **Data Display**

   The activity to explain the data in order to be meaningful. Data description is finished in the form narrative, graphic, or table. All are designed to assemble organized information into an immediately accessible, compact form so that the analyst can see what is happening and either draw justified conclusions or move on to the next step of analysis the display suggest may be useful.

   The most frequent form of display for qualitative data in past has been extended text. Using only extended text, a researcher may find it easy to jump to hasty, partial, unfounded conclusion.
3. Data Conclusion

The activity to conclude the data. After analyzing the data the researcher would make conclusion. Conclusions drawing is only half of a configuration. Conclusions are also verified as the analyst proceeds. Verification may be as brief as a fleeting second thought crossing the analyst’s mind during writing, with a short excursion back to the field notes, or it may be thorough and elaborate, with lengthy argumentation and review among colleagues to develop “intersubjective consensus,” or with extensive efforts to replicate a finding in another data set.  

CHAPTER IV
RESULT AND DISCUSSION

C. Data Analysis

After collecting the data, the data analyzed that contain of observation, interview and questionnaire. According to Miles and Huberman, there are three major phrases of data analysis, they are: data reduction, data analysis and conclusion drawing of verification.\(^97\)

1. Data Reduction

Data reduction is the first component or level in model of qualitative data analysis of Miles and Huberman theory. It refers to the process of selecting, focusing, simplifying, abstracting and transforming the data that appear in written up field notes or transcription. In data reduction, the mass of data has to be organized and meaningfully reduced or reconfigured.\(^98\) In this case, the researcher selected which data that were used in research. There were three data collecting technique used to collect the data: observation, interview and questionnaire. The researcher himself became the instrument in this research. In this step, the researcher analyzed the data based on each data collecting technique.

a. Observation

The observation was conducted to know the process of teaching and learning reading through think-aloud method in recount text which were conducted in two meetings. Every meeting has the same activities and the same material. In the first meeting, the teacher conducted pre-activity, while-activity and post-activity.


\(^{98}\) Ibid.
The researcher observed the process of teaching and learning reading through think-aloud method, the students’ and teacher’s problem during teaching and learning reading through think-aloud method. In the observation process, the researcher prepared the blank note, observation checklist and camera to take some pictures in teaching and learning process. The data of observation has been identified as described in the following discussion:

1) The First Observation

In the first observation, the researcher conducted the observation on Thursday, November 10th, 2016, at the 08:00 a.m.

a. Pre-activity

The teacher opened the class by greeting to the students and together read the Holy Qur’an with them. Then, the teacher checked the students’ attendance. After that, the teacher asked previous lesson and explained the material that would be taught to the students.

b. While-activity

In the while-activity, the first the teacher has the students to be some groups. Then, the teacher gave the recount text and explained the purpose of the text that has been given to the students.

After all of the students held the text, the teacher gave the instruction to the students in using think-aloud method. Afterward, the teacher did think-aloud in front of the class to give an example to the students. After that, the teacher developed the set of questions:

- I predict that…
- I can picture…
- I’m confused about…
- A question I have is…
- This reminds me of…
- This is like…
The big idea here is…

After the students understood about how to do the think-aloud, the teacher gave the instruction to the students in discussion how to share the minds to each other. After that, the teacher gave opportunity to the students to model the method. Then, the teacher gave opportunity to the students to ask the questions.

After the students asked the questions, the teacher made the time to ask some questions to the students. After that, the teacher gave some exercises and helped the students performed the exercises. And then, when the students finished their exercises, the teacher has the students to come front of the class one by one to show their answers. After that, the teacher and students together checked the answer of the exercises.

c. Post-activity

In the post-activity, the teacher asked to the students about what have they learned and reviewed the material at home. Then, the teacher explained the material that would be taught to the next meeting. After that, the teacher closed the lesson.

d. The Second Observation

In the second observation, researcher conducted the observation on Thursday, November 17th, 2016, at the 09:00 a.m.

a. Pre-activity

The teacher opened the class by greeting to the students and together read the Holy Qur’an with them. Then, the teacher checked the students’ attendance and asked previous lesson to the students.

b. While-activity

In the while-activity, the teacher has the students to be some groups. Then, the teacher gave the recount text to the students. After that, the teacher remind to the students about how to use the think-aloud and the set of questions.

After the teacher remind to the students, the teacher gave the opportunity to the students to model the method and to ask the questions.
After the students asked the questions, the teacher asked the students about the text as a feedback. After that, the teacher gave some exercises to the students and helped them perform the exercises. After the students finished their exercise, the teacher and students together checked the answer of exercises.

c. Post-activity

In the post-activity, the teacher asked about what have learned and explained that would be taught to the next meeting. After that, the teacher closed the lesson.

b. Interview

To support the data of the observation, the interview was employed to the teacher to investigate the problem faced by her and her students during teaching and learning reading through think-aloud method. There were ten questions that the researcher asked to the teacher. The question number first to sixth was consisted of the teacher’s problem and the rest were the students’ problem.

c. Questionnaire

The questionnaire was employed to support the observation and interview data. The questionnaire consisted of seven questions. The first was to know think-aloud can help students in adding vocabulary in learning reading, the second to fourth were to know think-aloud can help the students in comprehending the text in learning reading, the fifth was to know think-aloud can help the students in reading retention, the sixth was to know think-aloud can help the students in answering questions in learning reading and the seventh was to know think-aloud can help the students in finding main idea in learning reading. Questionnaire was given to the whole of students in class VIII K which was consisted of 37 students.

2. Data Display
Data display is the second component or level in model of qualitative data analysis of Miles and Huberman theory. A display can be an extended piece of text or a diagram, graph, chart, table or matrix that provides a new way of arranging thinking about the more textually embedded data. In this case, the data that had been reduced in data reduction and displayed it in the form of table. The analysis was done based on data collected by the instrument.

a. **Observation Report**

Based on the data showing in the data reduction, in this part the data were going to be identified and displayed for the two meetings.

1) **The First Observation**

a) **Observation Sheet in the First Meeting**

For collecting the data, the observation sheet was used based on the observation guideline and material. Here it is displayed the result of observation sheet from reduction data in teaching and learning process in the first observation that can be as follows:

<table>
<thead>
<tr>
<th>Components of Observation</th>
<th>Checklist</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>A. Pre activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. The teacher starts the class</td>
<td>✓</td>
<td>The teacher started the class by greeting and read Holy Qur’an together with the students.</td>
</tr>
<tr>
<td>2. The teacher checks the</td>
<td>✓</td>
<td>The teacher asked to the students</td>
</tr>
</tbody>
</table>

99 Ibid. p. 11.
<table>
<thead>
<tr>
<th>students’ attendance list</th>
<th>who did not come today.</th>
</tr>
</thead>
<tbody>
<tr>
<td>3. The teacher explains the method and the material that will be taught</td>
<td>✓</td>
</tr>
</tbody>
</table>

**B. While activity**

<table>
<thead>
<tr>
<th>4. The teacher has the students to be some groups</th>
<th>✓</th>
<th>The teacher had the students to be some groups.</th>
</tr>
</thead>
<tbody>
<tr>
<td>5. The teacher begins by modeling the method</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>6. The teacher explains the purpose about chosen topic (text)</td>
<td>✓</td>
<td>The teacher gave and explained the purpose of the text to the students.</td>
</tr>
<tr>
<td>7. The teacher models his/her think as his/her read</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>8. The teacher does the think-aloud at points in the text that may be confusing for the students</td>
<td>✓</td>
<td>The teacher did The think-aloud in front of the students (gave the example) after she gave the instruction in using think-aloud to them.</td>
</tr>
<tr>
<td>9. The teacher develops the set of the questions for the students:</td>
<td>✓</td>
<td>The teacher developed the set of questions:</td>
</tr>
<tr>
<td>a. What do I know about this topic?</td>
<td></td>
<td>a. I predict that…</td>
</tr>
<tr>
<td>b. What do I think I learn about this topic?</td>
<td></td>
<td>b. I can picture…</td>
</tr>
<tr>
<td>c. Do I understand what just I read?</td>
<td></td>
<td>c. I confused about…</td>
</tr>
<tr>
<td>d. Do I have a clear picture in my head about this information?</td>
<td></td>
<td>d. A question I have is…</td>
</tr>
<tr>
<td>e. What more can I do to understand this?</td>
<td></td>
<td>e. This remind me of…</td>
</tr>
<tr>
<td>f. What were the most important points in</td>
<td></td>
<td>f. This is like…</td>
</tr>
<tr>
<td></td>
<td></td>
<td>g. The big idea here is…</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>g. What new information did I learn?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. The teacher gives the students an instruction in discussion</td>
<td>✓</td>
<td>The teacher gave the instruction to the students in their discussion.</td>
</tr>
<tr>
<td>11. The teacher gives opportunities to practice the method and offer feedback to students</td>
<td>✓</td>
<td>The teacher gave the opportunity to the students in modeling the method and asking the questions to the teacher.</td>
</tr>
<tr>
<td>12. The teacher reads the selected passage aloud as the students read the same text silently</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>13. The teacher asks questions to the students about text</td>
<td>✓</td>
<td>The teacher asked the questions to the students about the text.</td>
</tr>
<tr>
<td>14. The teacher demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>15. The teacher summaries the text and gives exercise to the students</td>
<td>✓</td>
<td>The teacher guided and gave some exercises to the students.</td>
</tr>
<tr>
<td>16. The teacher and the students together check the exercise</td>
<td>✓</td>
<td>The teacher had the students came front of the class one by one. After it the teacher and students together checked the exercises.</td>
</tr>
</tbody>
</table>

**C. Post activity**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>17. The teacher gives the feedback</td>
<td>✓</td>
</tr>
<tr>
<td>18. The teacher closes the lesson</td>
<td>✓</td>
</tr>
</tbody>
</table>
the next meeting. After it the teacher closed the meeting.

Based on display of the observation sheet above, it found that the teacher did not apply all of the treatment. For example, The teacher did not demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues. So, the students did not apply and demonstrate the treatment in detail.

a) Observation Field Notes in the First Meeting

In the first meeting, the observation field notes were made. All notes of the first meeting were gotten from the teacher and students and taken from entered the class until finished the teaching and learning process. It can be described as follows:

Table 6
Observation Field Notes in the First Meeting

<table>
<thead>
<tr>
<th>Pre-activity</th>
<th>The activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• The teacher opened the class by greeting to the students</td>
</tr>
<tr>
<td></td>
<td>• The teacher read the Holy Qur’an together with the students</td>
</tr>
<tr>
<td></td>
<td>• The teacher checked the students’ attendance</td>
</tr>
<tr>
<td></td>
<td>• The teacher asked to the students about previous lesson</td>
</tr>
<tr>
<td></td>
<td>• The teacher explained the material that would be taught</td>
</tr>
<tr>
<td></td>
<td>• The teacher has the students to be some groups</td>
</tr>
<tr>
<td></td>
<td>• The teacher gave the text to the students and explained the purpose of text</td>
</tr>
<tr>
<td></td>
<td>• The teacher gave the instruction to the students in using thing-aloud method</td>
</tr>
<tr>
<td></td>
<td>• The teacher did think-aloud in front of the students</td>
</tr>
</tbody>
</table>
While-activity

- The teacher developed the set of questions:
  - I predict that…
  - I can picture…
  - I’m confused about…
  - A question I have is…
  - This reminds me of…
  - This is like…
  - The big idea here is…

- The teacher gave the instruction to the students in discussion

- The teacher gave opportunity to the students to model the method

- The teacher gave opportunity to the students to ask the questions

- The teacher asked the questions to the students as a feedback

- The teacher gave exercise to the students and helped them to perform the exercise

- The teacher has the students to come front of the class one by one to show their answer

- The teacher and students together checked the exercise

Post-activity

- The teacher asked to the students about what have they learned

- The teacher asked to the students to review the material that has been learned

- The teacher explained about the material that would be taught

- The teacher closed the lesson

From explanation of the field note above, it concluded that the teacher did not do all of the treatment that existed in the observation checklist. So, the students did not apply the treatment in detail.

2) The Second Observation

a) Observation Sheet in the Second Meeting
Like in the first meeting, the observation sheet was made based on observation guideline. It can be as follows:

### Table 7
**Observation Sheet in the Second Meeting**

<table>
<thead>
<tr>
<th>Components of Observation</th>
<th>Checklist</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>D. Pre activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>19. The teacher starts the class</td>
<td>✓</td>
<td>The teacher started the class by greeting and read Holy Qur’an together with the students.</td>
</tr>
<tr>
<td>20. The teacher checks the students’ attendance list</td>
<td>✓</td>
<td>The teacher asked to the students who did not come today.</td>
</tr>
<tr>
<td>21. The teacher explains the method and the material that will be taught</td>
<td>✓</td>
<td>The teacher discussed the previous lesson to the students but did not explain the material that would be taught.</td>
</tr>
<tr>
<td><strong>E. While activity</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>22. The teacher has the students to be some groups</td>
<td>✓</td>
<td>The teacher had the students to be some groups.</td>
</tr>
<tr>
<td>23. The teacher begins by modeling the method</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>24. The teacher explains the purpose about chosen topic (text)</td>
<td>✓</td>
<td>The teacher gave the text to the students.</td>
</tr>
<tr>
<td>25. The teacher models his/her think as his/her read</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>26. The teacher does the think-aloud at points in the text that may be confusing for the students</td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>27. The teacher develops the set of the questions for the students: h. What do I know</td>
<td>✓</td>
<td>The teacher reminds to the students about the set of questions and how to use think-aloud.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>i.</td>
<td>What do I think I learn about this topic?</td>
<td></td>
</tr>
<tr>
<td>j.</td>
<td>Do I understand what just I read?</td>
<td></td>
</tr>
<tr>
<td>k.</td>
<td>Do I have a clear picture in my head about this information?</td>
<td></td>
</tr>
<tr>
<td>l.</td>
<td>What more can I do to understand this?</td>
<td></td>
</tr>
<tr>
<td>m.</td>
<td>What were the most important points in this reading?</td>
<td></td>
</tr>
<tr>
<td>n.</td>
<td>What new information did I learn?</td>
<td></td>
</tr>
<tr>
<td>28.</td>
<td>The teacher gives the students an instruction in discussion</td>
<td>✓</td>
</tr>
<tr>
<td>29.</td>
<td>The teacher gives opportunities to practice the method and offer feedback to students</td>
<td>✓</td>
</tr>
<tr>
<td>30.</td>
<td>The teacher reads the selected passage aloud as the students read the same text silently</td>
<td>✓</td>
</tr>
<tr>
<td>31.</td>
<td>The teacher asks questions to the students about text</td>
<td>✓</td>
</tr>
<tr>
<td>32.</td>
<td>The teacher demonstrates how good readers monitor their understanding by re-reading a sentence, reading ahead to clarify, and looking for context clues</td>
<td>✓</td>
</tr>
</tbody>
</table>
33. The teacher summaries the text and gives exercise to the students

34. The teacher and the students together check the exercise

### F. Post activity

| 35. The teacher gives the feedback | ✓ | The teacher asked to the students about what they have learned. |
| 36. The teacher closes the lesson | ✓ | The teacher explained the material that would be learned for the next meeting. After it the teacher closed the meeting. |

Based on the table of the second observation above, it found that the process teaching and learning reading through think-aloud method were not completed, many of components of the table above were empty, because the teacher did not apply all of the treatments in the table. It might be the students have already understood about the treatments that the teacher taught in previous meeting.

### a) Observation Field Notes in the Second Meeting

Like in the observation field notes in the first meeting, the field notes were made in the second observation. It can be described as follows:

<table>
<thead>
<tr>
<th>Table 8</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Observation Field Notes in the Second Meeting</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-activity</th>
<th>The activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>• The teacher opened the class by greeting to the students</td>
<td></td>
</tr>
<tr>
<td>• The teacher read the Holy Qur’an together with the students</td>
<td></td>
</tr>
<tr>
<td>• The teacher checked the students’ attendance</td>
<td></td>
</tr>
<tr>
<td>While-activity</td>
<td>Post-activity</td>
</tr>
<tr>
<td>----------------</td>
<td>---------------</td>
</tr>
<tr>
<td>• The teacher asked to the students about previous lesson</td>
<td>• The teacher asked to the students about what have they learned</td>
</tr>
<tr>
<td>• The teacher has the students to be some groups</td>
<td>• The teacher explained about the material that would be taught in the next meeting</td>
</tr>
<tr>
<td>• The teacher gave the text to the students</td>
<td>• The teacher closed the lesson</td>
</tr>
<tr>
<td>• The teacher remind to the students about how to use think-aloud and to make the set of questions</td>
<td></td>
</tr>
<tr>
<td>• The teacher gave opportunity to the students to model the method</td>
<td></td>
</tr>
<tr>
<td>• The teacher gave opportunity to the students to ask the questions</td>
<td></td>
</tr>
<tr>
<td>• The teacher asked the questions to the students as a feedback</td>
<td></td>
</tr>
<tr>
<td>• The teacher gave exercise to the students and helped them to perform the exercise</td>
<td></td>
</tr>
<tr>
<td>• The teacher and students together checked the exercise</td>
<td></td>
</tr>
</tbody>
</table>

Based on the field notes above, it found that the teacher did not apply all of the treatments, because the students have already understood about the treatments that should be applied. Here, the teacher seen accelerated the time of the lesson, it never been known about the cause by the researcher.

b. Interview Report

To support the observation data, the interview was employed. The interview was given to the teacher to know problem faced by her and her students in teaching and learning reading through think-aloud method. There were ten questions that asked to the teacher. It can be seen in the dialogue below:
1. Interviewer: What are the basics should be mastered in teaching reading through think-aloud method?

Interviewee: *Vocabulary exactly. And also a teacher must be able understand the text that will be given to students.*

From the answer above, it can be concluded that the teacher has problem that be faced like text comprehension and vocabulary mastery.

2. Interviewer: What are the difficulties you find to handle the students when they have the habit of slow reading? So, what makes the students have the habit of slow reading?

Interviewee: *I feel difficult to manage the time. The students who have the habit of slow reading certainly must be given much time to be used.*

- *Poor of vocabulary*
- *The students are seldom to read English text in their daily*
- *Poor of pronounce yield the students have the habit of slow reading*

From the answer above, it can be concluded that the teacher feels difficult to manage the time, because the students has the criteria like poor of pronounce and vocabulary.

3. Interviewer: What are the difficulties you find to handle the students when they have difficulty to find out main idea in the text?

Interviewee: *In class VIII K, I did not find difficulties in handling the students to determine main idea in the text.*

From the answer above, it can be concluded that the teacher did not face difficulties in handling the students to determine main idea in the text.
4. Interviewer: What are the difficulties you find in choose a text that will be taught?

Interviewee: *I did not find difficulty in choose any text.*

From the answer above, the teacher make simple respond and has no long-wide. It means that the teacher did not wholeheartedly find difficulty in choose a text that will be taught.

5. Interviewer: What are the difficulties you find when give the instruction to the students in teaching reading through think-aloud method?

Interviewee: *So far... praise to Allah, I never found difficulty in giving instructions to the students in think-aloud method.*

From the answer above, it can be concluded that the teacher never find difficulty in giving instructions to the students in think-aloud method.

6. Interviewer: What are the difficulties you find when give feedback to the students in teaching reading through think-aloud method?

Interviewee: *The difficulty that I found when I have the students to ask, they only assumed to silent. I do not know it means understand or not. But, they have courage to ask when they have a group.*

From the answer above, it can be concluded that the teacher has the difficulty when give feedback, because the students only silent. It is different when the teacher has the students to be some groups. They were brave to throw questions.

7. Interviewer: According to you, why the students have difficulty in decoding words?

Interviewee: *I have said just now, poor of vocabulary.*
From the answer above, it can be concluded that the reason why the students have difficulty in decoding the words, because they were poor of vocabulary.

8. Interviewer: According to you, why the students have difficulty in decoding sentences?

Interviewee: Lack of schema in reading, potential in remembering and ability in thinking.

From the answer above, it can be concluded that the reason why the students have difficulty in decoding sentences, because they had lack of schema in reading, potential in remembering and ability in thinking.

9. Interviewer: What are the factors make the students have difficulty to comprehend the text?

Interviewee: Poor of vocabulary. In the other hand, background knowledge and fluency are important in understanding a text.

From the answer above, it can be concluded that poor of background knowledge, fluency and vocabulary are able to make the students feel hard to comprehend the text.

10. Interviewer: What are the factors make the students have difficulty to remember information contained in the text?

Interviewee: I always asked to the students, “Review the lesson at home”. In fact, they were ignored it. It may be make them feel difficult to remember information.

From the answer above, it can be concluded that the factor that make the students feel difficult to remember information, because they did not review the lesson at home.
Based on the result of the interview above, the teacher expressed some difficulties and problems in teaching reading through think-aloud method. The teacher felt difficulty to manage the time and the teacher felt difficulty to give instructions to the students to ask. In the other side, the students also have some difficulties in learning reading. The one of them, the students were poor of vocabulary.

c. **Questionnaire Report**

The questionnaire was made to support the data from observation and the interview. The questionnaire consisted of seven questions. Through this questionnaire, the students’ problem also could be identified.

The first was to know the think-aloud method can help the students in adding vocabulary in learning reading, the second to fourth were to know the think-aloud method can help the students in comprehending the text in learning reading, the fifth was to know the think-aloud method can help the students in reading retention, the sixth was to know the think-aloud method can help the students in answering questions in learning reading and the last seventh was to know the think-aloud method can help the students in finding main idea in learning reading. Questionnaire was given to the whole students in Class VIII K which was consisted of 37 students.

The questionnaire was distributed to the students by taking several minutes in the classroom. Here were the students’ answers of questionnaire:

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apakah dengan metode think-aloud dapat membantu</td>
<td>Yes</td>
</tr>
</tbody>
</table>
Based on the data of the first question above, all of the students agreed that the think-aloud method could help them in adding their vocabulary. It means the think-aloud method could help the students in overcoming their vocabulary problem.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Apakah kalian sering mengalami kesulitan memahami kalimat dalam teks yang disajikan?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>21</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Based on the data of the second question above, there were twenty one students felt difficult in understanding sentences in the text and ten others felt easy in understanding sentences in the text. It could be concluded that the most of the students still faced difficulty in understanding the text that be given by the teacher.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>3</td>
<td>Apakah dengan metode think-aloud dapat membantu kalian dalam memahami teks?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</table>

Based on the data of the third question above, it could be known that twenty eight students felt the think-aloud method could help them in understanding the text. There were three students still felt difficult in understanding the text. It means that the think-aloud method could help the students in understanding the text.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>Apakah dengan metode think-aloud dapat menambah pemahaman kalian dalam membaca?</td>
<td>Yes</td>
</tr>
<tr>
<td></td>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5</td>
</tr>
</tbody>
</table>

Based on the data of the fourth question above, it could be known that there were twenty six students stated if the think-aloud method could increase their understanding in reading and five others stated if the think-aloud method
could not help them in increasing their reading. It means that most of the students stated the think-aloud method could increase their understanding in reading.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Apakah dengan metode think-aloud dapat membantu kalian mengingat informasi yang terdapat dalam teks?</td>
<td>Yes 14, No 17</td>
</tr>
</tbody>
</table>

Based on the data of the fifth question above, there were fourteen students stated that the think-aloud method could help them in remembering information in the text. There were seventeen students stated that the think-aloud method could not help them in remembering information in the text. It could be concluded that the most of the students could not remember information in the text although they were used the think-aloud method.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Apakah dengan metode think-aloud kalian masih merasa kesulitan menjawab pertanyaan yang diberikan oleh guru?</td>
<td>Yes 8, No 23</td>
</tr>
</tbody>
</table>

Based on the data of the sixth question above, there were twenty three students felt easy in answering the question. There were eight others felt hard in answering the question. It means that the think-aloud method could help the students in answering the question.

<table>
<thead>
<tr>
<th>No.</th>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>Apakah dengan metode think-aloud kalian masih kesulitan dalam menemukan main idea dalam teks?</td>
<td>Yes 10, No 21</td>
</tr>
</tbody>
</table>

Based on the data of the seventh question above, there were twenty one students felt easy in finding main idea in the text and ten others felt difficult in finding main idea in the text. It means that the think-aloud method could help the students in finding main idea in the text.
From the result of the questionnaire, it showed that teaching and learning reading through think-aloud method was good and could increase the students’ reading ability. It could be shown from the result of data questionnaire that the most of the students stated that learning reading through think-aloud method could improve their reading ability although there were also some of the students who were felt difficult in learning reading through think-aloud method.

3. Data Conclusion

Data conclusion is the third component or level in model of qualitative data analysis of Miles and Huberman theory. In this part, the data explained in data display were going to be discussed deeply in order to make finding of the research. In this part, the discussion and finding were divided into three parts: the process of teaching and learning, the teacher’s problems and the students’ problems.

a. Process Teaching and Learning Reading Through Think-Aloud Method

Teaching and learning process was done on two meetings in VIII K class. The observation checklist, interview and documentation were employed to know process during teaching and learning reading through think-aloud method.

The observation was conducted in two meetings. After observing teaching and learning reading through think-aloud method twice were described as follow:

a. In the first meeting the teacher did not apply some of the steps in observation checklist (see appendix 6).

b. In the second meeting the teacher also did not apply some of the steps in observation checklist (see appendix 6).

100 Ibid.
It could be concluded that there were lost steps in the aspects that were observed in the observation. It indicated that teaching and learning reading through think-aloud method was not running well when it applied by the teacher and students. Nevertheless, in teaching reading process the teacher was not maximal in implementing the treatment of think-aloud method, because the teacher did not apply some of the steps in observation checklist.

b. Teacher’s problems During Teaching Reading through Think-Aloud Method

The interview was employed to know the teacher’s problem in teaching reading through think-aloud method. According to Budiharso, there are some problems that may appear to the teacher in teaching reading, they are:

a. The mastery of the basics

b. The habit of slow reading

c. Figuring out main idea

d. Text selection

Having conducted to research, it found some problems faced by the teacher during the implementation of think-aloud method in teaching reading. They were as follow:

a. The teacher felt difficult to manage the time in implementing think-aloud method.

b. The teacher faced difficult when giving the instruction to the students to ask.

But, the students only silent.
It could be concluded that the teacher could not handle the whole of the teaching and learning activities. The teacher still had difficulties in handling the time and students to ask.

c. Students’ Problems in Learning Reading through Think-Aloud Method

The questionnaire was employed to know the students’ problems in learning reading through think-aloud method. Based on result of the students’ answer, the researcher concluded that the problem faced by the students was the most of the students could not remember information in the text although they were used the think-aloud method.

The result of the questionnaire showed that good result. The think-aloud method greatly helped the students in learning reading. Because by using think-aloud method, learning reading to be easier to learn.

D. Discussion of Findings

In this part, the discussion would be discussed about the finding of the process of teaching and learning reading through think-aloud method as the first formulation in this research. Beside the teaching and learning, the teacher’s problem in teaching reading through think-aloud method was the second formulation of the problem and the students’ problem in learning reading through think-aloud method was the third formulation if the problem. This research was produced by the participants of the research, they are the English teacher and the students of VIII K class of SMPN 7 Bandar Lampung in the first semester in academic years 2016/2017 that had been observed.

1. The Process of Teaching and Learning Reading through Think-Aloud Method

The observation was employed to know how the process of teaching and learning reading through think-aloud method. The observation was conducted two times, it were observing the teaching and learning process. Interviewing
English teacher and giving the questionnaire to the students were conducted in different time.

The observation was conducted in two meetings. From the data gained from the observation in the first meeting, it found that some of the steps in observation checklist were blank because the teacher did not apply some of them, but it did not give the big influence in teaching and learning process.

Furthermore, the data gained from the observation in the second meeting, it found that the second meeting was different like the first. It seen the teacher accelerated the time when process of teaching and learning ongoing. The teacher skipped some of treatments in teaching process, but it did not make the big influence in teaching and learning process, because the students were able applied the method themselves without the teacher explained to them. In here, the researcher still assumed that the process of teaching and learning reading through think-aloud method was effective, because there was no the big problem appeared in teaching and learning process.

It can be concluded that from the observation there was no problem appeared, because the teacher ran the teaching reading through think-aloud method well. It means that the teacher was competence in teaching. The teacher had a good method in teaching, it could be shown from the way of the teacher ran the process of teaching and learning reading through think-aloud method.

2. Problem Faced by the Teacher in Teaching Reading through Think-Aloud Method

The interview was employed to know the problems faced by the teacher in teaching reading through think-aloud method. The interview was conducted after the researcher completing the observation.

Based on the result of the interview, there were some of problems that the teacher obtained in teaching reading through think-aloud method. It could be seen from the teacher’s answer, she said, “the difficulty that I found when I have the students to ask, they only assumed to silent.” It assumed that the problem faced by the teacher was the students difficult to be handled when the teacher
gave them the instruction to ask, it could be seen that the students were silent when their teacher gave them the instruction to ask.

Beside, the teacher felt difficult to manage the time in implementing the think-aloud method in teaching reading through think-aloud method, because there were some of the students had the habit of slow reading. It could be known from the teacher’s answer, she said, “I feel difficult to manage the time, the students who have the habit of slow reading certainly must be given much time to be used”.

The result of interview showed that the teacher had difficult to manage the time in implementing the think-aloud method and the teacher also felt difficult in handling the students to ask. These two problems were what the teacher got in the class when teaching reading through think-aloud method.

3. Problem Faced by the Students in Learning Reading through Think-Aloud Method

The questionnaire was employed to know the students’ problem in learning reading through think-aloud method. The questionnaire was given to the students after the researcher completing the observation and interview.

Based on the result of the questionnaire that answered by the students, the most of them could not remember information in the text although they were used the think-aloud method. It could be known from the questionnaire sheet number five that from thirty seven students in the class, only fourteen students who could remember information in the text when using think-aloud method in learning reading.

From explanation above, it can be concluded that the students had lack in their reading retention to apply the information in future. This problem was what the students got in the class when learning reading through think-aloud method.

The result of questionnaire showed that most of the students could not remember information in the text although they were used the think-aloud
method. After the researcher analyzed and found the finding of the research, hopefully the researcher could give contribution of the research in the teaching and learning reading for better way. Learning reading should be supported by the prior knowledge, such as comprehension and vocabulary mastery. Beside, for being good in reading, someone should have good motivation in reading. Moreover, the think-aloud method had been applied by the teacher in VIII K of SMPN 7 Bandar Lampung was the one of the ways that could be used in teaching and learning reading, because using the think-aloud method can develop the students’ vocabulary mastery and reading ability. Therefore, actually the teacher can be suggested to apply the method based on expert’s theory, so the good result of the using of the method can give good impact to the reading ability of the students in learning reading.
CHAPTER V
CONCLUSION AND SUGGESTION

After collecting the data and analyzing the result, the researcher drew some conclusions and suggestions in teaching and learning reading through think-aloud method.

A. Conclusion

Having discussed the result of the research, it can be concluded that:

1. The process of teaching and learning reading through think-aloud method has been conducted. Teaching and learning process in the class was not running well because there were some steps in observation checklist were not applied by the teacher (see appendix 6). The think-aloud method was not easy to be implemented by the teacher and students, because it was need much times to be spent in learning reading.

2. The teacher’s problems in teaching reading through think-aloud method were that the teacher had difficulty to manage the time and difficulty to handle the students to ask.

3. The students’ problem in learning reading through think-aloud method was that the most of the students could not remember information in the text although they were used the think-aloud method.

B. Suggestion
Considering the result of the research, the researcher would like to give some suggestions as follow:

1. For the English teacher
   a. The teacher should manage the time as good as possible.
   b. The teacher should give a feedback to the students as good as possible.
   c. The teacher should give the procedure well in implementing the think-aloud method.

2. For the students
   a. The students should have more time to practice reading, not only in school but also in home.
   b. The students should expand vocabulary mastery that can be used in their reading activity.
   c. The students should learn in pronouncing of word.
   d. The students should keep study hard to get better future.

3. For other researchers

   The next researcher can conduct a study about teaching reading comprehension with other method or technique that make students enjoy and effective in learning reading comprehension to increase their reading ability.
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