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ABSTRACT

Reading is one of language skills that should be mastered by the students. In reading the text we can find the knowledge or information that we have never known before. The students' reading comprehension in SMPN 24 Bandar Lampung is still low. To solve this problem, the researcher applied Think Aloud Strategy. Think Aloud Strategy is an approach of reading process for improving reading comprehension of foreign language students by articulating all that they are noticing, thinking, feeling, and doing as he reads a text.

The objective of the research is to find out whether there is a significant influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung in the Academic Year of 2015/2016. It is expected that the result of the study will provide a deeper understanding about using think aloud strategy on reading comprehension especially for English teacher.

The research methodology used was quasi experimental design with the treatment held in 3 meetings, 2 x 40 minutes for each. In this research, the researcher took two classes, one class as the experimental class in 8A and one class as the control class in 8B. In the experimental class, the researcher used think aloud strategy and in the control class the Self Questioning Strategy. The population of the research was the eighth grade of SMPN 24 Bandar Lampung. The sample of the research was two classes consisting of 35 students for each class. In collecting the data, the researcher used instruments in the form of multiple choice questions which had been tried out. After conducting the treatments, the instruments were used for the pre-test and post-test.

In the data analysis, the result shows that there was a significant influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung. From the data analysis computed by using SPSS, it was obtained that $Sig = 0.00$ and $\alpha = 0.05$. It means H_a is accepted because $Sig < \alpha = 0.05$. Therefore, there is a significant influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung.

Key words: Reading Comprehension, Think Aloud Strategy.



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DECLARATION

I am a student with the following identity:

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Certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers' opinions or finding included in the thesis are quoted or cited in accordance with ethical standards.

Bandar Lampung, April 2016
The Researcher,

Monica Rahayu Laraswati

NPM.1111040161

MOTTO

..... أَنْ صَدُّوْكُمْ عَنِ الْمَسْجِدِ الْحَرَامِ أَنْ تَعْتَدُوا وَتَعَاوَنُوا عَلَى الْبِرِّ
وَالنَّفْوَىٰ ط وَلَا تَعَاوَنُوا عَلَى الْإِثْمِ وَالْعُدْوَانِ وَاتَّقُوا اللَّهَ إِنَّ اللَّهَ شَدِيدُ الْعِقَابِ ٢

Meaning:

.....And help ye one another in righteousness and piety but help ye not one another in sin and rancour; fear Allah; For Allah is strict in punishment (Al-maa'idah:2)¹

DEDICATION

¹ Abdullah Yusuf Ali, *The Holy Qur'an Text and Translation*, New Delhi India, Millat Book Centre, 2006, p.114

I would like to dedicate this thesis for all my beloved

1. My beloved parents, Mr. Suparmin and Mrs. Marwanti, who have already prayed and supported for my success and advised me all the time.
2. My beloved sisters, Felicia Uli Pratiwi, Viska Setiawati, and Shadira Oksavianawho always care for my study and motivate me to succeed.
3. My beloved best friends, Merliyani Putri Anggraini, Mei Indah Saputri, and Nidya Rizki Maharaniwho always support me and bring me up when I am down. All my beloved friends, who always support me to finish this thesis.
4. My lovely almamater, IAIN Raden Intan Lampung which has contributed a lot for my development.

CURRICULUM VITAE

The researcher's name is Monica Rahayu Laraswati. She was born in Baturaja on July 21st, 1993. She is the youngest child of Suparmin and Marwanti. She has three sisters. She lives on Jalan P. Senopati Gg. Cendana Block 9 Jatimulyo, Lampung Selatan.

The researcher began her study in TK Kartika 2 Sungai Tuha in 1997 and graduated in 1999. Then she continued in Elementary School at SD Negeri 2 Gunung Sulah in 1999 and graduated in 2005. She continued her study in Junior High School at SMPN 24 Bandar Lampung and graduated in 2007. After that, she went to SMA Gajah Mada Bandar Lampung and graduated in 2011. After finishing her study in SMA, she decided to study in English Educational Program of Tarbiyah and Teacher Training Faculty of State Institute of Islamic Studies.

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Alhamdulillah, thanksto Allah the Almighty, for the blessing, merciful and kindness. May shalawat and salamalways be with the Prophet Muhammad who brings us fromthe darkness to the lightness. Due to Him, this thesis entitled “The Influence of Think Aloud StrategytowardsStudents’Reading Comprehension at theFirstSemesterof the Eighth Grade SMPN24Bandar Lampungin the Academic Year of 2015/2016” is handed in as compulsory fulfillment of the requirement for S1-degree of English study program at Tarbiyah and Teacher Training Faculty, State Institute of Islamic Studies Raden Intan Lampung.

The researcherrealizes that she cannot complete this thesis without the help of others. The researcherhas obtained a lot of help from many people during writing this thesis and it would be impossible to mention all of them. She wishes, however, to give her sincerest gratitudeand appreciation to:

1. Dr. H. Chairul Anwar, M.Pd,the Dean of Faculty of Tarbiyah and Teacher Trainingand his staff who have given an opportunity and the help for the researcherwhen on going the study until the accomplishment of this thesis.
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7. The researcher's friends of PBI 2011 especially; Anggi, Mei, Nidya and others in PBI 2011 C.

Finally, the researcher is fully aware that there are still a lot of weaknesses in this thesis. For this, the researcher truthfully expects criticism and suggestion from the readers to enhance the quality of this thesis.

Bandar Lampung, April 2016
The Researcher

Monica Rahayu Laraswati
NPM.1111040161

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**THE INFLUENCE OF THINK ALOUD STRATEGY TOWARDS STUDENTS'
READING COMPREHENSION AT THE FIRST SEMESTER OF THE
EIGHTH GRADE OF SMP NEGERI 24 BANDAR LAMPUNG
IN THE ACADEMIC YEAR OF 2015/2016**



A Thesis

**Submitted as a Partial Fulfillment of
the Requirements for S-1 Degree**

By:

**MONICA RAHAYU LARASWATI
NPM: 1111040161**

Study Program : English Education

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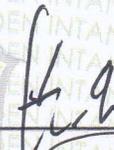
ADMISSION

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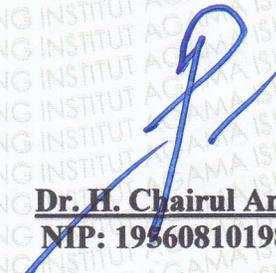
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CHAPTER I INTRODUCTION

A. Background of the Problem

Languages are more than skills, they are the medium through which communities of people engage with, make sense of and shape the world. Through language they become active agents in creating their human environment; this process is what we call *language*. Language is a life skill. It is inextricably interwoven with social experience, living in society, and it develops and changes constantly as that experience evolves and changes.¹ Language is not only used for daily conversation but also used in education, research and science both spoken and written. From considering those function of language, people study language both formal and informal.

English is one of languages in the world. When the people learn English, they have to master four language skills: listening, speaking, reading, and writing. Reading is one of the skills that have to be mastered by students of Junior High School or Senior High School. They will find so many questions about some texts in their examination. They are asked to comprehend the text and answer correctly.

¹Alison Phipps&Mike Gonzalez. *Modern Languages Learning and Teaching in an Intercultural Field*. London: Thousand Oaks New Delhi. 2004. P.2

It can be concluded that every aspect in students' reading skill aims at helping them to get some purposes related to the text.

Reading is the skill of a reader or group of reader to interpret information transferred by a writer.² This skill lets the reader comprehend the information of the text that the writer shared. Moreover, it is also taught at school because it is not only stated in curriculum but also because reading is one of the components of English learning. Learning English text, means the study of meaning of words and sentences. Many foreign language students often have reading as one of their most important goals. They want to be able to read for information and pleasure. In other words, students have to read English material for their subject and the student easier to get the information from written text by reading.

In a preliminary study in SMPN 24 Bandar Lampung in February 2015, the researcher asked Miss Zuryani as an English teacher of the eighth grade. She said that the students' reading skill is still low because they found difficulties in comprehending the text. The following table is the result of the students' score at the second semester of the eighth grade of SMPN 24 Bandar Lampung.

²Sanggam Siahaan. *The English Paragraph*. Yogyakarta: Graha Ilmu. 2008.P.3

Table 1
The table of students' reading score at the second semester of the eighth grade of SMPN 24 Bandar Lampung In The Academic Year of 2014/2015

No.	Score	The Number of Students	Percentages(%)
1.	< 70	153	65.95 %
2.	≥ 70	79	34.05%
Total		232	100 %

Source: The Students' English Score of SMPN 24 Bandar Lampung³

From the table above, it can be said that 65.95% of students got scores below 70. It means that their scores are still lower than the Criteria of Minimum Mastery(KKM) of English subject in SMPN 24 Bandar Lampung as 70.

It is also noticed that there are some other problems dealing with teaching-learning process of reading, such as the teaching of reading is not communicative for students. Whilst delivering the material, the teacher asked the students to translate the text sentence by sentence or even word by word by using their bilingual dictionary. Afterwards, the teacher asked them to answer the questions provided. The teacher explains the language points by telling it directly to the students and telling the students when it is usually used.

Seeing the fact, it means that there should be solutions for those problems. Furthermore, the researcher finds out that the strategy in teaching reading used becomes one of important factors that cause the problems. In this case, the researcher will use think aloud as a strategy for teaching reading. The think aloud

³*The Students' English Score of SMPN 24 Bandar Lampung*

strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students.⁴ It is also a benefit for foreign language learners because this nondirective approach requires readers to stop and explore the text a simple prescription for the reader to engage. Moreover, it could help the students to focus on what they want to read in order to get the intended information quickly.

Previous research was conducted by McKeown and Gentilucci. Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom, revealed that while English learners successfully use metacognitive strategies such as think-aloud, the efficacy of the strategies depends on the unique needs of each particular level of proficiency as they approach the text.⁵ In the research, they want to know how the Think-Aloud Strategy affects content area reading comprehension of middle school English learners by attempting to answer the question.⁶

Based on the problem above, the researcher realizes that the students need to be taught with a good leading approach. In this way, the researcher wanted to see the influence of think aloud strategy towards students reading scores. Thus, this study

⁴TeacherVision, *Think Aloud Strategy*, Available on <https://www.teachervision.com/skill-builder/problem-solving/48546.html>, Accessed on March 4th, 2015

⁵Regina G. McKeown, James L. Gentilucci. Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy* 51:2. 2007.P.143

⁶*Ibid*

entitled “The Influence of Think Aloud Strategy towards Students’ Reading Comprehension at the First Semester of the Eighth Grade of SMPN 24 Bandar Lampung in Academic Year of 2015/2016”.

B. Identification of the Problem

Based on the background mentioned above, the researcher identified the problem as follows:

1. The score of students’ reading skill was still low.
2. The students’ knowledge about finding the main idea in a paragraph was still weak.
3. The teacher still was using in appropriate strategy in teaching reading.

C. Limitation of the Problem

After identifying the problem, the researcher would like to limit the problems that were analyzed. The researcher focused this research on the influence of think aloud strategy towards students’ reading comprehension.

D. Formulation of the Problem

Based on the background of the problem above, the researcher formulated the problem as follows: “Is there any influence of using think aloud towards students’ reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung in academic year of 2015/2016”

E. Objective of the Research

The objective of this research is to find out whether there is any influence of using think aloud towards students' reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung in the academic year of 2015/2016"

F. Uses of The Research

The uses of the research are:

1. Theoretically

- a. The result of this study is expected to be able to widen the skill of teachers in using think aloud strategy in order to improve student's reading comprehension.
- b. It can be a reference to other researchers who want to study think aloud strategy more intensively in teaching reading.

2. Practically

- a. The result of this study is suggested to apply the think aloud strategy to increase the students' competence in English reading comprehension.
- b. The use of think aloud strategy in reading comprehension can make the students more enjoyable in doing their tasks associated with the reading materials.

G. Scope of The Research

The scopes of the research are as follows:

1. The subject of the research

The subject of the research was the eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2015/2016.

2. Object of the Research

The object of the research was to know the influence of think aloud strategy students' reading comprehension.

3. Place of the Research

The research was conducted at SMPN 24 Bandar Lampung, it is located on Jl. Letkol Hi. Indro Suratman Bandar Lampung

4. Time of Research

This research was conducted at the first semester in the academic year of 2015/2016.

CHAPTER II FRAME OF THEORY

A. The Concept of Teaching English as a Foreign Language

English is the first international language in the world. Most of international activities use English as main tool in communication. In some countries, English is taught as a second or foreign language. English as foreign language is generally taken to apply the students who are studying general English at school and institution in their own country or as transitory visitor in a target language country.¹It means that the students only have chance to practice English in the school and institutions. The teachers are also demanded to encourage students to practice English every time in their activities.

Teaching is the process of showing or helping someone to learn how to do something, give instructions, guide in the study of something, prove with knowledge, and it causes someone understand about something that learned.²According to Setiyadi, language teaching is influenced by ideas on the nature of language and the learning conditions that make learners to acquire the language. Differences in language theories may affect the selection of the teaching materials and differences in learning theories may affect the teaching

¹Jeremy Harmer. *How to Teach Writing*. Edinburgh Gate: Longman. 2004. P.39

²H. Douglas Brown, *Principles of Language Learning and Teaching, (Fourth Edition)*, (London, Longman, 2000),, p.7

method.³ It can be inferred that language teaching is the process of helping someone to learn how to acquire the language that he or she wants to learn or master it.

English generally has been learnt by the students since they were in the basic level of education. In Indonesia, English in Indonesia is taught as the first foreign language and it is compulsory subject for the students to be learned starting from elementary school up to university. Foreign language is the language where the secondary environment is not observed and the people of linguistically foreign societies use such language.⁴Wilkins says that teaching English as a foreign language is one in which the target language is not the mother tongue of any group within the country where it is being learned.⁵ It means that the students who learned English as a foreign language have little opportunities to use their English in real life situation.

Based on the explanations above, it can be inferred that teaching English as a foreign language is the process of helping someone to learn English which is neither the language that he uses as his mother tongue, nor the second language which he uses in his daily life for communication that influenced by ideas on the nature of English and the learning conditions.

³Bambang Setiyadi, *Teaching English As A Foreign Language*, (Yogyakarta, Graha Ilmu, 2006), p.20

⁴Dr. M.F. Patel and Praveen M. Jain, *Op. Cit*, p.35

⁵D.A Wilkins, *Linguistics in Language Teaching*, (London, Edward Arnold Publisher, 1980), p.7

B. The Concept of Reading

Considering the fact that everyone has his/her own opinion and view about something, many reading experts also give their opinions and view about reading. Reading can be defined in many ways; it depends on the one who will give the definition. In the simple definition, reading, as one of the language skills to be taught, is way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels.⁶This definition implies that the reading process includes an interaction between the reader and text. The reader tries to understand the ideas presented by the researcher in the text.

Reading is also defined as a process. Reading is an active process related to problem solving, perspective of reading, focusing on its active, cognitive process.⁷ It means that, reading is a process to solve the problems in the text. In reading, the readers automatically attempt to comprehend the events which happens in the text. The students should learn intensively and interactively while reading the text. It can make their reading process more infallible. In addition, Maxom says that reading is one of the key skills in language learning. It reinforces the skills students acquire in speaking, listening and writing.⁸It can be concluded that reading is an active process where there is a process and product to

⁶Team of Five. *Improving Reading Skill In English*. (Jakarta, Kencana. 2002), p. 51

⁷ Sandra Silberte in. *Techniques and resource in teaching reading*. Oxford : Oxford University. 1994. P.6

⁸Michelle Maxom, *Teaching English as a Foreign Language For Dummies*, (Chichester, John Wiley & Sons, Ltd, 2009), p. 139

get a comprehension and implication of the reading that also reinforces other skills.

Concerning the description above, the researcher infers that reading is as a meaningful interpretation of printed or written verbal symbol. It means that reading is a result of the interaction between the perception of graphic symbols that represent a language, and the knowledge in the world in this process the readers tries to recreate the meaning intended by the writer.

C. The Concept of Reading Comprehension

Students could take the expectation from reading text. He or she has to comprehend the text to get the point of what they read. 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.⁹ It means in comprehending the text, the students take the expectation to get the point of what they read.

Further, Reading comprehension involves much more than readers' response to text. Reading comprehension is a multicomponent, highly complex process that involves many interaction between readers and what they bring to the text (previous knowledge, strategy use and skill) as well as variables related to the text itself (interest in text, understanding of text types).¹⁰ Reading comprehension

⁹Klingner Janette K, Vaughn Sharon and Boarman Alison. *Teaching Reading Comprehension Students with learning Difficulties* , (London, The Guilford Press, 2007). p.17

¹⁰*Ibid.*, p. 32

means that a reader acquires information from reading. According to Brown, reading comprehension is primarily a matter of developing appropriate, effective comprehension strategies.¹¹ It can be inferred comprehension is ability to understand about something, in order that, the students are able to answer and understand a descriptive reading question forms.

According to Brown, there are some criteria of language assessment in reading skill as mentioned below:

- a. Main idea (topic)
- b. Inference (implied detail)
- c. Grammatical features
- d. Detail (scanning for a specifically stated detail)
- e. Excluding facts not written (unstated detail)
- f. Supporting ideas
- g. Vocabulary in context¹²

Based on description above so reading comprehension is careful reading in order to understand the total meaning of the passage. Reading comprehension in this study is defined as the process of getting message from the author in written text. The message may be an idea, a fact, a feeling or an argument.

¹¹Douglas Brown, *Teaching by Principle: An Interactive Approach to Language Pedagogy (Second Edition)*, (New York, Longman, 2001), p.291

¹²Douglas Brown, *Language Assessment Principles and Classroom Practices*, (San Fransisko, Pearson Education Longman, 2004) p. 206

D. The Concept of Think Aloud

Reading is a covert process actively controlled by readers to create meaning from text, and the practice of readers “thinking about their thinking” while engaged in the reading process is known as *metacognition*. One promising approach for activating metacognition and thereby improving reading comprehension among foreign language learners is known as the Think Aloud Strategy.¹³ A think aloud, in which a reader makes his reading process manifest to others by articulating all that he is noticing, thinking, feeling, and doing as he reads a text.¹⁴ It means that think aloud strategy is an approach of reading process for improving reading comprehension of foreign language students by articulating all that he is noticing, thinking, feeling, and doing as he reads a text.

The think aloud strategy asks students to say out loud what they are thinking about when reading, solving math problems, or simply responding to questions posed by teachers or other students.¹⁵ It is a means to validate or construct theories of cognitive processes, in particular of problem-solving. Problem-solving means answering a question for which one does not directly have an answer available.¹⁶

In other words, think aloud strategy asks students to say out loud what they are

¹³ G. Regina., James L. Mckeown, and Gentilucci, *Op.Cit*, p.136

¹⁴ Jeffrey D.Wilhelm, *Improving Comprehension with Think-Aloud Strategy*, (New York, Scholastic Professional Books, 2001), p.8

¹⁵ TeacherVision, *Think Aloud Strategy*, Available on <https://www.teachervision.com/skill-builder/problem-solving/48546.html>, Accessed on March 4th, 2015

¹⁶Maarten W.Van Someren, Yvonne F. Barnard, and Jacobijn A.C. Sandberg, *THE THINK ALOUD METHOD “A practical guide to modelling cognitive processes”*, (London, Academic Press, 1994), p.8

thinking to validate or construct theories of cognitive processes, in particular of problem-solving.

Think aloud is an excellent way to teach how to estimate the number of people in a crowd, revise a paper for a specific audience, predict the outcome of a scientific experiment, use a key to decipher a map, access prior knowledge before reading a new passage, monitor comprehension while reading a difficult textbook, and so on.¹⁷ It can be concluded that think aloud strategy is appropriate for teaching a number of foreign language students to develop the ability to monitor their comprehension while reading, and to facilitate understanding of text.

Concerning the description above, the researcher infers that think aloud strategy is which the students verbalize their thoughts as they read and thus bring into the open the strategies they were using to understand a text because through this strategy the students can monitor their comprehension process. In this research, it is decided to implement the think aloud strategy because it will be used as an instructional approach and also because this strategy helped readers to comprehend more easily what was being read by them.

¹⁷*Ibid*, Accessed on March 4th, 2015

E. The Advantages of Think Aloud Strategy in Reading Comprehension

Based on the statement that stated by Tinzmann in Teacher Vision website, there are some advantages of Think Aloud Strategy, as follows:

1. It can help the teacher and the students direct their own behaviors and problem-solving processes.
2. It can help the students into reflective, metacognitive, independent learners.
3. It can help the students understand that learning requires effort and often is difficult.¹⁸

From the explanation above, it can be concluded that think aloud strategy can help the students be a good learner and make them easy to comprehend the reading text. It can also give an impact not only for the students, but also the teacher to direct their own behaviors and problem solving processes.

F. The Disadvantages of Think Aloud Strategy in Reading Comprehension

There are some disadvantages of applying think aloud strategy in reading comprehension, they are:

1. The students might process information differently from thoughts contemplated privately and might edit their thoughts and ideas to the researcher.
2. It could be difficult to verbalize the strategy due to the language.

¹⁸TeacherVision, *Think Aloud Strategy*, Available on <https://www.teachervision.com/skill-builder/problem-solving/48546.html> , Accessed on March 4th, 2015

3. It would require much time, because this strategy consume plenty of time to be conducted.¹⁹

Those are the disadvantages or some weaknesses that will be found in conduction the research by using think aloud strategy in reading comprehension.

G. The Procedure of Teaching Reading Through Think Aloud Strategy

The procedures of teaching reading through understanding of think aloud strategy as follows:

1. The teacher choose a short section of text (or a short text).
2. The teacher decides on a few strategies to highlight.
3. The teacher states the purposes.
4. The teacher reads the text aloud to the students and think aloud as the teacher does so.
5. The teacher has the students underline the words and phrases that helped them use a strategy.
6. The teacher lists the cues and strategies used.
7. The teacher asks students to identify other situations.
8. The teacher reinforces the think aloud with follow-up lessons.²⁰

¹⁹ K. Anders Ericsson and Herbert A. Simon, *Protocol Analysis*, (London, The MIT Press, 1993), p.16

²⁰ Jeffrey D. Wilhelm, *Op.Cit.* p.42

From the procedures above, the researcher will follow all the procedures when she conducting the research. In other words, all the procedures of how to use think aloud strategy will be the researcher's guidance in conducting the teaching-learning process in the classroom.

H. The Concept of Self-Questioning Strategy

When reading something, we will find a question on reading text. That's exactly what you'll be doing when you use the Self-Questioning Strategy. You will be asking yourself questions as you read.

Self-Questioning strategy is a primary means of developing self monitoring skills. Getting the students to think about their performance is an effective way to improve their accuracy. When using this strategy, encourage the student to read what has actually been written as opposed to what he or she thought they wrote.²¹

Based on Explanation above, this strategy can developed self monitoring skills of student in teaching reading then improve their accuracy.

²¹ Ria Febrianti, *Teaching reading by using combination of Self -Questioning Strategy and Note Taking Strategy at Junior High School*, (<http://ejournal-s1.stkip-pgri.sumbar.ac.id/index.php/Inggris/article/view/280/272>) . Accessed on June 4th, 2015

I. The Procedure of Teaching Reading Using Self-Questioning Strategy.

William recommends some steps some steps of self questioning that teacher in classroom, those steps are:

1. Before reading, the teacher selects and introduces the story to the student, then read aloud the story to the students.
2. The teacher wrote the questions about the story on the board such as: What is this story about: Where does this story take place?, What is the problem in this story?, How is the problem solved?, then, during reading, the teacher model answering the questions while reading the text/story.
3. After that, The teacher show how to refer to the questions while reading to determine if any important information can be used to help answer the questions.
4. And then, have the students to read the story aloud. After that, the student will read the text silently and independently answer the story questions.
5. Then, as the follow-up activities, the students should ask themselves while reading each story by generating additional questions that may help them learn important information about other familiar story.²²

²²*Ibid* P. 4.

J. Frame of Thinking

Nowadays, English is very important for human life, so it is learned starting from elementary school up to higher school or university. However, many students have difficulties in studying it. That is why many students have low achievement in reading comprehension, because the orientation of teaching learning process is ready to finish the material without using the strategy. In addition, in teaching reading comprehension rarely applying interesting methods, so the students get bored in following the subject. To get success in teaching reading comprehension, the teacher should prepare the materials as possible. The teacher should have many strategies in teaching English learning, especially in reading comprehension.

Reading is an important aspect in life because one cannot know anything without reading. Therefore, teaching reading should do carefully and effectively. Think aloud strategy is useful because students are verbalizing all their thoughts in order to create understanding of the reading texts. An English teacher must have appropriate techniques in teaching English. It can motivate the students in learning English. In this case the teacher can help the students by using think aloud strategy in teaching reading comprehension, students can learn more and more creatively in the progress.

Based on the frame of theories above, in order to achieve the aims of teaching english, especially in reading comprehension, the researcher assumes that the

think aloud strategy would increase the students' competence in English reading comprehension. So the student would be easier to comprehend the meaning and find out the main idea of the text.

K. Hypothesis

Based on the frame of thinking above, the researcher proposed the hypotheses as follows:

Ha: There is any influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2015/2016.

Ho: There is no any influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2015/2016.

CHAPTER III RESEARCH METHODOLOGY

A. Research Design

This research used experimental design of quantitative method study in order to know the influence of using think aloud strategy towards students' reading comprehension. *Experimental designs* (also called intervention studies or group comparison studies) were procedures in quantitative research in which the investigator determines whether an activity or materials make a difference in results for participants.

In experimental design, the researcher used **quasiexperimental research**. Quasi-experiments include assignment, but not random assignment of participants to groups. This was because the experimenter cannot artificially create groups for the experiment.¹ In this case, the researcher would conduct an experiment by giving a certain treatment and using think aloud strategy to the certain grade to measure the significant influence of this model instruction. The researcher also took two classes as sample of this research consisting of an experimental class and a control class. The experimental class was taught by using think aloud strategy and another

¹John W. Creswell. *Educational Research : Planning, Conducting, and Evaluating Quantitative and Qualitative research*. New York: Pearson Education. (4th ed). 2012. P.309

class was taught by using the strategy that already applied by the English teacher in teaching-learning process.

It can be represented as follows:

G1 (random) T1 X T2

G2 (random) T1 O T2

Where:

G1 : Group One (Experimental Class)

G2 : Group Two (Control Class)

T1 : Pre-test

T2 : Post-test

X : Treatment using think aloud strategy

O : Treatment using self-questioning strategy²

The researcher analyzed the result of the pretest and the post-test and compare them. The researcher used control group pre-test design to measure both control class and experimental class achievement. The pretest was conducted to both classes before the treatment to know the students' reading comprehension. Then, the treatment was done to both the experimental class by using think aloud strategy and for control class was using an self-questioning strategy.

² Bambang Setiyadi, *Metode untuk Pengajaran Bahasa Asing Pendekatan Kuantitatif dan Kualitatif*, (Yogyakarta, Graha Ilmu, 2006), p.141

The post-test was given to both classes; the comparison was done between the result of the students' achievement before the treatment and after the treatment. The result of this comparison informed the researcher whether the model implemented works or not.

B. Variable of the Research

A variable is a concept—a noun that stands for variation within a class of objects, such as *chair, gender, eye color, achievement, motivation, or running speed*.³ A common and useful way to think about variables is to classify them as *independent* or *dependent*.⁴ In general, the independent variable (X) is the variable that is argued to cause or be associated with some outcome—the dependent variable (Y).

Based on the statement above, the writer concludes that the variable is a central point in the research that should be investigated to know the improving reading skill after giving them a treatment.

In this research, there was two variables that were investigated, they were:

1. Independent variable is Think Aloud Strategy (X)
2. Dependent variable is Students' Reading Comprehension (Y)

³ Jack R. Fraenkel and Norman E. Wellen, *How to Design and Evaluate Research in Education (Sixth Edition)*, (New York, Mc Graw Hill, 2006), p.38

⁴ *Ibid*, p.43

C. Operational Definition of the Variable

The operational definition of the variable is used to describe the variable that was investigated in order that the writer can collect the data or information accurately.

In this research, there were two variables, they were:

1. Think Aloud Strategy is which the students verbalize their thoughts as they read and thus bring into the open the strategies they were using to understand a text.
2. Students' Reading Comprehension is way of getting the meaning or knowledge from the printed page such as textbooks, newspaper, magazines, and novels. It means the criteria commonly used in measuring reading skill were: main idea, inference, grammatical features, detail, supporting ideas, and vocabulary in contexts.

D. Population, Sample, and Sampling Technique

1. The Population

In this research, the population was the students of SMPN 24 Bandar Lampung at the first semester of the eighth grade in academic year of 2015/2016. The number of population was 223 students who were grouped in six classes.

Table 2**The Number of Students of the Eighth Grade in 2015/2016 Academic Year**

CLASS	GENDER		TOTAL
	MALE	FEMALE	
8 – A	18	17	35
8 – B	16	18	34
8 – C	20	19	39
8 – D	20	19	39
8 – E	20	17	37
8 – F	20	19	39
TOTAL	114	109	223

Sources: SMPN 24 Bandar Lampung, 2015/2016

From the table above, it can be concluded that the total of males were 114 from six classes, and the total of females were 109 from the same classes. So, the total students from six classes were 223.

2. Sample

In this research, the researcher conducted the research in eighth grade students that consists of six classes. Each class has approximately 35 students. She used two classes as the sample of the research, one class as an experimental class and another class as a control class.

In the experimental class, it was chosen class 8A, which consisted of 35 students. Meanwhile, for control class, it was 8B, which consisted of 34 students. The researcher got these classes randomly. She used lottery to find the classes.

3. Sampling Technique

This was a quasi experiment builds in both pre-test, post-tests and experimental and control groups. Further to this, a process of randomization was applied to the selection of the control and experimental groups to ensure that members of the two groups were alike in their skills and capacities before the intervention took place.⁵ It means the researcher could choose the experimental class and the control class randomly.

In this research, the researcher used Cluster Random Sampling technique because the population was already in a group. It was a procedure through which entire groups and not individuals were randomly selected. This procedure allowed the researcher to select clusters randomly and was a simpler technique than selecting individuals randomly.⁶ To define the experimental and control classes, the researcher used lottery, the steps were:

- a. The researcher used “drawing a lot” in this research.
- b. The name of each class would be written in a small piece of papers.
- c. These papers were rolled and put into the box.

⁵David Scott & Marlene Morrison. *Key Ideas in Educational Research*. (New York, Continuum. 2005), p. 104

⁶Marguerite G. Lodico, *Methods in Educational Research From Theory to Practice*, (San Fransisko, John Wiley & Sons, Inc., 2010), p.216

- d. The box is shaken and the writer takes two pieces of the rolled paper. The first paper would be the experimental class and the second paper would be the control class.

E. Data Collecting Techniques

In conducting this research, the researcher needed some ways or techniques to collect the data for doing the purpose namely the test. The researcher conducted the objective test of reading comprehension in collecting the data.

1. Pre-test

The researcher would take the students' score to know their achievement of reading skill by giving them pre-test before applying the techniques of understanding of think aloud strategy.

2. Post-test

The post-test would be administered after giving the pre-test and the treatment to know the students' reading comprehension through understanding of think aloud strategy.

3. Try-out test

The researcher would also conduct the try out after doing the treatment. Had been to measure the validity and the reliability of the test. The object of this test would be from the another class that were not given a treatment by the researcher, neither control class nor experimental class.

F. Instrument of the Research

Instrument was a device used by the researcher to collect data.⁷ The researcher used the test as the instrument in this research to measure the students' reading skill. In addition, the researcher used the objective test, that would be multiple choice test consisting of 50 items with four options that A, B, C, and D. Afterwards, every correct answer would give score 2, and for all item test is 100. Therefore, the score would range from 0 to 100.

The acquirements or the aspects in reading comprehension test were main idea, inference (implied detail), grammatical features(reference), detail (scanning for a specifically stated detail), excluding facts not written, supporting idea, vocabulary in context.⁸ In collecting the data, the researcher would use objective test, that consists of

Table 3
The Specification of the Pre-Test

No	Aspects	Indicator	Items Numbers		Total
			Odd	Even	
1	Main Idea (Topic)	Students can find the main idea of the passage.	5, 25	-	2
2	Inference (Implied Detail)	Students can find what was inferred in the passage.	3, 23,37,41,43, 49	16, 22, 28	9
3	Grammatical	Students can match	29, 31, 33	30, 32,	6

⁷*Ibid*, p.112

⁸Douglas Brown, *Language Assessment Principles and Classroom Practices*, (Pearson Education Longman, San Fransisko: 2004) p. 206

	Features (Reference)	between the pronoun and what or who it stands for.		38	
4	Detail (Scanning for a specifically stated detail)	Students can scan for a specifically stated detail.	1, 7, 15, 21, 47	2, 8, 10, 12, 18, 20, 24, 34, 36, 42	15
5	Excluding facts not written (unstated details)	Students can find unstated detail.	9,11, 13, 17, 35, 45	4, 6, 14, 26, 48,50	12
6	Supporting Idea(s)	Students can find the supporting idea(s) to support the main idea.	19, 27	46	3
7	Vocabulary in Context	Students can guess the meaning of difficult vocabularies from context provided.	39	40, 44	3
Total			50		

Table 4
The Specification of the Post Test

No	Aspects	Indicator	Items Numbers		Total
			Odd	Even	
1	Main Idea (Topic)	Students can find the main idea of the passage.	5,11,39	22,38,40	6
2	Inference (Implied Detail)	Students can find what was inferred in the passage.	15,19,33	2,20,34	6
3	Grammatical Features (Reference)	Students can match between the pronoun and what or who it stands for.	13,37,44	10,28,48	6
4	Detail (Scanning for a specifically stated detail)	Students can scan for a specifically stated detail.	9,21,25	4,36,50	6

5	Excluding facts not written (unstated details)	Students can find unstated detail.	7,17,41	6,14,46	6
6	Supporting Idea(s)	Students can find the supporting idea(s) to support the main idea.	9, 11	-	2
7	Vocabulary in Context	Students can guess the meaning of difficult vocabularies from context provided.	13, 19	4, 8	4
Total			50		

G. Research Procedure

The research would be conducted in SMPN 24 Bandar Lampung. Before conducting the research, firstly, the researcher would ask the permission to the head master and the English teachers of this school. After having the permission, the researcher would conduct through the following steps based on *Lodico*:

1. Select a topic.
2. Review the relevant literature and define a research question.
3. Develop a research hypothesis.
4. Select and assign participants to groups.
5. Select measurement instruments.
6. Select controls for extraneous variables.
7. Define and administer the experimental treatments.
8. Collect and analyze data.
9. Make a decision about the hypothesis.
10. Formulate conclusions.⁹

From the procedures above, the researcher would pass nine steps in conducting her research. First step was selecting a topic. The researcher selected the topic of her research about the influence of think aloud strategy towards students reading skill.

⁹Marguerite G. Lodico, *Op. Cit*, p.230

Afterwards, the researcher reviewed the relevant literature and defined the research question. In this research, the relevant literatures, which used by the researcher, were about reading comprehension and the theory about think aloud strategy.

The researcher developed hypothesis to know whether there is or not any influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade students of SMPN 24 Bandar Lampung in academic year of 2015/2016. The fourth step was selecting and assigning participants to groups. The participants of this research would be the eighth grade students of SMPN 24 Bandar Lampung in academic year of 2015/2016. The researcher would choose two classes and decided as experimental class and control class.

The next step was selecting the measurement instrument. In this experimental research, test would be chosen to measure the significance of think aloud towards students' reading comprehension. To select controls for extraneous variables, the researcher would use random assignment of individuals to treatments. She would choose randomly the variables of her research by "drawing a lot". After selecting controls for extraneous variables, she would define and administer experimental treatments. The different treatment between experimental class and the control class was about the teaching approach. The experimental class would be given the strategy of think aloud in reading comprehension. Meanwhile, the control class would have no treatment as the researcher does with the experimental class.

Afterwards, the researcher would collect and analyze the data by the result of the test that would be taking after she gives the treatment to the experimental class. She would prove the hypothesis whether there was any influence in the experimental class and control class after the treatment. The last step of this research was formulating the conclusion. After proving the hypothesis, the researcher would formulate the conclusion of her research based on the data analysis.

H. Scoring System

Before getting the score, the researcher would determine the procedure to be used in scoring the students' work. The ideal highest score was 100. The score of pre-test and post-test would be calculated by using the following formula:

$$S = \frac{r}{n} \times 100$$

S: The score of the test

r : The total of the right answer

n: The total items

I. Validity and Reliability of the test

1. The Validity of the test

The validity refers to extent the measurement that can be measured by research instrument. Fraenkel stated that validity was a degree to which test measure what it was supposed to measure or a be used successfully for the purpose for which it was intended.¹⁰ An instrument can be called valid when it can measure what was wanted, in other word, an instrument can be called valid if it can show the data of variable were research correctly.

Measure whether the test has good validity, in this research there were several aspects considered to measure validity of the test. They were:

a. Content validity

Referring to the instruments that were parallel with the matter that measure was the extent to which the test measure a representative sample of the subject matter content, the focus of the content validity was adequacy of the sample and not simply on the appearance of the test.

b. Construct validity

Referring to the assumption, showing the measurement used contains correct operational definition, which was based on the theoretical concept. In order words, construct validity was just like a concept, both of them were abstraction and

¹⁰Jack R. Fraenkel and Norman E. Wallen, *Op.Cit.* p.182

generalizations that need to be defined so clearly that can be measured and examined.

Construct validity of experiments was defined as the validity of the inferences made about a construct based on the measures, treatment, subjects, and settings used in an experimental study.¹¹To get the construct validity of the test, the researcher would try to arrange the material based on the objective of teaching in the school based on the curriculum for the eighth grade of SMP/MTs. Afterwards, the researcher would consult the instrument to the English teacher of SMP Negeri 24 Bandar Lampung, namely Leni Zuryani, S.Pd, to make sure that the instrument was valid.

After analyzing the items, the test could measure what needed to be measured. In this research, the researcher would conduct the objective test. The scoring covered seven aspects of reading assessment that were adapted from H. Douglas Brown. They were: main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specifically stated detail), excluding facts not written (unstated detail), supporting ideas, and vocabulary in context. The researcher believe that there is no other variables except the researcher was studying caused the result. Therefore, based on calculation of reliability, this research was valid.

¹¹Donald Ary, Lucy Cheser Jacobs, and Chris Sorensen., Eighth Edition. *Introduction to Research in Education*. Canada: Wadsworth. Cengage Learning, 2010, p. 291

2. Reliability of the Test

Reliability showed the degree of mainstays about something. Reliability meant the data could be believed so they can be relied on. Reliability meant that scores from an instrument were stable and consistent. Scores should be nearly the same when researchers administer the instrument multiple times at different times. Also, scores needed to be consistent.¹² If the data were true based on the facts, how many data would be taken in the result would be the same. To know the reliability of test, the researcher would use ANATES to calculate the reliability of the test.

J. Data Analysis

1. Normality Test

The normality test was used to measure whether the data in the experimental class and control classes were normally distributed or not. In this research, the researcher would use statistical computation by using SPSS (*Statistical Program for Social Science*) for normality of test. The test of normality that would be employed was Kolmogorov – Smirnov and Shapiro Wilk.

The hypotheses formula were :

H_0 = The data have normal distribution.

H_a = The data do not have normal distribution.

¹²John w. Creswell, *Op.Cit* p.159

While the criteria acceptance or rejection of normality test were:

H_0 was accepted if $\text{Sig.} > \alpha = 0.05$

H_a was accepted if $\text{Sig.} < \alpha = 0.05$

2. Homogeneity Test

Homogeneity test was used to determine whether the data obtained from the sample homogeneous or not. In this research, the researcher would use statistical computation by using SPSS (Statistical Program for Social Science) for homogeneity of test. The test of homogeneity employing Levene statistic test.

The hypotheses were :

H_0 = The variance of the data was homogeneity

H_a = The variance of the data was not homogeneity

While the criteria acceptance or rejection of homogeneity test were

H_0 was accepted if $\text{Sig.} > \alpha = 0.05$

H_a was accepted if $\text{Sig.} < \alpha = 0.05$

K. HypothicalTest

To investigate whether there was influence of annotating strategy on students' comprehension in reading recount text the researcher would use independent sample t-test to analyze the data. In this case, the researcher was going to use statistical computation by using SPSS (*Statistical Program for Social Science*) for

hypothetical of test. The purpose of using SPSS was to make this research practical and efficient.

The hypotheses were:

Ha: There was an influence of think aloud strategy towards students' reading comprehension at the first semester of the eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2015/2016.

Ho: There was no influence of think-aloud strategy towards students' reading comprehension at the first semester of the eighth grade students of SMPN 24 Bandar Lampung in the academic year of 2015/2016.

While the criteria acceptance or rejection of hypothesis test were:

Ha was accepted if $\text{Sig.} < \alpha = 0.05$

Ho was accepted if $\text{Sig.} > \alpha = 0.05$

CHAPTER IV

RESULT AND DISCUSSION

A. Result of the Research

1. Result of the pre-test

a. Control Class

The researcher conducted pre-test in order to see students' ability before giving the treatment. The pre-test administered on October 21th, 2015. The scores of the students' reading comprehension tested in pre-test can be seen in this following:

Table 5
Students Pre-test Score in Control Class

No	Code	Pre-test	No	Code	Pre-test
1	C-1	68	18	C-18	72
2	C-2	74	19	C-19	68
3	C-3	64	20	C-20	70
4	C-4	68	21	C-21	64
5	C-5	68	22	C-22	70
6	C-6	74	23	C-23	66
7	C-7	64	24	C-24	70
8	C-8	76	25	C-25	72
9	C-9	74	26	C-26	62
10	C-10	64	27	C-27	78
11	C-11	64	28	C-28	60
12	C-12	72	29	C-29	66
13	C-13	68	30	C-30	68
14	C-14	74	31	C-31	64
15	C-15	74	32	C-32	62

No	Code	Pre-test	No	Code	Post-test
16	C-17	66	34	C-34	60
17	C-16	78	33	C-33	60

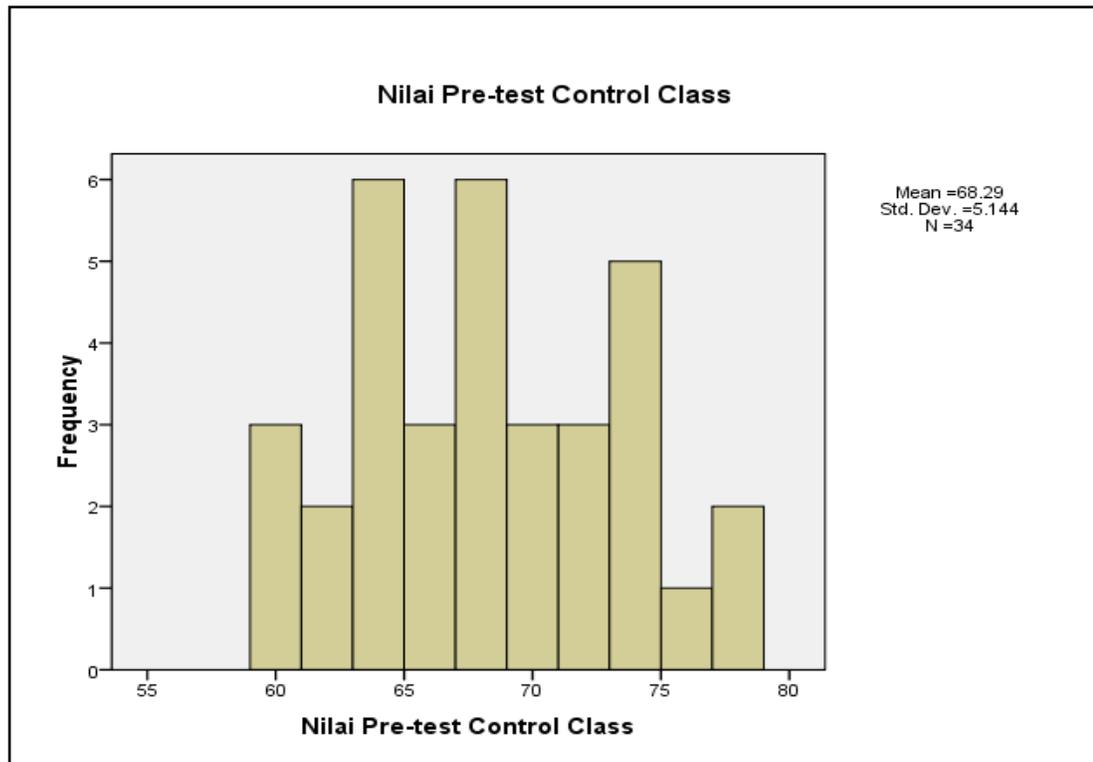


Figure 1
Graphs of the Result of the Pre-test in control class

Based on Figure 1 that mean of pre-test in control class are 68.29, deviation standard = 5.144, N = 34, median = 68.00, mode = 64, variance = 26.456, minimum score = 60 and maximum score = 78.

b. Experimental Class

The researcher also gave pre-test in experimental class to see students' ability before the treatment. It was administered on October 26th, 2015. The scores of pre-test in experimental class are presented can be seen in this following:

Table 6
Students Pre-test Score in Experimental Class

No	Code	Pre-test	No	Code	Pre-test
1	E-1	68	19	E-19	68
2	E-2	76	20	E-20	68
3	E-3	66	21	E-21	68
4	E-4	78	22	E-22	74
5	E-5	74	23	E-23	68
6	E-6	68	24	E-24	68
7	E-7	66	25	E-25	72
8	E-8	76	26	E-26	74
9	E-9	68	27	E-27	66
10	E-10	72	28	E-28	74
11	E-11	78	29	E-29	68
12	E-12	70	30	E-30	68
13	E-13	78	31	E-30	60
14	E-14	76	32	E-31	64
15	E-15	84	33	E-32	62
16	E-16	74	34	E-33	62
17	E-17	74	35	E-34	64
18	E-18	66			

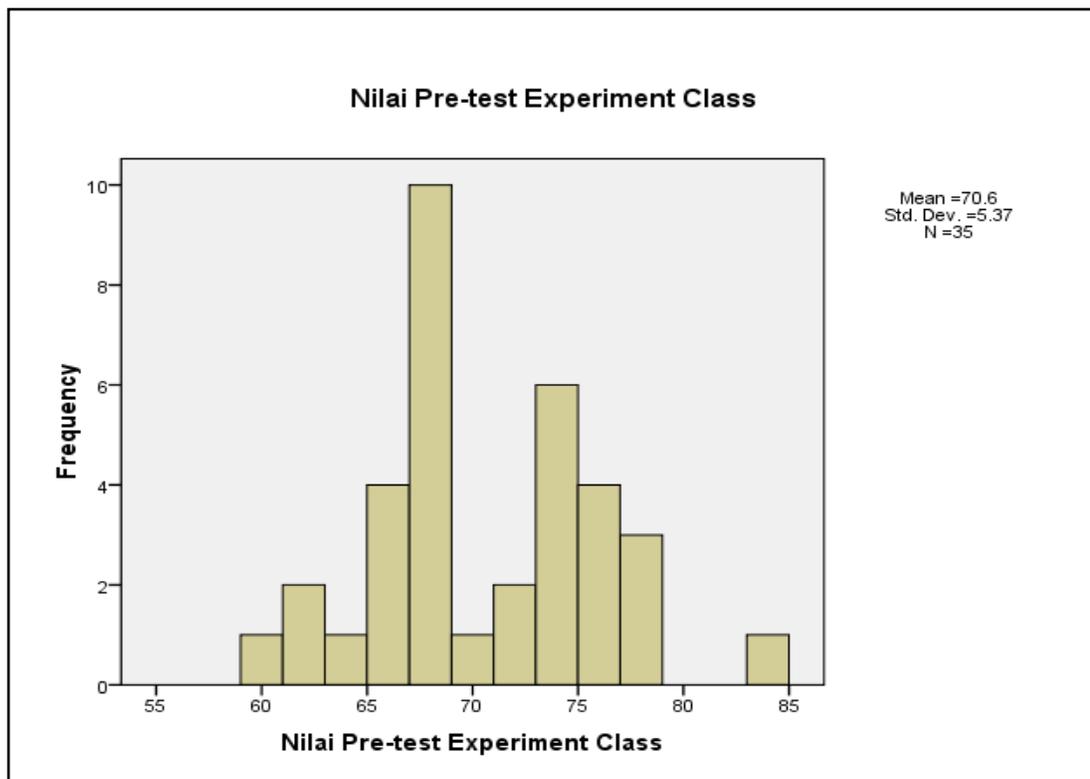


Figure 2

Graphs of the Pre-test Result in Experimental class

Based on Figure 2 that the mean of pre-test in control class are 70.60, standard deviasi = 5.370, N = 35, median = 68.000, mode = 68, variance = 28.835 minimum score = 60, and maximum score = 84.

2. Result of the post-test

a. Control Class

The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on November 4th, 2015. The scores of students' reading comprehension tested in post-test in the control class can be seen in this following:

Table 7
Students Post test Score in Control Class

No	Code	Post test	No	Code	Post test
1	C-1	66	18	C-18	74
2	C-2	76	19	C-19	70
3	C-3	60	20	C-20	72
4	C-4	70	21	C-21	64
5	C-5	66	22	C-22	72
6	C-6	76	23	C-23	64
7	C-7	66	24	C-24	74
8	C-8	76	25	C-25	74
9	C-9	76	26	C-26	60
10	C-10	60	27	C-27	80
11	C-11	60	28	C-28	56
12	C-12	74	29	C-29	68
13	C-13	70	30	C-30	68
14	C-14	74	31	C-31	66
15	C-15	76	32	C-32	66
16	C-16	80	33	C-33	60
17	C-17	68	34	C-34	62

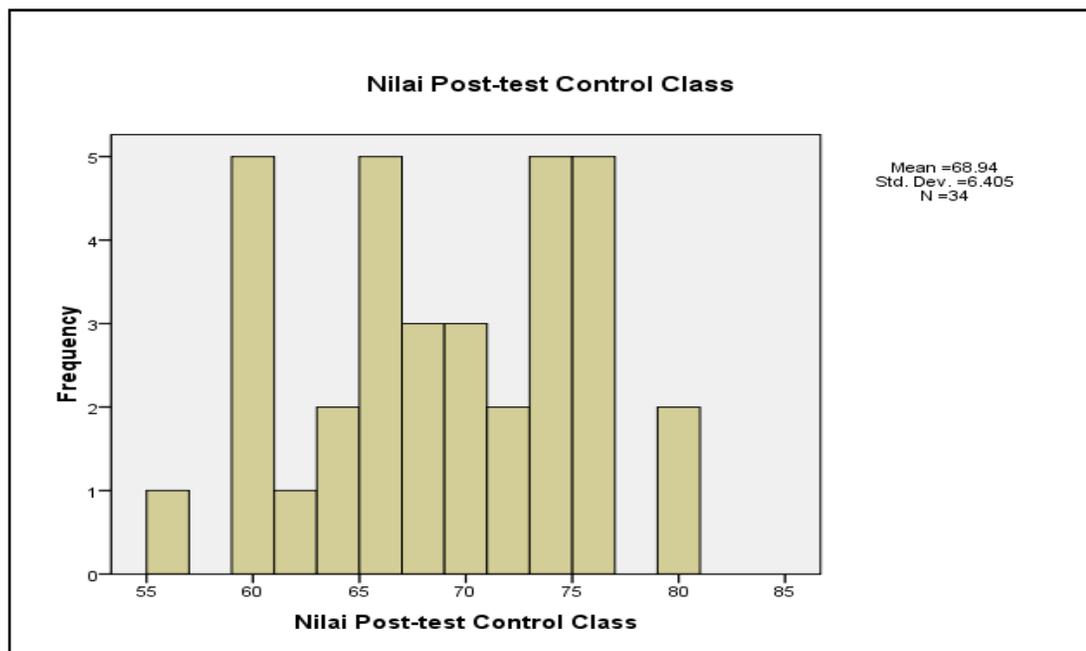


Figure 3
Graphs of the Post-test Result in Control class

Based on Figure 3 that the mean of post-test in control class are 68.94, standard deviasi = 6.405, N = 34, median = 69.00, mode = 60, variance = 41.027 minimum score = 56, and maximum score = 80.

b. Experimental Class

The researcher conducted post-test in order to see students' ability after the treatment. The post-test administered on November 9th, 2015. The scores of the students' reading comprehension tested in post-test can be seen in this following:

Table 8
Students Post test Score in Experimental Class

No	Code	Post test	No	Code	Post test
1	E-1	75	19	E-19	76
2	E-2	86	20	E-20	80
3	E-3	76	21	E-21	70
4	E-4	86	22	E-22	86
5	E-5	80	23	E-23	76
6	E-6	76	24	E-24	76
7	E-7	74	25	E-25	84
8	E-8	86	26	E-26	86
9	E-9	80	27	E-27	80
10	E-10	80	28	E-28	84
11	E-11	80	29	E-29	76
12	E-12	80	30	E-30	76
13	E-13	84	31	E-31	70
14	E-14	80	32	E-32	68
15	E-15	90	33	E-33	66
16	E-16	86	34	E-34	74
17	E-17	80	35	E-35	76
18	E-18	76			

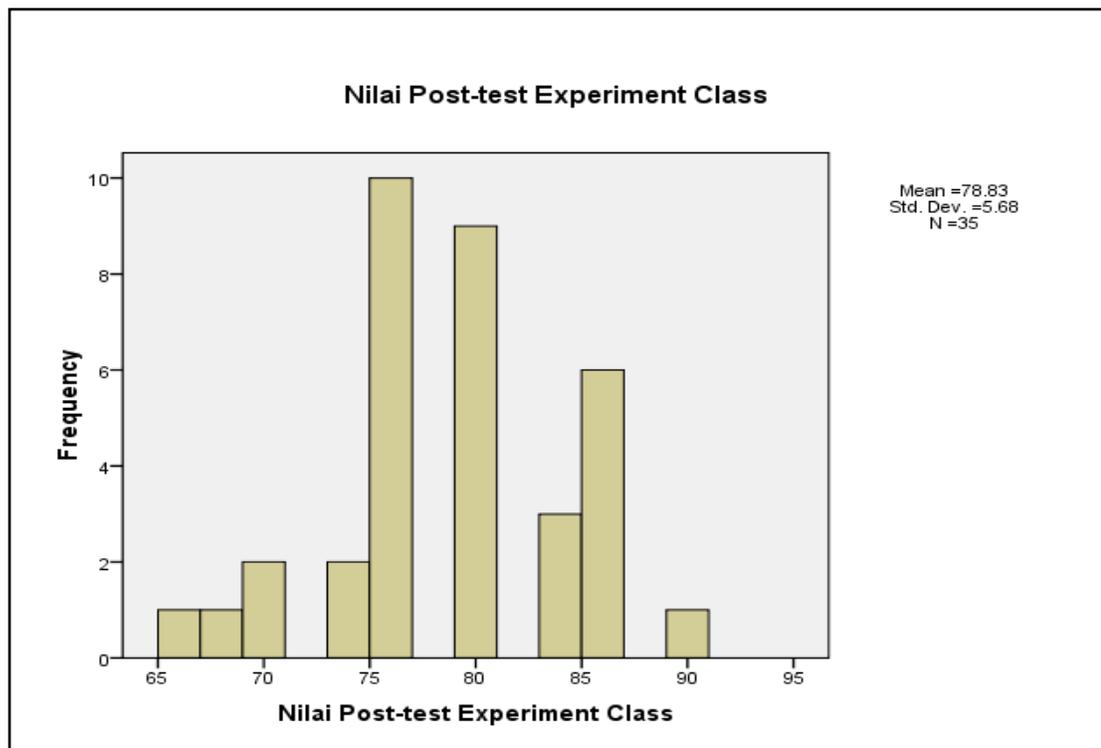


Figure 4
Graphs of the Result of the Post-test in experimental class

Based on Figure 4 that mean of post-test in experimental class are 78.83, deviation standard = 5.680, N = 35, median = 80.00, mode = 76, variance = 32.64, minimum score = 66 and maximum score = 90.

B. Data Analysis

After collecting the data, the researcher analyzed the data by using t-test. There were two assumptions that was done before the researcher analyzed the data by using t-test.

1) Fulfillment of the Assumptions as follows :

a. The Result of Normality Test

The normality test is used to measure whether the data in the experimental class and control classes are normally distributed or not.

The hypothesis formulas are:

H_0 = the data have normal distribution.

H_a = the data do not have normal distribution.

While the criteria for the normality test are as follow

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$.

H_a is rejected if Sig (Pvalue) $< \alpha = 0.05$

Table 9
Normality of the Experimental and Control Class

Tests of Normality						
	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	Df	Sig.
control	.138	34	.099	.955	34	.169
experiment	.135	34	.120	.950	34	.125
a. Lilliefors Significance Correction						

Based on the Table 5, it can be seen that Pvalue (Sig) for experimental class was shown 0.099 and Pvalue (Sig) for control class was 0.120, and $\alpha = 0.05$. because Sig (Pvalue) $> \alpha$. So, H_0 is accepted and the conclusion is that the population is in the normal distribution.

b. The Result of Homogeneity Test

Homogeneity test is used to determine whether the data obtained from the sample homogeneous or not. The test of homogeneity employing Levene's Test.

The hypotheses formulas are:

H_0 = the variance of the data is homogenous.

H_a = the variance of the data is not homogenous.

While the criteria for the homogeneity test are as follow

H_0 is accepted if Sig (Pvalue) $> \alpha = 0.05$.

H_a is rejected if Sig (Pvalue) $< \alpha = 0.05$.

Table 10
Homogeneity Tests

		Test of Homogeneity of Variance			
		Levene Statistic	df1	df2	Sig.
Gain	Based on Mean	2.418	1	67	.125
	Based on Median	2.991	1	67	.088
	Based on Median and with adjusted df	2.991	1	66.105	.088
	Based on trimmed mean	2.626	1	67	.110

Based on the results obtained in the test of homogeneity of variances in the column Levene Statistics it can be seen that $Sign$ (Pvalue) = 0.125 $> \alpha = 0.05$. It demonstrated that H_0 is accepted because $Sign$ (Pvalue) $> \alpha = 0.05$. It means that the variance of the data is homogenous.

C. The Result of Hypothetical Test

Based on the previous explanation that the normality and homogeneity test was satisfied. Therefore, the researcher used the following t-test by using SPSS (*Statistical Program for Social Science*) for hypothetical of test.

The hypothesis formulas are:

Ha: There is a significant influence of using think aloud strategy towards students' reading comprehension.

H₀: There is no significant influence of using think aloud strategy towards students' reading comprehension

While the criteria for acceptance and rejection of the hypothesis are :

H₀ is accepted if *Sig* (Pvalue) > $\alpha = 0.05$.

H_a is rejected if *Sig* (Pvalue) < $\alpha = 0.05$.

Tabel 11
Hypothetical Test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	T	Df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Score	Equal variances assumed	2,418	,125	-12,095	67	.000	-7,896	,653	-9,199	-6,593

Equal variances not assumed			-12,145	62,991	.000	- 7,896	,650	- 9,195	-6,597
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Based on the results obtained in the t-test above, it's clear that the value of significant generated *Sig* (Pvalue) = 0.00 < α = 0.05. So, H_0 is rejected and H_1 is accepted. Based on the computation, it can be concluded that there was any influence of using Think Aloud Strategy towards students' reading comprehension at the first semester of the eighth grade of SMPN 24 Bandar Lampung in Academic Year of 2015/2016.

C. Discussion

In this part, the researcher would like to discuss the finding about the influence of using think aloud strategy on students reading comprehension. The participants of this research was the eighth grade students of SMP Negeri 24 Bandar Lampung in the first semester academic year 2015/2016.

Based on the result of research, it has shown that the think aloud strategy influences students' on reading comprehension. From the result above, it can be seen that the result of students' post test in the experimental class was higher than in the control class. Besides, the think aloud strategy can improve students' reading comprehension including main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding fact not written, supporting idea, vocabulary in content.

Furthermore, the students were taught by using think aloud strategy in the experimental class and Self Question strategy in the control class. The material was three topics of recounttext for three treatments. Before doing think aloud strategy, the researcher explained to the students what think aloud strategy is and how to use think aloud strategy in comprehending English text.

At the beginning of class, the researcher asked the students what recount textis that they have known. The last of the research, post-test was given to measure the improvement of students' reading comprehension in both classes after treatment done. Based on the analysis of the data and testing hypothesis, the result of the calculation was found that null hypothesis (H_0) was rejected and alternative hypothesis (H_a) was accepted. From the analysis above, the researcher knew that the students who got high frequency of using the think aloud strategy got better score. It was proved by the mean score in both classes.

The mean was pretest score of control class was 68.29 and in the posttest was 68.94 while mean pretest score of experimental class was 70.60 and in the posttest was 78.83. It can be concluded that using think aloud strategy was one of good strategy in motivating students in learning English, especially in reading. It means that it could improve students' reading comprehension.

It had been supported in previous research conducted by McKeown and Gentiluccion Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom, revealed that

while English learners successfully use metacognitive strategies such as think-aloud, the efficacy of the strategies depends on the unique needs of each particular level of proficiency as they approach the text.¹The data showed that think aloud strategy is a benefit for second-language learners because this non-directive approach requires readers to stop and explore the text—a simple prescription for the reader to engage.

From the explanation above, it can be concluded that the think aloud is one of the best strategies to improve the learning process to be more active by giving some tasks that are done by not only the ESL, but also EFL students. It means that the strategy is good and can develop students' reading comprehension. The result shows that there is a significant influence of using the Think Aloud Strategy towards students' reading comprehension at the first semester of the eighth grade at SMPN 24 Bandar Lampung in the Academic Year of 2015/2016.

¹Regina G. McKeown, James L. Gentilucci. Think-Aloud Strategy: Metacognitive development and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent & Adult Literacy* 51:2. 2007.P.143

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research and analyzing the data, the researcher draws some conclusion as follows: There is any influence of using think aloud strategy towards students' reading comprehension. Because by seeing the result of the data calculation in the previous chapter where null hypothesis (H_0) was rejected, and alternative hypothesis (H_a) was accepted, it means that the researcher's assumption is true that is to say, think aloud strategy can give any influence towards students' reading comprehension.

The influence can be seen from Sig. (2-tailed) of the equal variance assumed in the independent sample test table where the Sig. (2-tailed) is 0.000. It is lower than $\alpha = 0.05$ and 0.01, it means that H_0 is rejected and H_a is accepted. It was supported by the scores achieved by the students in which they got higher than 74 after having the treatment (think aloud) as a strategy in teaching reading comprehension. It can be proved from the hypothetical test where the H_a was accepted and H_0 was rejected.

Besides that, the think aloud strategy can improve students' reading comprehension including main idea (topic), inference (implied detail), grammatical features, detail (scanning for a specially stated detail), excluding fact not written, supporting idea, vocabulary in content.

B. Suggestion

Based on the result of this research, the researcher proposed suggestions as follows:

1. For the teacher
 - a. In this research the researcher found out that think aloud strategy can help the students to improve the students' reading comprehension, where the students can be stimulated to produce words orally, So, think aloud strategy is a strategy that the student can increase their reading comprehension appropriately
 - b. The teacher should provide interesting activities and materials, in order to prevent the students from being bored and encourage the students' attention in learning English, especially in reading. A teacher should choose appropriate strategy that can motivate the students to be more active in the classroom.
 - c. The teacher should help the students' to practice their reading comprehension easily and enjoyably. The students are not only guided by the teacher for reading and after that practice it. The students can develop

their reading comprehension. Think Aloud Strategy is one of reading comprehension that can motivate and stimulate the students to be more active in reading.

2. For the students

- a. The students must be more confident and more practice to improve their reading comprehension, they should be active and creative in learning activity.
- b. The students must create high motivation in themselves to be able to follow the learning process very well.
- c. The students should practice the English in their life. It can be practiced with the teachers, other friends or even with their environment.

3. For the next researcher

- a. In this research the researcher focused on the influence of using think aloud strategy towards student's reading comprehension. Therefore, it is suggested for the next researcher to investigate the influence of other strategy towards other English skill such as listening, speaking, and writing.
- b. Choose appropriate material while teaching in the classroom, so that the objective of the learning can be achieved.