

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

**THESIS**

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

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ELEVENTH GRADE STUDENTS OF UPT SMA NEGERI 9  
BANYUASIN**

**THESIS**

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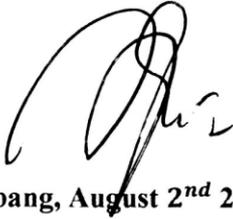
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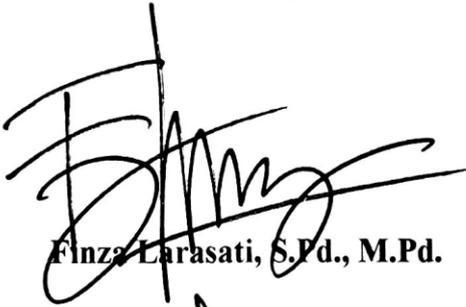
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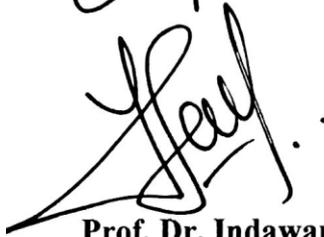
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Beserta seluruh isinya adalah benar merupakan hasil karya sendiri dan saya tidak melakukan penjiplakan atau pengutipan dengan cara-cara yang tidak sesuai dengan etika keilmuan dalam masyarakat ilmiah.

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.

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## 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.*
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## 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.

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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

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## **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 Educaion 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 faceby 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 connectedto 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 infrastucture 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 in 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.

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