

CHAPTER I

INTRODUCTION

This section consists of several general components of the research, including, research background, research questions, research purposes, research significances, the conceptual framework of research, research hypothesis, and the previous studies related to the research.

A. Research Background

Reading is the process of comprehending written text in order to obtain information as quickly as possible in the English language acquisition process. It becomes a valuable skill because it encompasses a wide range of abilities. Since the majority of English final examinations measure reading comprehension, students, particularly EFL students, must have good reading skills. The method of understanding is to understand the context of the passage. A good reader should be able to comprehend the reading passage to read comprehension. The key ideas, specifics, and inferences that can be made from the passages are the most common questions on the passages (Dewi, Fahrurrozi, Hasanah, & Wahyudi, 2020).

The students have to be taught how to become independent and efficient readers that able to extract the important point from a text. The fact demonstrates that the reading problem still remains because students found it hard to find the main idea, specific information, words, and references (Dewi et al., 2020). The reading challenge faced by eighth-grade students at MTs Tanjungsiang, on the other hand, is nearly identical to the general issues stated above, according to the researchers' observations. Meanwhile, reading long paragraphs becomes tough. It's not easy to help students improve their reading comprehension skills. To increase their reading comprehension skills, the students require some treatments or strategies.

Therefore, the think-aloud strategy according to a recent study by (Darwin, 2016) improves students' reading comprehension significantly. He used narrative material and posed guiding questions about the subject. He also requested the students to research a certain topic and respond to the question. The Interactive Read Aloud Instructional Strategy (Ayu, Dahlan Diem, & Vianty, 2017) was utilized to increase students' reading skills. According to their findings, this strategy increased students' vocabulary in reading passages. (Nambi, 2019) experimented with read-aloud among Ugandan secondary school students. This study showed that the use of reading aloud was effective in improving vocabulary mastery, providing fundamental knowledge of the text, and motivating the interest of students in the text.

Based on the previous studies, this research tries to compare both read aloud and think aloud techniques that are used in reading teaching to find out which one more effective technique to use for improving students' reading comprehension skills. Using the two-group pretest-posttest method of experimental research design, which is true-experimental design with group comparison, this study aims to quantify a dependent variable (Y), which is the comprehension ability of students, and implemented some manipulations (X1), "Read Aloud" and (X2) "Think Aloud" to improve the comprehension ability of students to read. Using a random sampling technique, the researcher assigns five classes of eighth-grade students in MTs Tanjungsiang as the population, which consists of the names of each class designed to determine the sample class. After randomizing the classes, 8A (Read-Aloud) class and 8B (Think-Aloud) class was chosen as the sample in this research and will receive the treatment to look at the effectiveness of the techniques in their reading comprehension skill.

From the theoretical viewpoint, this research is expected to become a new source of knowledge in teaching reading, particularly reading comprehension. From a practical point of view, this research provides the

teacher with a new approach of teaching-reading comprehension. Furthermore, this research is important for students since it encourages them to adopt read-aloud and think-aloud approaches to improve their reading comprehension skills. Thus, this research takes the title **“The Effectiveness of Using Read Aloud and Think Aloud Techniques on Reading Comprehension Skill”**

B. Research Questions

This thesis aims to find answers to the following questions:

1. What is the students’ reading comprehension skill in the use of reading aloud at the eighth grade of MTs Tanjungsiang?
2. What is the students’ reading comprehension skill in the use of think-aloud at the eighth grade of MTs Tanjungsiang?
3. How is the comparison between the use of read-aloud and think-aloud techniques on reading comprehension skills at the eighth-grade students of MTs Tanjungsiang?

C. Research Purposes

The purposes of the research are as follows:

1. To find out the students’ reading comprehension skills by using read-aloud at the eighth-grade of MTs Tanjungsiang.
2. To find out the students’ reading comprehension skills by using think-aloud at the eighth-grade of MTs Tanjungsiang.
3. To find out the comparison and the effective techniques between the use of read-aloud and think-aloud on reading comprehension skills at the eighth-grade students of MTs Tanjungsiang.

D. Research Significances

Theoretically, the finding of this research are expected to become a new source of information in teaching reading, especially in reading comprehension. The teaching reading process in this research is created to

make the students more understand the material, so it makes the students' reading comprehension skills improved.

Practically, this research gives significance to:

1. Teachers

This research gives the teacher a new method of teaching-learning to develop students' reading comprehension skills.

2. Students

This research would engage the students to participate in the use of read-aloud and think-aloud methods so that their reading comprehension skills improved.

E. Conceptual Framework

1. Reading Comprehension

To understand new knowledge from the passage that we read, we apply various reading strategies. One of the essential reading techniques that must be learned in English teaching is reading comprehension. (Grellet, 1981) defines reading comprehension as an ability to comprehend a written text, which means getting the important points of a text as efficiently as possible. A good reader will quickly refuse unimportant information and seek what he is looking for from a text.

There are several considerations that have to be done in reading comprehension. Gooden et al. (2007) in (Khalid, Sajid, Kassim, & Hasan, 2019) identify the influence of metacognitive strategies in engaging students' reading skills. The study found that metacognition supports students to understand vocabulary well that influence in developing reading comprehension skill in poor readers. Metacognition means bringing up our background knowledge to deliberately monitor our thinking (Baker & Brown, 1984). Besides, Grellet (1981) said reading includes many competencies. It is getting similar to Juel (1988) that described how to learn in reading and writing. Using students' background knowledge in the reading learning

process is an effective solution in this study. Developing students' reading comprehension skill is not an easy thing. They need to treat with suitable techniques that should not be separated from the other skill of language.

2. Read Aloud

Read aloud strategy supporting the identification of cognitive benefits in the process of vocabulary and pronunciation learning (Merga, 2018) in (Khalid et al., 2019). Read aloud is a traditional approach of reading technique and it needs cost-free for the teacher. It is almost used in every level of education because it's effective to apply. (Marchessault & Larwin, 2013) were pointed out about the read-aloud strategy structure at the school. The result of their study showed that read aloud was supported the students to increase their reading comprehension skills that give a significant impact on their reading tests. Kucukoglo (2013) said we need to improve students' reading skills with effective reading strategies and his study identified that different reading strategies are better to use in improving the reading habit of students. Moreover, Wadsworth (2008) described the use of the read-aloud in classrooms and found that a new trend of reading was created a stressful environment for students, and they did not give any attention to phonics and language rules. Reading aloud often allows students the opportunity to create context through conversations with their experiences, allowing them the opportunity to engage with the text and develop their awareness and strengths.

In (Marchessault & Larwin, 2013), Ivey and Broaddus classify 1,700 sixth-graders students called teacher read-aloud as the most favored reading practice, with second place in free reading time. The research revealed the impressive popularity of the participants' read-aloud; in addition, the correlations appear in students of different ages and grade levels. After having the treatment, they demonstrate better reading. It became simpler, too. In addition, the use of read-aloud reading methods often offers students discharge from the literature that may not have been obtained by students with

a conventional textbook. Reading aloud can lead to increased participation, comprehension, and inspiration for students.

3. Think Aloud

This approach helps students to control their minds and to pursue strategic thinking by hard text or issues as a teacher model. This approach encourages students to think of possible solutions when something does not make sense (Bouchard, 2005). In (Sudiati, Hanapi, & Bugis, 2018), Gentileschi (2007) notes that think-aloud is the best method of measuring the cognitive reading that allows students to improve their ability to understand the reading. His research found that thinking aloud is appropriate for use because it allows students to manage their process of understanding.

On the other hand, since it incorporates the competence of teachers and students to work together to understand the text, this approach also becomes one of the negotiable techniques. In (Sudiati et al., 2018), Keene & Zimmerman, (1997:1) assert that thinking aloud is a technique in which students verbalize their thoughts as they read. Seiffert Kessell, N., & Jones, L.A., Baumann, J.F. (1992) said the use of the think-aloud technique in the classroom is useful for students who are concurrently studying a foreign language and new material and require additional support. In addition, think-aloud is flexible and can be extended to various learning activities and diverse areas of content.

F. Hypothesis

The hypothesis in this research are:

1. Null hypothesis (H_0); there are no major gaps in the ability of students to comprehend reading. H_0 accepted if $t_{\text{count}} < t_{\text{table}}$: it indicates that there are no substantial variations between using read-aloud and think-aloud in the ability of students to understand the reading.
2. Alternative hypothesis (H_a); there are essential variations in the ability of students to comprehend reading. H_a accepted if $t_{\text{count}} \geq t_{\text{table}}$: it indicates that there is a

major gap in using read-aloud and think-aloud in the comprehension skills of students reading.

G. Previous Studies

The previous study by Darwin (2016) shows the significant difference between the result of pre-test and post-test in the application of think-aloud to improve reading comprehension of the eighth-grade students of SMP N 3 Tolitoli Utara. The test is the instrument that is used to collect data. The data is assessed using statistical analysis to determine whether there is a significant difference in the students' achievement between pre-test and post-test. The students' average pre-test score is 37.60, while their average post-test score is 68.70. There is a gap between this research with my research. While the previous research tries to prove that think-aloud can improve students' reading comprehension. this research tries to compare which one technique that more effective on students' reading comprehension skills? Read Aloud or Think Aloud?

(Ayu, Dahlan Diem, & Vianty, 2017) was used IRAIS (Interactive Read Aloud Instructional Strategy) to improve students' reading ability. Based on their grade levels (7th, 8th, and 9th) and understanding levels, 45 out of 746 students were chosen at random as a sample. These students were given IRAIS interventions for three months and their English achievements were determined by pre-and post-tests of four English literacy abilities using a time series-design. The result of this research shows the consistent progress on the students' achievement during the use of Interactive Read Aloud Instructional Strategy (IRAIS), in the term of vocabulary achievement in reading aspect. My research is different from earlier studies. While the previous study looked at the effectiveness of the Interactive Read Aloud Instructional Strategy (IRAIS) in helping students improve their English literacy skills, including reading, this study compares the read aloud and think

aloud techniques used in reading instruction to see which one is more effective in improving students' reading comprehension skills.

Read-aloud is also used by Nambi (2019) in Uganda Secondary School Students. Research by Rebecca Nambi from School of Education, Makerere University, Uganda in 2019 shows that both the teacher and the learners performed clear roles during the reading exercise and this seemed to create a systematic classroom environment for reading aloud. The outcome of this study showed that reading aloud facilitates the build-up of vocabulary, offers basic language context information, and motivates the interest of learners in the text. As we can see from the result of this research, this research only focuses on the students' experiences with Reading Aloud. It is different from my research that tries to look at the effectiveness of Reading Aloud and Think Aloud techniques in students' reading comprehension skills.

Research by (CARIOLI & PERU, 2019) indicates a positive effect of the Think Aloud technique, mainly in the transferal of strategies aimed at a more correct evaluation of the websites' reliability. Indeed, while for the control group only marginal, if any, improvement was recorded from pre-test to post-test, an outstanding amelioration was observed in the experimental group (from 19.1% to 48.9%) when requested to evaluate the reliability of a website. My research is different from the previous research. While the previous research focuses on the investigation of the value of the teacher Think Aloud (TA) instructional technique in providing young readers with effective strategies to enhance the comprehension of online texts, this research tries to study not only about Think-Aloud but also about Read Aloud by looking the effectiveness of both on students' reading comprehension skills.

Based on prior research, this study attempts to compare the read aloud and think aloud approaches used in teaching reading in order to determine whether strategy is more helpful in enhancing students' reading comprehension skills.