

**THE EFFECTIVENESS OF *THINK ALOUD* STRATEGY IN
TEACHING READING COMPREHENSION TO THE
ELEVENTH GRADE STUDENTS OF
UPT SMA NEGERI 9 BANYUASIN**

THESIS

**By:
RIKA
NIM 372017004**



***UNIVERSITAS MUHAMMADIYAH PALEMBANG*
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
AUGUST 2021**

**THE EFFECTIVENESS OF *THINK ALOUD* STRATEGY IN
TEACHING READING COMPREHENSION TO THE
ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 9
BANYUASIN**

THESIS

Present to

Universitas Muhammadiyah Palembang

In partial fulfillment of the requirement

For the Degree of Sarjana in English Language Education

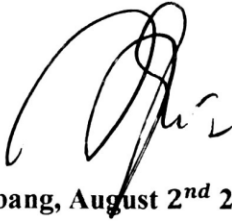
By:

RIKA

NIM 372017004

***UNIVERSITAS MUHAMMADIYAH PALEMBANG*
FACULTY OF TEACHER TRAINING AND EDUCATION
ENGLISH EDUCATION STUDY PROGRAM
2021**

This thesis is written by Rika has been certified to be examined



Palembang, August 2nd 2021

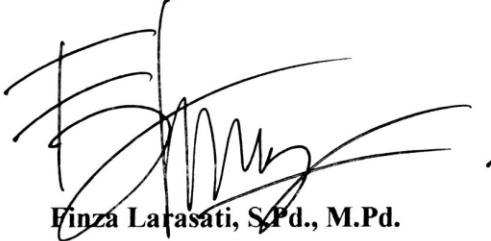
Advisor I,



Sri Yuliani, S.Pd., M.Pd.

Palembang, August 2nd 2021

Advisor II,



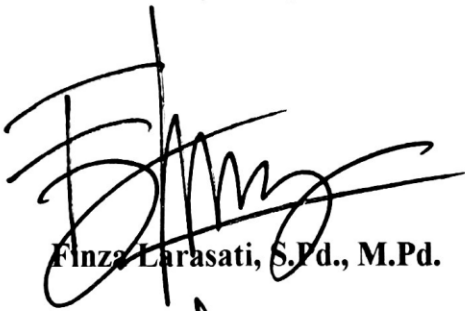
Finza Larasati, S.Pd., M.Pd.

This thesis to certify that Sarjana's thesis of Rika, which has been approved by the Board of Examiners as the requirements for the Sarjana Degree in English Education Study Program



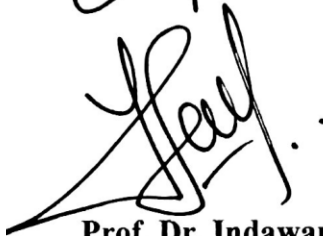
Sri Yuliani, S.Pd., M.Pd.

Chairperson



Finza Larasati, S.Pd., M.Pd.

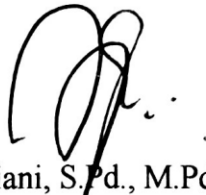
Member



Prof. Dr. Indawan, M.Pd.

Member

**Acknowledged by
The Head of
English Education Study Program,**



**Sri Yuliani, S.Pd., M.Pd.
NIDN.0217077105**

**Approved by
The Dean of FKIP UMP,**



**Dr. H. Rusdy A.S., M.Pd.
NIDN. 0007095908**

SURAT PERNYATAAN KEASLIAN KARYA

Saya yang bertanda tangan di bawah ini:

Nama : Rika
NIM : 372017004
Program Studi : Pendidikan Bahasa Inggris
Telp/Hp : 0857-6456-9161

Menyatakan bahwa skripsi berjudul:

“The Effectiveness of *Think Aloud* Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Banyuasin”

Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

Atas pernyataan ini, saya siap menerima segala sanksi yang berlaku atau yang ditetapkan untuk itu, apabila di kemudian ternyata pernyataan saya tidak benar atau ada klaim dari pihak lain terhadap keaslian skripsi saya.

Palembang, August 2021
Yang menyatakan,



Rika
NIM. 372017004

MOTTO AND DEDICATION

Motto:

“Make your parents be happy, your life will be happier”

This work is dedicated to:

- ❖ *My beloved father (Aswan) and my beloved mother (Malaya). I am very grateful for their supports, prayers, loves, advices, attentions and motivations. They are my inspiration. They are my strength. I am proud of them. I love them very much.*
- ❖ *My great advisor, Sri Yuliani, S.Pd.,M.Pd. as my advisor I and Finza Larasati, S.Pd.,M.Pd. as my advisor II. I would like to say thank you very much for their guidances and advises in writing this thesis, especially for their patience and understanding in guiding the writer.*
- ❖ *My dearest sister (Lena) and brother (Sandi). I believe we will be success people in the future.*
- ❖ *My lovely partner Suryadi. Thank you for support, love and help me for your everything.*
- ❖ *My best close friends Retno Susanti, Kiki Zakiyah and Nilam KR. Thank you for your care, support and help me. I will never forget your kindness forever.*
- ❖ *All my friends in the academic 2017, especially English Education Study Program.*
- ❖ *All lecturers in Faculty of Teacher Training and Education, especially in English Education study program.*
- ❖ *Thank you very much for my green campus “Universitas Muhammadiyah Palembang”.*

ABSTRACT

Rika. 2021. *The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Banyuasin*. Thesis, English Education Study Program, Sarjana Degree (S1), Faculty of Teacher Training and Education *Universitas Muhammadiyah Palembang*. Advisors (I): Sri Yuliani, S.Pd.,M.Pd. (II) Finza Larasati, S.Pd.,M.Pd.

Keywords: Effectiveness, Think Aloud Strategy, Teaching, Reading Comprehension, Analytical Exposition.

This thesis entitled “The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Banyuasin”. The problem of this research was “is it effective to teach reading comprehension of analytical exposition by using think aloud strategy to the eleventh grade students at UPT SMA Negeri 9 Banyuasin?”. The objective of this research was to find out whether or not it is effective to use *think aloud* strategy in teaching reading comprehension to the eleventh grade students at UPT SMA Negeri 9 Banyuasin. This research used quasi-experimental method. The population of this research was all eleventh grade students of UPT SMA Negeri 9 Banyuasin, with the total number 152 students. The samples of this research were 61 students which were divided into two classes: experimental class and control class. The samples were taken through convenience sampling. The data obtained were analyzed by using independent sample t-test in SPSS (Statistical Package for the Social Science) 21.0. The result of t-obtained was 4.649 the critical value of t-table was 1.671 at the significance 0.05 (5%) for two-tailed test and degree of freedom (df) was 59. It could be concluded that H_0 (Null Hypothesis) was rejected and H_a (Alternative Hypothesis) was accepted, because t-obtained was higher than t-table. It means that “it is effective to teach reading analytical exposition text by using think aloud Strategy to the eleventh grade students at UPT SMA Negeri 9 Banyuasin.

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

First and Foremost, Alhamdulillah rabbi alamin, the researcher expresses her highest gratitude to Allah SWT for blessing, love, opportunity, health, mercy, and guidance to fulfill and complete this thesis entitled “ *The Effectiveness of Think Aloud Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMA Negeri 9 Banyuasin*”. Shalawat and Salam are also delivered to our Prophet Muhammad SAW who has brought Islam as the Rahmatan Lil Alamiin.

The researcher would like to express her gratitude to Rector *Universitas Muhammadiyah Palembang*, Dr. Abid Djazuli, S.E., M.M., Dean of Teacher Training and Education Faculty, Dr. H. Rusdy A. Siroj, M.Pd., Head of English Education Study Program, Sri Yuliani, S.Pd., M.Pd., and thanks a lot to all the lecturers of English Department at *Universitas Muhammadiyah Palembang* who have taught and helped the researcher during the research.

In addition, the researcher gives the highest appreciation to her thesis advisors Sri Yuliani, S.Pd., M.Pd and Finza Larasati, S.Pd., M.Pd. who have guided, helped, advised, supported, given suggestions and comments for the researcher to complete this on time, the researcher also would like to express her great thanks to the Headmaster at *UPT SMA Negeri 9 Banyuasin*, the teacher of English, all staff members, and also the Eleventh Grade Students of *UPT SMA Negeri 9 Banyuasin* who have given their help and support in collecting the research data.

The deepest thanks and love are addressed to my beloved father (Aswan) and mother (Malaya), my beloved sister (Lena) and brother (Sandi) and also all of family who have given their love, prayer, attention and supports to finish this thesis.

Last, the researcher hopes this thesis will be useful for the people who read it and for the other researchers in the future. The researcher realizes that the thesis is still far from being perfect, but is expected that it will be useful for the readers. Therefore any comments, suggestions, and constructive criticisms are very welcomed.

Palembang, August 2021
Researcher,

Rika

TABLE OF CONTENTS

	Pages
TITLE	i
AGREEMENTS	ii
APPROVEMENT	iii
SURAT PERNYATAAN KEASLIAN KARYA.....	iv
MOTTO AND DEDICATION.....	v
ABSTRACT	vi
ACKNOWLEDGEMENTS.....	vii
TABLE OF CONTENTS.....	ix
LIST OF TABLE	xi
LIST OF FIGURE	xiii
LIST OF APPENDICES	xiv

CHAPTER I. INTRODUCTION

A. Background of the Research	1
B. Problem of the Research	5
C. Limitation of the problem	5
D. Formulation of the Research.....	6
E. Objective of the Research	6
F. Significance of the Research.....	6
G. Hypothesis of the Research.....	7

CHAPTER II. LITERATURE REVIEW

A. The Concept of Teaching.....	8
B. The Concept of Reading	9
C. Reading Comprehension	10
D. The Purpose of Reading.....	11
E. Aspect of Reading Comprehension	12
F. The Concept of Analytical Exposition Text	13
G. Think Aloud Strategy	15
H. Procedures of Think Aloud Strategy	17

I. Teaching and Learning Reading Comprehension by using Think Aloud Strategy	18
J. The Procedures of Teaching Reading Comprehension of Analytical Exposition Text by using Think Aloud Strategy	19
K. Previous of The Research	20

CHAPTER III. RESEARCH METHODOLOGY

A. Operational Definition	23
B. Method of Research	23
C. Variable of Research	24
D. Population and Sample	24
E. Technique for Collecting the Data	26
1. Test	26
2. Validity	28
3. Reliability	30
4. Readability	30
F. Technique for Analyzing the Data	32

CHAPTER IV. FINDINGS AND INTERPRETATIONS

A. Findings	33
1. The Result of the Students' Pre-test Scores in Experimental Class	33
2. The Result of Students' Post-test Scores in Experimental Class	36
3. The Result of Students' Pre-test Scores in Control Class	38
4. The Result of Students' Post-test Scores in Control Class	40
5. The Differences Between Pre-test and Post-test of Experimental Class	42
6. The Differences Between Pre-test and Post-test of Control Class	43
7. The Comparison of Post-test in Experimental Class and Post-test in Control Class by Using Independent Sample t-Test	44
B. Interpretation	45

CHAPTER V. CONCLUSIONS AND SUGGESTIONS

A. Conclusions	47
B. Suggestions	48
1. For the Teachers of English	48
2. For the Students.....	48
3. For the Institution of UPT SMA Negeri 9 Banyuasin.....	48

REFERENCES.....	49
------------------------	-----------

APPENDICES

CURRICULUM VITAE

LIST OF TABLES

Tables	Pages
17. The Population of the Research	25
18. The Sample of the Research	26
19. The Specification of Test Items	27
20. Reading Materials in the Experimental Class	28
21. The Validity of the Test Items	29
22. Level of Reliability	30
23. The Reliability Statistics	30
24. Flesh-Kincaid Grade Level	31
25. The Conversion of the Percentage Ranges	32
26. The Students' Scores in the Pre-test of Experimental Class.....	34
27. The Statistics Data of Pre-test in Experimental Class	35
28. The Students Frequency Data of Pre-test in Experimental Class	35
29. The Students' Scores in the Post-test of Experimental Class	36
30. The Statistics Data of Post-test in Experimental Class	37
31. The Students Frequency Data of Post-test in Experimental Class	37
32. The Students' Scores in the Pre-test of Control Class	38
33. The Statistics Data of Pre-test in Control Class	39
34. The Students Frequency Data of Pre-Test in Control Class	39
35. The Students' Scores in Post-test of Control Class	40
36. The Statistics Data of Post-test in Control Class	41
37. The Students Frequency Data of Post-test in Control Class	41
38. Paired Samples Statistics of Pre-test and Post-test in Experimental Class	42
39. The Result of Paired sample t-Test in Pre-test and Post-test of Experimental Class	43
40. Paired Samples Statistics of Pre-test and Post-test in Control Class	43
41. The Result of Paired Samples t-Test of Pre-test and Post-test in Control Class	44
42. Independent Samples T-test	44

LIST OF FIGURE

	Pages
Aspects of Reading Comprehension	13

LIST OF APPENDICES

Appendices

1. Usulan Judul Skripsi
2. Undangan Ujian Seminar Poposal
3. Surat Tugas Penguji Ujian Seminar Proposal
4. Daftar Hadir Mahasiswa Seminar Poposal
5. Daftar Hadir Dosen Penguji Seminar Poposal
6. Lembar Persetujuan Perbaikan (Revisi) Seminar Proposal
7. Surat Keputusan Dekan FKIP UMP
8. Surat Permohonan Riset
9. Surat Keterangan Penelitian dari UPT SMA Negeri 9 Banyuasin
10. Laporan Kemajuan Bimbingan Skripsi
11. Surat Permohonan Ujian Skripsi
12. Surat Persetujuan Ujian Skripsi
13. Surat Tugas Penguji Ujian Skripsi
14. Undangan Ujian Skripsi
15. Daftar Hadir Dosen Penguji
16. Bukti Telah Memperbaiki Skripsi
17. Rencana Pelaksanaan Pembelajaran (RPP)
18. Test Instruments
19. Answer Key
20. r table
21. t table
22. Curriculum Vitae
23. Documentation

CHAPTER I

INTRODUCTION

This chapter describes : (1) Background of the research, (2) Problem of the research, (3) Limitation of the research, (4) Formulation of the research, (5) objective of the research, (6) Significance of the research, and (7) Hypothesis of the research.

A. Background of the Research

Language is one of the most important things in communication and it is used as a tool of communication among the nations in all over the world. As an international language, English is very important and has many interrelationships with various aspects of life owned by human being. In using a language, people demanded to understand what is meant by native speaker. In Indonesia, English considered as the first foreign language and taught formally from elementary school up to the university level.

As an international language, English is used all over the world, either as the first, second or foreign language. As a foreign language, Indonesian people do not apply English in their daily life, because of that, most of Indonesian people hard to use it because of it is still foreign for them. To make the citizen usual with English, the Ministry of Education and Culture states that English must be taught as compulsory subject at school, especially for junior and senior high school (The Ministry of Education & culture cited in Alwasilah, 2013, p.1). In applying this, there are so many problems face by the students. One of the problems is that students are still hard to understand the English reading texts. According to Radinalsyah (2014 p.2), the important thing in teaching English is how students can understand and use English in communication.

In English, there are four skills that should be mastered, they are: listening, speaking, reading, and writing. Reading is one of skills in English which is to make people get information from what they read in order to be able to reach the comprehension. According to Nunan (2003), reading is a fluent process of readers combining information from a text and their own background knowledge to build meaning (Wardah, 2014 p.1). Furthermore, according SprattsPulverness and William (2005), reading as an activity in which the readers respond to make sense of a text being read connected to their prior knowledge (Tiowati&Widodo, 2019 p.25). That is why, it is important to teach students using good reading strategies in order to help them in the development of the literacy knowledge. Reading skill becomes very important in the education field, students need to be exercised and trained in order to have a good reading skill. Reading is also something crucial and indispensable for the students because the success of their study depends on greater part of their ability to read. If their reading skill is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have a good ability in reading, they will have a better chance to succeed in their study.

In Indonesia, reading still becomes a problem for the students. The Program for International Student Assessment (PISA) 2018 reported that the students' reading ability in Indonesia is lower than the PISA results in 2015. This 2018 study assessed 600.000 children aged 15 years old from 79 countries which conducted in three years. This study compares math skills, reading skills and performance science of every child. As for the category of reading ability, Indonesia is in the 6th ranking from the bottom (74th) from 79 countries. Indonesia's average score is 371, below Panama has an average score of 377 (Tohir, 2019, p.1). According to Tahmidaten and Krismanto (2020, pp.26-27), "the factors causing low reading ability and culture of students in Indonesia are misperceptions about the concept of reading ability in most people including students and teachers, the development of reading skills is still perceived as part of the responsibility language subjects only, the infrastructure and services of the school library as a center for developing students' reading skills are not yet

maximal, the school learning process still does not utilize models, methods, strategies and media diverse learning and suitable for learning reading comprehension, and reading materials of learning activities and practice/evaluation questions in the teaching materials in schools tend to still dwell on low-level thinking skills (low order thinking)". Therefore, based on the researcher's observation and interview with the teachers of English at UPT SMA Negeri 9 Banyuasin, the researcher found the main problem in teaching and learning reading comprehension. The problem was the students' reading score was still low. It could be seen from the eleventh grade students' achievement reading score, there are 45% of students from 31 students got score 55, then 25% students got 50, and 30% students got 60 in reading test score. Moreover, there were some facts that indicated the problem. Those facts were students' interest of reading was still low, students had difficulties in understanding the text, and lack of vocabulary. Moreover, the teacher has monotonous teaching strategy, teachers clarified that they delivered the materials from the course book on the white board, then checked the students' comprehension by giving some questions. the teaching of reading often using *question and answer* model. Consequently, the students lost their motivation in learning and their involvements in classroom are really low.

One of the genres which are learned by the eleventh grade students of UPT SMA Negeri 9 Banyuasin in reading according to the current curriculum (kurikulum 2013) is analytical exposition text. Coffin (2004) states analytical exposition is the text which is used to put forward a point of view or an argument and the purpose of an exposition text is to persuade the reader or listener by presenting one side of arguments which are supported by facts in order to convince the readers (Sigalingging, 2018, p.6). According to Rosa, Muryanti and Mulia (2018), analytical exposition is used to persuade the readers that the idea is important matter (Affan, 2010 p.2). It means that this text has influencing process to bring the readers to do or to do not something relate to case is happening. Teacher should know how to teach analytical text genre to the students. The most often become to complain is the teachers ability in applying appropriate

approaches, methods, strategies or techniques in teaching or learning. Based on the researcher's observation at UPT SMA Negeri 9 Banyuasin, teacher used *questions and answers model* because of that many students are not interest in learning English. Therefore, the teacher of English suggested in order to be able mastering of method, such as, Sulaiman (2017, p.2) notices that "a good teacher is a teacher who is not only well-prepared but also keen on the students' needs because every student is unique and has different learning interests, styles and purposes".

In order to teach reading, the teachers not only tell the aspects of reading comprehension but they have to provide information that the genre knowledge can assist the students to comprehend a text. The teachers need appropriate method and technique of teaching learning English which is enjoyable and acceptable by the students, therefore, they can integrate into reading English. Sometimes, the teachers used strategy which make the students feel bored and not effective to learn English. In teaching reading, there are many strategies which can be applied by teachers. Among others, the best strategy is *Think Aloud Strategy*. All of strategies are very important to improve teaching in learning process of English in classroom in order to effective and efficient. English teacher should be creative in developing their teaching learning process to create good atmosphere to improve the students reading skill and to make English lesson more exciting. For this reason, the teacher should be more effective to choose effective strategy which is interesting for their students. In Duke and person's classification, one of the effective strategies is *Think Aloud strategy* (Sonmez & Sulak, 2018, p.1). The think aloud strategy was introduced in the usability field by Clayton Lewis while he was at International Business Machines Corporation (IBM), and is explained in *Task-Centered User Interface Design: A Practical Introduction* by Lewis and John Rieman. According to Amelia (2013), think aloud strategy is one strategy that included the metacognitive strategies (Tiowati & Widodo, 2019, p.26). In this strategy, the teacher asks the students to say what they think and resolve any given problem. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process.

In order to master reading skill, a teacher as an educator has to use good strategy in teaching learning process.

Regarding to the condition, the researcher conducted a research to solve the problems using *think aloud strategy*. According to Oster (2001), think aloud strategy is defined as a strategy in which students verbalize their thoughts as they read. In think aloud students are encouraged to recognize the differences between reading the words and comprehending the text by talking aloud about what they are thinking (Bahri, Nasir & Rohiman, 2018, p.151). Mofid (2019, p.4) stated that the benefit of using this strategy is the students are more active, creative and enthusiastic in learning. That is why the researcher chose this strategy was because of *think aloud* is reading comprehension strategy that asks students to say out loud what they are thinking while they are reading or responding to questions posed by teachers.

Based on background above, the title of the thesis is **“The Effectiveness of *Think Aloud* Strategy in Teaching Reading Comprehension to the Eleventh Grade Students of UPT SMANegeri 9 Banyuasin”**.

B. Problem of the Research

Based on the background mentioned, the problems of this research were students' reading score was still low, students had difficulties in comprehending the text especially on analytical exposition text, lack of vocabulary, the teacher applied monotonous teaching method and the teaching of reading often using *question and answer* model.

C. Limitation of the problem

The problem of this research was limited towards Teaching Reading Comprehension of analytical exposition text by using *Think Aloud* Strategy to the eleventh grade students of UPT SMANegeri 9 Banyuasin.

D. Formulation of the Research

The problem of the research was formulated in the following question: “is it effective to teach reading comprehension of analytical exposition by using think aloud strategy to the eleventh grade students at UPT SMA Negeri 9 Banyuasin?”.

E. Objective of the Research

The objective of the research was to find out whether or not it is effective to use *think aloud* strategy in teaching reading to the eleventh grade students at UPT SMA Negeri 9 Banyuasin.

F. Significance of the Research

This research was expected to bring out some significance information about the result of reading comprehension by using think aloud strategy the following parties as follows:

1. The teachers

It will help the English teachers to fix their strategy in teaching English using *Think Aloud Strategy* in order to improve students' reading skill especially for learning process in the classroom.

2. The students

The use of *Think Aloud Strategy* in reading can make the students are more enjoyable in doing their tasks associated with the reading materials. Thus, it can improve and raise their reading mastery.

3. The researcher

It can motivate the researcher to be better and more creative to use appropriate strategy in teaching English in the future.

4. The other researchers

This research will be source of material in conducting similar research in the future.

G. Hypothesis of the Research

According to Sugiyono (2014), “hypothesis is a temporary answer to the formulation of the research problem, where the formulation of the research problem has been stated in the form of a question sentence” (p.96). Moreover, Budiarto (2019), “hypothesis is a provisional guess that will be tested the truth by researchers” (p.21). In this research, there are twokinds hypotheses, they are alternative hypothesis (Ha) and Null hypothesis (Ho).

(Ha): It is effective to teach reading comprehension of analytical exposition text by using *think aloud* strategy to the eleventh grade students of UPT SMA Negeri 9 Banyuasin.

(Ho):It is not effective to teach reading comprehension of analytical exposition text by using *think aloud* strategy to the eleventh grade students of UPT SMA Negeri 9 Banyuasin.

REFERENCES

- Affan, M.,H. (2010). Students'Ability in Writing Analytical Exposition Text (A study at Eleventh Grade Students of SMA 4 Negeri Padang).*Journal of Analytical Exposition text*. English Department, STKIP PGRI SUMBAR, p.2.
- Ahdika, A. (2017). Improvement of Quality, Interest, Critical Thinking Ability of Students through the Application of Research Based Learning (RBL) in Introduction to Stochastic Process.*Article in International Electronic Journal of Mathematics Education*. Universitas Islam Indonesia.
- Alwasilah, A.,C. (2013). Policy on Foreign Language Education in Indonesia. *International Journal of Education, Vol 7 No.1 Desember 2013*.Indonesia University of education. p.1
- Arikunto,S. (2015). *Prosedur Penelitian Suatu Pendekatan Praktik*. Jakarta: PT Rineka Cipta.
- Bahri, S., Nasir, C., and Rohiman C. (2018). Using The Think Aloud Method in Teaching Reading Comprehension. *Journal of Think aloud in Reading Comprehension*. Banda Aceh: Syiah Kuala University, p.151.
- Budiarto, D,S. (2019). *Panduan Riset Kuantitatif: Trik Publikasi Bagi Pemula (edisi 1)*. Yogyakarta: UPY Press.
- Duffy, G. G.(2009).*Explaining Reading: a Resource for Teaching Concepts, Skills, and Strategies*. New York: The Guildford Press.
- Enright, M. K., & Schedl, M.(2000). *Reading for a Reason :Using Reader Purpose to Guide Test Design*. Princeton: Educational Testing Services.
- Grabe, W. (2009). *Reading is a second Language*.(Moving from Theory to practice).New york : Cambridge University Press
- Grabe, W. & Stoller. (2002). *Teaching and Researching reading*. Harlow: Pearson Education.
- McKeown. R.G., and Gentilucci, J.L. (2007). Think Aloud Strategy: Metacognitive developing and monitoring comprehension in the middle school second-language classroom. *Journal of Adolescent and Adult Literacy*, 51(2), 136-147.
- McWhorter. (2012). *Guide to college reading*. Toronto: Little, Brown and company.
- Mikulecky, B. S. and Jeffries, L. (2007). *Advanced Reading Power : Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. New York: Longman.

- Mofid, M. (2019). *The Effect of Think Aloud Strategy to Improve Students' Reading Skill*. IAIN Bengkulu.
- Nasir, C. (2018). *Using the Think Aloud Method in Teaching Reading Comprehension*. Banda Aceh: Syiah Kuala University.
- Nasution, R. F., Harida, E. S., & Rambe, S. (2018). Reading Strategies Used by Successful Readers of English Department Students of State Institute for Islamic Studies Padangsidempuan. IAIN Padangsidempuan.
- Radinalsyah, K. (2014). Improving Reading Comprehension Skill Using Narrative Text to the Tenth Grade Students of SMA Negeri 1 Abab Pali. Faculty of Teacher Training and English Education Study Program of Muhammadiyah University Palembang.
- Saputra, A., N. (2017). The Influence of Using Think Aloud Strategy towards Students' Reading Comprehension on Recount Text at the First Semester of the Eight Grade of MTs Darul Huda Lampung in the Academic Year Of 2016/2017. Raden Intan Lampung.
- Settiawan, D. (2015). Improving Students' Reading Rate and Comprehension by Using Timed Repeated Readings. Language Center, State Islamic University of Sultan Syarif Kasim Riau Indonesia.
- Sigalingging, S. (2017). Teaching Reading Comprehension of Analytical Exposition Text to the Eleventh Grade Students of SMA in Medan. *Journal of Reading and Analytical Exposition*. English and Literature Department Faculty of Languages and Arts State University of Medan. P.6
- Siregar, S. (2013). *Metode Penelitian Kuantitatif dilengkapi dengan perbandingan perhitungan manual & SPSS*. Jakarta. Kencana.
- Sonmez, Y., and Sulak, S., E. (2018). The Effect of Think-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students. *Universal Journal of Educational Research* 6(1):168-172. Department of Basic Education, Faculty of Education, Gazi University, Turkey. P.168
- Sugiyono. (2014). *Metode Penelitian Pendidikan, Pendekatan Kuantitatif, Kualitatif, dan R&D*. Bandung : Alfabeta. CV
- Sulaiman, M. (2017). *TEACH the Students Not the Books (A Handbook of TEFL)*. Palembang: Amanah. CV
- Tahmidaten, L., and Krismanto, W. (2020). Permasalahan Budaya Membaca di Indonesia. *Studi Pustaka Tentang Problematika & Solusinya*. Kemendikbud RI, Universitas Negeri Makasar. 26-28

- Tiowati, S., and Widodo, J.P. (2019). The Effect of Think-aloud Method on the Reading Comprehension of SMK students. *Journal of Education and Development*. Sekolah Tinggi dan Ilmu Pendidikan PGRI Siduarjo, 25-26
- Tohir, M. (2019). Hasil PISA Indonesia Tahun 2018 Turun Dibanding Tahun 2015. Universitas Ibrahimy, Situbondo, Indonesia. p.1
- Wardah. (2014). Metacognitive Reading Strategy Enhancing English Reading Comprehension. *Journal of Metacognitive Reading Strategy*. IAIN Pontianak Fakultas Tarbiyah & Ilmu Keguruan Jurusan Pendidikan Agama Islam, 1-2
- Yulianti, D. (2014). Improving the English Reading Comprehension Ability of Grade 8 Students at SMP Negeri 3 Gedangsari in the Academic Year of 2013/2014 Through Extensive Reading Activities. Faculty of Language and Arts Yogyakarta.
- Yulianto. (2019). An Analysis on Readability Level of English Reading Texts for Eight Grade Students. *Journal of English for Academic*. Universitas Islam Riau. 83-84