

# CHAPTER I

## INRODUCTION

### A. Background of the Study

Reading, as one of four skills in English, offers several benefit for language learners. Jeremy Harmers in his book “The Practice of English Language Teaching” stated that reader has several purpose while they are reading. They are reading for specific information, in this case they are reading for studying a specific material, or they are reading for pleasure. Moreover, Harmer also states that reading provides students a good model for English writing, an opportunity to study vocabulary, grammar, punctuations, and also gives a real illustration on how to construct sentences, paragraphs, or a passage<sup>1</sup>.

In Indonesia, Teaching reading as an English skill has more special attention than teaching the other three English skills namely listening, speaking, and writing. The purpose of teaching English as a foreign language in Indonesia has primarily emphasized to develop reading ability as a means of helping students to gain an access to

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<sup>1</sup>Jeremy Harmer, *The Practice of English Language Teaching*, (NewYork: Longman Publishing:1996) Page 183

information or to read references<sup>2</sup>. As it is known that most references, such as books, articles, or journals concerning on sciences and technology are written in English.

As the main purpose of teaching English in Indonesia is focused on developing reading skill. Then, purposes of the teaching learning activities conducted in classes are emphasized on how students are finally able to comprehend an English text. Indonesian students at any level has difficulties in learning Reading an English Text. Moreover, difficulties encountered on Indonesian students“ reading is that they are not capable to relate between their background knowledge and the text they are reading. Thus, the process that many effective readers do in the first stage of reading that is making prediction of the text cannot be performed by them.

Inability to predict unfamiliar word or phrase is another difficulty encountered by students in their reading. Occasionally, when reading a text, students may find a part of the text, which could be a word or phrase that is unfamiliar to them. Unfortunately, instead of trying to predict its meaning from the context of the text they are readed. students will get easily stressed of it.

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<sup>2</sup>Allan Lauder, “The status and Function of English in Indonesia: A Review of Key Factors”, *Makara Sosial Humaniora*, No.1, 1<sup>st</sup>July 2008, P.16

Prior knowledge is also define as schema, relevant background knowledge or students experience is important for students to make connection to the text they are reading and to increase their comprehension toward the text. Students are not able to use their prior knowledge to what they read. It means that the student can not be an effective reader.

Students trigger is not only a factor in reading but also comes from a teacher. The teacher has great role to influence student in reading comprehension. Teachers give their supports to students to help them in their reading nor do teachers who give students opportunity to support one another in their reading learning will likely to demotivate students in reading.<sup>3</sup> Teachers who seems to be a kind of teacher-centered person in the class will hardly conduct a teaching reading strategy that involve students awareness to participate in reading. A teacher-centered teacher also makes less feedback to students in the class whereas giving feedback to students in the class toward their reading is important as students will know their weakness in their reading and also by giving feedback, teacher can give their students an

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<sup>3</sup>Ariffudin Hamra and Eny Syatriana, "A Model of Reading for University EFL Students: Need Analysis and Model Decision." *English Language Teaching*. Vol.5 No.10. 16 August 2012. Page

advice of reading strategy that seems fit to their students to overcome their reading difficulty.

Due to the researchers statements on Indonesian students reading difficulty in the previous paragraphs, selecting appropriate teaching method help students to be a skillful reader that are able to use their prior knowledge toward the text, predict as well grasp explicit meaning of a text and able to call an active cognitive process and enable teacher to make students more engage students in class and enable possibilities to give them feedback is also crucial to do. Think-aloud it is basically applied in two ways as an informal assessment of students reading strategies or comprehension and as a teaching strategy aimed at assisting readers of all ages in developing the essential comprehension self-monitoring skills necessary for effective learning.

Next, Leslie Oster Maarten W. van Someren in different articles also argue why Think-Aloud is suitable to be applied in the class whose reading problems. According to Oster, mentioned Think-Aloud method is a method that enables students to verbalize their thoughts as they read and thus students able to make their own strategy so that in the further reading activity. they can choose by themselves the best method

in reading<sup>4</sup>. Think-Aloud also provide the data can be interrogated and investigated by teachers in the class<sup>5</sup>. Thus, teachers can analyze the difficulty experienced by students reading. Then, teachers are also able to help students to overcome their students by giving advices in their reading.

According the problems encountered in students reading and the strength of Think-Aloud overcome them. the writer put his interest on conducting a research focusing on the use of Think-Aloud also. As the experience the writerwhile PPLK at the senior high school shows that many students still have difficulty to answer a question focusing on interpreting a meaning from a text. The writer is eager to know the influence of Think-Aloud toward senior high school students reading comprehension. The research will conduct which entitled as Applying Think-Loud Method to Students Reading Comprehension of Narrative Text.

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<sup>4</sup>Leslie Oster, "Using Think-Aloud for Reading Instruction", *The Reading Teacher*, Vol.55, No.1, 1<sup>st</sup> September 2001, p.64

<sup>5</sup>Maarten W. van Someren, et.al, "The Think Aloud Method : A Practical Guide To Modelling Cognitive Processes"(London, Academic Press, 1994) Pg. 31

## **B. Identification of Problems**

Problem related to reading and teaching are found from the explanation above and the following statements are the identification of the problem.

1. Students are incapable to reconnect their prior knowledge towards texts they are reading
2. Students cannot predict or grasp implicit meaning from a text
3. Students are merely able to read a text without understanding it
4. Students are not capable of interpreting implicit meaning from a text
5. Students find it is hard to predict a meaning from unfamiliar word or phrase of a text

## **C. Limitation of the Study**

This study is focused and limited on the developing of students reading comprehension of narrative texts of tenth grade Students of SMAN 2 Kota Serang. This study will examine and analyze how effective the use of *Think-Aloud* method in teaching narrative texts in class to enhance students performance in comprehending a text and also their awareness toward their reading strategies.

#### **D. Formulation of the Problem**

In the research, the writer plans to analyze the use of *Think-Aloud* method in teaching reading of narrative text of students in the level of senior high school. Thus, the writers would like to formulate the problem as follows:

1. What is *Think-Aloud* method able to enhance the students' reading comprehension toward a reading text?
2. What is *Think-Aloud* enhance the awareness of students toward their reading strategy

#### **E. Aim of the Study**

The aim of study is to find out whether *Think-Aloud* method can be effectively conducted in senior high school and to know how effective it is to use *Think-Aloud* to enhance students comprehension towards a reading text and in this case is a narrative text. In addition, the aim of the study is also to seek the answer whether *Think-Aloud* is able to enhance students awareness towards their reading strategies.

#### **F. Significance of the Study**

The result of the study is expected to be able to provide a needed and useful information of a teaching method. So according to

the writer expectation, this study results aimed to first, English teacher who develop a strategy and a technique in teaching reading. The result will give them information about technique in teaching reading, which can be an alternative solution they can use in the class.

The second, for school institution where the writer conduct the research. This research result able to provide them useful information of teaching English reading that can be used to develop the quality of the institution especially in teaching English Reading.

The last, for the next researchers this reseach can be develop again, can be made compare with the other research, can be reference divide researcher. And of course this study be able use for fill, complete in method of reading comprehension.



## CHAPTER II

### THEORITICAL FRAMEWORK

#### A. Reading

##### 1. Definition of Reading

Reading as one of four language skills plays an important role in our lives. Since most languages even though not all in this world are divided in two forms which oral and written language. Thence a good ability of reading is needed to comprehend languages particularly those that are written.

While we are reading we are not merely doing a passive process. Deane Spears tells us that when we take a book and we begin to read the words the reading process starts at the same time. The reading process is called decoding words<sup>1</sup>

Furthermore, Deane Spears defines that decoding words is decrypting the letters that make up individual word and processing the letters and sounds. Moreover, Spears fences said that “To getting the message of a text from a reading process. We are not simply processing the letters and sound but we also need to understand the relationship the

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<sup>1</sup>Deanne Spears, *Developing Critical Reading Skills* (New York: McGraw-Hill, 2006), Pg.2

words have with other words in text". Understanding the text, we will be able to put the meaning of words together.

While we are talking about reading, we will also talk about the fluency in reading. In speaking, fluency is important because it can influence the process of communication. Fluency in language skills, especially in speaking and reading, is frequently used as an indicator of a person that has been successfully learning the target language.

In speaking, the term of fluency is related how well a person is able to speak in target language mindlessly. Being fluent in reading is no more than we can read a text fluently without spelling the letter one by one. The concept of fluency in reading is more complex than that. Being able to recognize the words and also comprehending the text at the same time while we are reading is the indicator of fluency in reading. This statement is supported by Kristin Lems in the book *Teaching Reading to EnglishLanguage Learner*. Lems stated that fluency is about being able to recognize wordsand at the same time construct meaning from the text. In another term, we can also define fluency as the ability to decode and comprehend a written text

simultaneously. Furthermore, Lems added that the core of fluency is the ability of comprehending a text.<sup>2</sup>

If fluency in reading has a close meaning to reading comprehension, then we have to know that the core of reading comprehension is understanding and getting the message of what a writer tries to deliver.

Pamela J. Farris in her book *Teaching Reading* defined reading comprehension as a skill that enables us in getting a message from a text. The essence of reading is a transaction between the words of an author and the mind of a reader during which a meaning is constructed<sup>3</sup>.

From the definition above it can be concluded that reading comprehension is very important for everyone who wants to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read. So the teachers have to be more concerned about the problem.

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<sup>2</sup> Kristin Lems, Leah D. Miller, and Tenena M. Soro. *Teaching Reading to English Language Learner* (New York: The Guildford Press, 2010). Pg. 148

<sup>3</sup> Pamela J. Farris, Carol J. Fuhler, and Maria P. Walther, *Teaching Reading: A Balanced Approach for Today's Classroom*, (New York: McGraw Hill: 2004) Pg. 234

## 2. The Purpose of Reading

American philosopher and educator, Mortimer J. Adler with his friend Charles Van Doren in *How to Read a Book* proposed the purpose of reading into two: reading for information and reading for understanding<sup>4</sup>

Reading for information is a reading activity at which by reading a text we can gain the quantity of our information store. In the other way reading for information seems not to deepen our understanding toward topic that we read.

Reading for understanding gives the idea that the reader starts to read a book that he does not really or completely understand. The material written in the text is usually higher than the reader background knowledge. The activity of reading enables a reader a chance to gain knowledge from a text and at last it will gain the reading understanding.

Furthermore, Mortimer J. Adler appended the information that reading to understand only possible under two conditions which are there must be *initial inequality in understanding*. It means that the writer knowledge is superior that thereader and the second is there must be *the reader's ability to overcome that inequality*. It means that with

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<sup>4</sup> Mortimer J. Adler, and Charles Van Doren, *How to Read a Book*, (Boca Grande, Simon & Schuster.Inc, 1972) Revised Edition. Pg.8

his previous knowledge or background knowledge, the reader can facilitate himself in understanding the new topic.

### **3. Reading Comprehension**

Reading comprehension is an ability of a reader to comprehend the text that they are reading. There are six types of reading comprehension according to Richard R. Day and Jeong-suk Park. They are Literal, reorganization, inference, prediction, evaluation, and personal response.<sup>5</sup>

- **Literal Comprehension**

Literal comprehension is an understanding of the straight forward meaning of an information of a text such as facts, vocabulary, dates, time, and locations. Questions of literal comprehension are able to be answered directly and explicitly from the text.

- **Reorganization**

Reorganization is an understanding that is based on a literal understanding of a text that is combined with various parts of the text for additional understanding.

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<sup>5</sup> Richard R. Day and Jeong-suk Park "Developing Reading Comprehension Questions", *Reading in Foreign Language*. Vol.17.No.1.1<sup>st</sup> April 2005. Pg.62

- **Inference**

Inference is an understanding of a text is more than literal understanding. Inference understanding is not only an understanding of an explicit meaning stated in the text but an understanding of implicit meaning which is unstated in the text.

- **Prediction**

Prediction is an understanding that requires a reader to use both their understanding of a passage and their own knowledge of the topic and related matters in a systematic fashion to determine what might happen next or after a story ends.

- **Evaluation**

Evaluation is an understanding that requires the learner to give a global or comprehensive judgment about some aspect of the text. For example, a comprehension question that requires the reader to give an evaluation of an article is: *How will the information in this article be useful to you?*

- **Personal Response**

The sixth type of comprehension personal response requires readers to respond with their feelings for the text and the subject. The answers not found in the text they come strictly from the readers.

While personal responses are incorrect. They cannot be unfounded. They must relate to the content of the text and reflect a literal understanding of the material. An example of a comprehension question that requires a personal response is: *What do you like or dislike about this article?* Like an evaluation question In Personal Respond students have to use both their literal understanding and their own knowledge to respond.

#### **4. Teaching Reading**

Teaching reading in Indonesia becomes important. As the purpose of teaching English in Indonesia is primarily emphasized on the achieving of reading skill fluency. Due to the status of English in Indonesia is a foreign language, hence the status of teaching English in Indonesia is Teaching English a Foreign Language (EFL).

While Teaching English as a foreign language to students. One thing that a teacher should remember that a common problem of students difficulties in learning a foreign language is that they easily forget about the material. As a consequences, according to Holesinska in her thesis, giving enough opportunity and a time to repeat through a variety of exercises and activities to students to develop English skill

must be conducted by teachers<sup>6</sup>. Moreover, she also states that teaching method and technique that help students to use their language skills repeatedly are to be applied to support the activity in the class.

Besides the need of repetition learning, Holesinska also mentions another aspect should be considered in teaching English as a foreign language, which is motivation. While Holesinska proposed motivation as an important aspect of teaching English. Clare Lavery in his book *Language Assist* provides a way to motivate students in the foreign language class. The fact that most English Teacher in non-English speaking country uses their mother tongue while they are teaching may become an issue in the class. Lavery advices if this issue comes about then the teachers should starts using English in the class to motivate students in learning English.

## **B. Think Aloud**

### **1. What is Think-Aloud?**

One of method used by English teachers and tested by researchers to test a reading comprehension is Think-Aloud. Think-Aloud is defined as a method in which students verbalize their thoughts

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<sup>6</sup> Ing.Andre Holensinska, "Teaching English as a Foreign Language to Students with Learning Difficulties" (Bachelor Thesis, Faculty of Education, Department of English Language and Literature,Masaryk University). Pg. 10



as they read. In Think-Aloud students are encouraged to recognize the differences between reading the words and comprehending the text by uttering about what they thought. This metacognition awareness is a crucial component of learning. Because it enables learners to assess their level of comprehension and adjust strategies for a greater success.

Another researcher Sharok Jahadar said that “Think-Aloud is a method used in an interview context to dig students. Better view of mental process in which readers are engaged”. Moreover, Jahadar also mentioned that conducting Think-Aloud method in teaching reading will give students first step in raising their awareness of what it means to be a strategic reader<sup>7</sup>. Also for teacher, Think-Aloud will give students information about individual students need and provide appropriate instruction for students in learning reading. Jahadar added that while conducting Think-Aloud students will gain insight into complexities of reading and hence expand their understanding of what it means to be a good reader.

According to the opinions concerning on Think-Aloud, it can be concluded that Think-Aloud is a method used in teaching reading at which the concern of this method is to make student verbalize or say

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<sup>7</sup> Shahrokh Jahadar, Morteza Khodabandehlou, Gohar Seyedi, and Reza Mousavi Dolat Abadi

what is in their mind while they are reading the text. Think-Aloud will lead students to extend their understanding on the text and not merely on the words.<sup>8</sup>

Furthermore, it also will enable teachers to check and re-check whether students understand a text they are reading or not. Hence, it will lead teachers to find most appropriate ways in teaching reading.

## **2. The Relationship Think Aloud with Teaching Reading**

Reading is a complex skill that involves all of higher mental process in order to understand what is read. Reading is one of ways to get information. According to Bond (1979: 21), "reading comprehension is one of the language skills which become the emphasis of the English teaching in the school. Reading comprehension is a complex activity to understand the meaning of the words." It means that in reading activity. We are not only read the text, but also trying to understand what we are read. And by reading comprehension we do not only get some more information or knowledge, but also we can get an enjoyment too.

Comprehension is a complex process in reading. Comprehension requires making meaning from words when listening,

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<sup>8</sup>"The Think-Aloud Method in EFL Reading Comprehension" *International Journal of Scientific and Engineering*, Vol.3, No.9, 9<sup>th</sup> September 2012. Pg.1

speaking, reading, and writing. Good readers have a purpose for reading and use their experiences and background knowledge to make sense of the text. Making connections is the key to comprehension. We don't comprehend unless we make connections and are able to process the words that we read at the thinking level. In order to produce good reading comprehension especially in narrative text, students need to use appropriate method in learning reading comprehension that is why the researcher is interested in applying one of the teaching English especially in reading method which is named Think-Aloud.

A think-aloud can be used as an instructional practice so that teachers can demonstrate their comprehension strategies or processes for their students while reading aloud or a think-aloud can be taught to students as a means for the students to monitor their comprehension. The studies have shown both ways that think-aloud can be an effective practice.

A think-aloud can open a window onto a reader's mind and let a teacher see process in action. One caution is that it is often difficult for children with weaker verbal skills to handle. Some students would rather write their questions as they read.

Teaching reading is conceptualized as a dynamic, interactive, constructive process requiring thought and elaboration on the part of the reader. Standardized tests asked students to read short artificially constructed passages and choose from multiple-choice responses or attempted to measure specific isolated skills seriously misaligned with recent theories of reading and recent curriculum development (Murphy, 1998).

While the think-aloud enables teachers to assess their students' reading abilities, it can also become a valuable instructional strategy. The key instructional use is in having students write down their thoughts. Students' think-aloud comments can become the "teacher's homework" to be studied in order to plan instruction in specific skills students might need or to capitalize on their comprehension strengths. Skills such as learning vocabulary, activating prior knowledge, developing valid interpretations, making inferences and predictions, reading, and reading on to clarify ideas can be emphasized during class discussion.

Thinking aloud while reading has several drawbacks that will probably prevent it from doing for reading research what it has done for problem-solving research. These drawbacks have not to our knowledge

been formally tested but in our experience they are obvious. One is that thinking aloud naturally slows down the reading process-although it does not appear to break up its continuity the way requiring subjects to stop and comment at designated points does (cf. Olshavsky, 1976/77).

The effects of such a slow-down are unknown and might well vary with the task but they are unlikely to be negligible. Another drawback is that thinking aloud protocols taken during reading are relatively impoverished compared to those obtained in more deliberative activities. Consequently, they probably reveal only certain elements of the strategic activity going on during reading-perhaps only those that involve some break in the continuity of reading, as caused for instance a difficulty in comprehension. These are serious drawbacks as far as developing a complete theory of the reading process is concerned but they are not necessarily drawbacks at all as far as instructional psychology is concerned. Although the strategies revealed through reading protocols may be only a special subset of the strategies involved in skilled reading. They might also be the most teachable. They evidently come into play during momentary breaks in the automatic flow of reading-breaks during which control is temporarily shifted to a conscious level.

The more covert reading processes may correspondingly be less accessible to conscious control or may be of such a nature that they cannot be attended to consciously without disrupting the reading process. Thinking aloud while reading however provides a means for the instructor to demonstrate what is to be taught and transcripts of thinking-aloud protocols provide substance for discrimination exercises.

The thinking-aloud protocols of expert readers can serve as a basis for designing teachable reading-comprehension strategies. Not all cognitive behavior observed in expert protocols is necessarily strategic and not all of what appears to be strategic is necessarily teachable. But teachable strategies emerge when it is possible: (a) to identify conditions that students can learn to recognize (b) to specify actions that students can learn to carry out when those conditions are met. The training study indicates that thinking aloud has value both for demonstrating strategies and for practice in recognizing and using the strategies. Finally, thinking-aloud protocols provide a way of assessing learning. When overall effects on performance are good failures to learn specific strategies can be detected. Thinking aloud or the expressing of one's thoughts and the analysis of the resulting transcripts or protocols has been criticized as a research methodology (Nisbett & Wilson 1977).

While the use of thinking aloud signaled in an obvious way a focus on the process of reading, work in metacognition and comprehension monitoring also placed processing during reading in the foreground of reading research (Baker & Brown 1984). *Think-aloud is a research method in which participants speak aloud any words in their mind as they complete a task.* Educators today stress our students' need to develop their ability to think and solve problems. Many hope to promote this thinking by using constructivist or problem-based lessons in the classroom.

Olson et al (1984) stated that using think-aloud technique is one of the most effective ways to assess higher-level thinking processes (those which involve working memory) and it could also be used to study individual differences in performing the same task. Ericsson and Simon (1980) conclude even if their view of thought processes is necessarily incomplete. Verbal reports such as those from think-aloud data are a "thoroughly reliable" source of information about thought processes. Some suggested strategies to encourage effective think-aloud responses seem less intrusive than detailed practice or explicit modeling. Sugirin said that "Used a KEEP TALKING sign to remind

participants to verbalize all thoughts without addressing them in speech which might interfere with those thoughts”.

Oster (2001) refers to the think-aloud "as a method in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text" but they are not expected to analyze their behavior as in introspection. This metacognitive awareness (being able to think about one own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success.

Think-aloud as originally developed by Newell and Simon. They study problem solving strategies. One way for teachers to know what reading strategies students are using and help them use effective strategies in their reading is to engage them in think-aloud protocols. With think-aloud protocols, students verbalize, in an interview context, how they are processing the text they are reading" (Jacobson, 1998). As a mode of predictions, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension. Thinking aloud is a method which in principle does not lead to much disturbance of the thought



process. The subject solves a problem while the talking is executed almost automatically.

### **3. The History of the Use of Think-Aloud Method**

Think-Aloud is not a new product of education research even though its effectiveness toward students learning is still being investigated. The history of the use of Think-Aloud began in psychological research. The Think-Aloud is developed from an old method called *Introspection Method* whose idea is that a student can observe events that take place in consciousness more or less as one can observe events in the outside world<sup>9</sup>

Marteen and Jacobiin stated in their book that in 1992, Tichener conducted a research and went as far as to claim that the events in consciousness were the actual object of psychology in contrast to the outside world which is the object of the natural sciences. In this view, psychologists study the type of events that take place in human consciousness and their casual structure just as other scientists study the events that occur in the outside world.

By the end of 1960 the interest in internal cognitive processes grew very fast and thereby the interest in this method. A *major* result

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<sup>9</sup> Marteen W.van Someren, F. Barnard, and Jacobiin A.C. Sanberg, "The Think Aloud: A Practical Guide to Modelling Cognitive Process", (London, Academic Press, 1994)Pg.38

was the work by Newell and Simon (1972) who used the Think-Aloud protocols in combination with computer models of problem solving processes to build very detailed models.

Using this methodology, Newell and Simon were able to explain protocol data from a theory of human memory and assumption about knowledge that subjects could bring to bear a task.

#### **4. The Procedure in Conducting Think-Aloud**

In order to apply the Think-Aloud effectively in the class there are some procedures to be done. Many experts have their own procedure in conducting Think Aloud methods.

In the book of *The Think Aloud Controversy in Second Language Research*, Melissa A. Bowels stated the procedures on conducting Think-Aloud<sup>10</sup>. They are:

Provide the student with a verbalization instruction. The verbalization instructions should detail specifically what the teacher intend the students to do. Minimally, this set of instruction should include (1) a description of what is meant by “Think Aloud”(2) the language(s) students are allowed to use to verbalize their thoughts, and (3) the level of detail and reflection required in the Think Aloud.

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<sup>10</sup> Melissa A. Bowels, “The Think Aloud Controversy in Second Language Research,” (New York, Routledge, 2010)Pg.113

Richard T. and Vacca introduced other alternative Procedures for the think-aloud:

1. *Making predictions* - students make predictions by using the chapter title or subheadings found within the chapter.
2. *Developing images* - students get mental pictures of information found in the text.
3. *Share analogies* - students use analogies to link new information to prior knowledge.
4. *Monitor comprehension* - students think about their confusion over difficult information.
5. *Regulate comprehension* - students read beyond a confusing section to see if the information that comes next will clear up their confusion

In the think-aloud procedure students verbalize before, during, and after reading a selection, revealing not only information but their internal thought processes. A teacher asks a student to reflect on what he or she is reading as the text is read chunk by chunk. Each chunk can be a line, a sentence, a paragraph, or a larger section, depending on the student and the task. Readers commonly comment on what they are reading summarize it or predict what is coming next (signaling

understanding) indicate what is causing them problems (monitoring for understanding, clarifying) analyze part of the text (analyzing) or verbally try to figure things out (reasoning) relate the author's ideas to their own knowledge (elaborating) or evaluate the author's message or style (judging) (Lytle, 1982). The teacher can often understand why a student is having a difficulty understanding.

A rubric (set of guidelines for interpreting think-alouds) can help a teacher chart the moves a student makes. The teacher listens and records the main ideas remembered using a checklist such as the one given. Besides noting *what* the reader remembers. The teacher can use this checklist to analyze *how* the student came to understand.

Before reading: Did the reader . . .

- a) Notice cues for prediction, such as title, picture, heading, author, charts, graphs?
- b) Make some suitable prediction about the text, topic, genre?
- c) Bring up something he or she already knows about the genre, topic, author?

During reading: Did the reader . . .

- a) Comment on what was read?
- b) Ask questions to be clarified?
- c) Try to answer his or her own questions and clarify what didn't make sense?
- d) Relate what was being read to prior knowledge?
- e) Summarize and/or retell the gist to that point?
- f) Check guesses or predictions?
- g) Reread or read ahead when trying to make sense?
- h) Use context for word meaning?
- i) Describe visualizations?

After reading: Did the reader . . .

- a) Summarize or retell?
- b) Respond?
- c) Critically reflect?

A “rubric” is a structured format for evaluating some performance. Rubrics assist teachers in looking at students talking about or writing about reading. As well as at the ways students use what they read. There are many different ways to structure reading rubrics depending on what is to be evaluated.

## **5. The Strengths and Weaknesses of Think Aloud Method**

Every method has its own strength and weakness and so does the Think Aloud. Knowing the strength and the weakness of a method is a must for a teacher as there is no perfect method that is applicable in every condition and situation. By knowing the strengths and weaknesses of a method we can calculate and adapt the most appropriate method with the situation where we are teaching. The strengths and the weaknesses of Think-Aloud will be explained as follow.

According to Jahadar one of benefits of Think Aloud. It is enables students to assess their own comprehension in reading. By conducting Think Aloud students are able to know how deep their understanding toward a text and hence they can make their own reading strategy for greater success. Moreover, Jahadar also states that by talking about their own strategy, students gain insights into the complexities of reading and hence expand their understanding of what it means to be a “good reader.”

Another researcher Elizabeth Charters said that “Think Aloud will enable the teacher to see a detailed picture of students thought process and also help the teacher to highlight individual differences in

response to a text”<sup>11</sup>. Moreover, Charters also mentions that the Think Aloud method will provide a data that are thoroughly reliable as a source of information about thought process.

From the two opinions proposed by Jahadar and Charters. It can be concluded that Think Aloud has several advantages that is mainly about thought process. The thought process that commonly hardly to be seen in learning process can be analyzed by using Think-aloud. Think-Aloud enables students to express their thinking process they have in their mind while they are reading a text. For the teachers Think Aloud will give a reliable data that can be used for analyzing students comprehension and difficulty in reading activity and for students. It will give them information about their difficulties so that they can make their own strategy for their reading activity.

According to J. Mark Rankin in his article “*Designing Thinking-Aloud Students in ESL Reading*”. It is stated that the weakness of Think Aloud is focused on the participants that are non-native English. Rankin states that the research involving non-native English participants in reading using Think-Aloud method is still rare. The lack of a readily available guide to its use is the reason why.

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<sup>11</sup> Elizabeth Charters, “The use of Think Aloud in Qualitative Research; An Introduction to Think Aloud Methods”, *Brock Education*, Vol.12, No.2, 2003, Pg.69

The next issue on Think Aloud as stated by Melissa A. Bowles in the book “*The Think Aloud Controversy in Second Language Research*” is about the validity of its data. The potential threats happen to validity both retrospective and concurrent verbal reports<sup>12</sup>. For retrospective reports since participants verbalize sometime after completing a task. There is a potential for veridicality. In other words retrospective verbal reports may not accurately reflect participants thought process because they simply may not recall what they were thinking as they completed the given task. The report may be incomplete as a result. However, this threat can be minimized if there is only a short delay between task performance and verbalization it is information that is active in working memory is put into words. The output of this process is the spoken protocol.

For concurrent verbal reports the main threat to validity does not have to do with veridicality since verbalization and task performance are concomitant. Their validity is questioned because it is known whether the act of verbalizing while completing a task is reactive, acting as an additional task and altering cognitive process rather than providing a true reflection of thought.

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<sup>12</sup> Melissa A. Bowles, *op.cit.*, Pg.13



## C. Narrative text

### 1. Definition of Narrative

According to Pardiyono (2007:62) narrative text is a kind of text which has function to amuse, to entertain and to deal with actual or vicarious experience in different ways. In narrative text students are expected to understand about the context and to find the moral value of the story. There are many types of narrative. They can be imaginary, factual or a combination of both. They may include fairy stories, horror stories, fable, legend, folktale, short story etc.

Anderson said, narrative is a text which tells a story and in doing to entertains audience.<sup>13</sup> Similarly, Alan Meyers argues that narrative is telling a story and to be interesting for readers to respond to some event in your life as if it were their own.<sup>14</sup>

On the other hand, in narrative text can be presented as written or spoken texts who told the story is called third person characters. In addition, Drs. Pardiyono said that “narrative is a text to tell activity in

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<sup>13</sup> Mark Anderson and Kathy Anderson, *Text Types in English 3*. (south Yarra: Macmillan, 2003).p.3

<sup>14</sup> Alan Meyers, *Gateways to Academic Writing*, (New York : Pearson Education, inc.,2005), p.52

the past which increase problematic experience and solution to amuse and give a moral value for the reader.<sup>15</sup>

So, it can be concluded that is tells a story which raises the problematic experience in the past and resolution to amuse the reader which consist of some character, plot, setting and action which have the problematic like fable, legend, folktale etc and to teach the students of story's lesson which devided into orientation, ccomplication, sequence of events and coda (moral value).

## 2. Features of a Narrative

Accorrding to Anderson the steps for constructing a narrative text are :<sup>16</sup>

### a. Orientation

the storyteller tells the readers *who* is in the story, *when* the story is happening, *where* the action is happening and *what* happening from the story.

### b. Complication

The storyteller tells about conflict or crises arisen and will begin chains of events that influences of the story will be happen.

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<sup>15</sup> Drs.Pardiyono, *Pasti Bisa ! Teaching Genre-Based Writing*. (yogyakarta : penerbit Andi,2007), P.94

<sup>16</sup> Anderson. *Loc.cit.*

c. Sequence of events

How the characters of the story react and what the characters do something to the conflict or crises happen.

d. Resolution

The characters of the story solve the conflict or crises in the complication.

e. Coda (moral value)

The message will be learning from the story.

### 3. Grammatical and Language Features of Narrative

The following grammatical features in narrative text including :

- a) Nouns that identify the specific characters and places in the story.
- b) Adjective that provide accurate descriptions of the characters and setting.
- c) Verbs that show the actions occur in the story.
- d) Time words (simple past tense) that connect events and telling when they occurred.

### 4. Purpose of Narrative Text

According to Mark Anderson state, “the purpose of narrative is to present a view of the world that entertains or informs the reader or

listening”.<sup>17</sup> Similarly, the basic purpose of narrative is to entertain, to amuse and to hold readers interest. Therefore, narrative is a kind of text which make the reader enjoy and interest with the story and to teach or inform the narrative reader. Than, enjoy to read kinds of story that them feel amuse and make them laughing.

## 5. Kinds of Narrative Text

### a) Myth

A traditional story accepted as history serves to explain the world view of a people. A story of great but unknown age which originally embodied a belief regarding some fact or phenomenon of experience in which often the forces of nature and of the soul are personified. An ancient legend of a god, a hero, the origin of a race etc. A wonder story of prehistoric origin a popular fable which is or has been received as historical.

### b) Legend

Legends also stories that have been made, but they are different from the myth. myth reply questions about the workings of nature and it is set in a time long ago, before written history. Legend of the people

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<sup>17</sup> Mark Anderson, Text Types in English 2. (South Yarra : Macmillan, 2003), P.6

and the actions or deeds. People are living in a more recent and is mentioned in history. Stories submitted for the purpose and is based on the facts, but they do not really exist.

c) Fable

Fables are about animals that can talk and act like a man or a plant or forces of nature such as lightning or wind. Plants may be able to move and speak and natural forces cause things to happen in the story because of their strength.

In this study, focus on the use of fable. Because it is providing entertainment can be to make the audience thinks about an issue, teach them a lesson or excite their emotions or feeling. It's means that narrative not only used to entertain but also to give moral value from the story to the readers. Moral value used to teach the reader a lesson from the story.

#### **D. Previous Studies**

It is stated while Think-Aloud protocol enabled students to conduct before, during, and after-reading activity that help students to increase their comprehension. The conventional method simply led the students to read the text, translate, and then answer the questions

related to the text. Samples in their research are put in two classes namely experimental and control group. Pre-test as well as post-test is distributed to each class. The test is intended to check the influence of Think-Aloud towards students reading comprehension, while the questionnaire is used to analyze students strategy to help themselves in understanding a text.

The finding of the research shows that Think Aloud has improved students reading comprehension by improving students reading strategy in general also. Think-Aloud had improved students awareness to use reading strategies.

The next study is conducted by Leslie Oster.<sup>18</sup> In this study, Oster chose high school learners as the participants. The first thing Oster did in the research was modelling Think-aloud in the front of the class. Oster told students some of things that readers should consider in their reading which are: (a) what they notice-information they think might be important (b) facts and possible facts about characters or the story-things they are figuring out (c) predictions-what might happen next (d) questions they have about words or phrases, or about what

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<sup>18</sup> Oster, Leslie. "Using Think-Aloud for reading Instruction", *The Reading Teacher*, Vol.55, No.1, (2001):64

characters do or say (e) personal reactions-how they feel about what the character did or what happened in the story.

After the process was done. Oster discussed his thinking-aloud he just did with students in the class. Oster told the students what kind of comments he had made, and how these comments could help him understand the story. Next, Oster conducted Think-aloud in class in pair and at last individually.

Conducting Think-aloud Oster revealed that Think-aloud can trigger students to give more advanced interpretation such as the meaning of a metaphor. Moreover, Think-aloud can help students to relate students background knowledge with a text.

They are reading. Finally to analyze students Think-aloud Oster asked students to write their comments towards a chosen text in a paper. Then, he analyzed them. The analysis he made were used as a reference to set a lesson plan in the further reading activities.

From the previous Think-aloud studies above. It can be seen that Think-aloud surely give students chance to understand a text better. Think aloud enables students to relate the text they are reading with their background knowledge. Also, it help students to use a good reader

strategies. Conducting think-aloud students is not only read a text but also they try to notice what message in the text that a writer tries to deliver.



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **A. Time and Place of the Study**

This study will be conducted in SMAN 2 Kota Serang. The research is going to be conducted on August 2017.

#### **B. Method and Design of the Study**

This study is a quantitative study research that uses a quasi-experimental method as its design. It concerns with two variables, namely Think Aloud as dependent variable and students reading comprehension on narrative reading as its independent variable.

As a quantitative research researcher decides what the specific study questions, collects quantifiable data from participants, analyzes these numbers using statistics, and conducts the inquiry in an unbiased, objective manner.<sup>1</sup> The design used in this quantitative research was a *quasi-experimental study*. This kind of study allows the researcher to

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<sup>1</sup> John W. Creswell, *Educational Research; Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (New Jersey: Pearson Education, 2008), p. 46

look at the effects of at least one independent variable and one or more dependent variables.<sup>2</sup>

This study is intended to analyze and interpret the data by examining the differences between the teaching reading Narrative texts by using Think Aloud method in experimental group and teaching reading Narrative texts without using it in controlled group.

In this research, the researcher wanted to see whether the treatment made a difference on students comprehension in Narrative Reading or not. This research included pre-test and post-test to measure the students achievement.

### **C. The Population and Sample**

#### **1. Population**

Population as the set of all possible data on the observations recorder by a researcher. According to Arikunto “population is the whole of research subject”<sup>3</sup> the population of the study are the whole student 10<sup>th</sup> grade students of SMAN 2 Serang.

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<sup>2</sup> Jack R Fraenkel and Norman E. Wallen, *How to Design and Evaluate Research in Education (Fifth Edition)*, (New York: McGraw- Hill, 2003), p. 268

<sup>3</sup> Suharsimi arikunto, *prosedur penelitian*, (jakarta : Rineka Cipta2012)

## 2. Sample

The writer takes a sample from 2 classes of tenth grade students of academic year 2017/2018. The sample of these researches are 80 students which divided into two class, namely experimental group and controlled group each group consist of 40 students.

### **D. The Research Instrument**

Research instrument is for facilitate that used by researcher to collect the data. The reasearch used Interview and Observation.

#### 1. Interview

Interview is the elicitation of data by one person from another through person to person encounters. Interview is a way of collecting data in which writer ask the english teacher for getting the inforamation directly of situation and condition of class. Interview can be structured interview or unstructured interview and ccan be done through face to face or by record.

The researcher choose structured interview. It was used as data collection technique when researcher have known for sure about what information will be obtained. Therefore, in conducting the interview data collectors have set up research instrument in the form of written

question. Structured interview each respondents was given the same questions.

## 2. Observation

Observation is one of technique data collecting with observe every events in the class. The researcher does the observation to get information about the existence and condition of school the teacher and also from students. The researcher can collect information that happened in the class since learning.

### **E. The Technique of Data Collecting**

The technique of data collection that is used in this research is test there are pre-test and post-test for both classes experimental class and control class.

In collecting the data, the reasearch does :

Test are the series of questions or exercises and other tools which are used for measure comprehension, skill, knowledge, intelligence and ability or talent which is owned by individual or group. The writer gives two test for the students. The consists of pre-test and post-test.

a. Pre-test

As a technique of collecting data chosen by writer. Pre test was used to collect the data about students reading comprehension ability before getting treatment for experimental class and before getting no treatment for control class. The pre-test will conduct in the first meeting in order to know basic of students reading comprehension and explain the test.

b. Treatment

The writer thought reading narrative text both of experimental group and control group. In experimental group the writer delivered the material by using Think-aloud method except using Think-aloud method in control group.

c. Post-test

Post-test was used to collect the data about students reading comprehension ability after getting treatment for experimental class and after no treatment for control class. The post-test will give after treatment. Then, the writer took the total score from the result of the reading test.

## F. The Technique of Data Analyzing

After collecting data the writer presses and analyze to compare the result of research between experimental class and control class and finally conclusion. This data analyzed by statistic.

- 1) Determaine mean of variable  $x_1$  :

$$M_1 \equiv \frac{\sum x_1}{N_1}$$

- 2) Determaine of variable  $x_2$  :

$$M_2 = \frac{\sum x_2}{N_2}$$

- 3) Determination derivation score variable X1 :

$$x_1 \equiv (x_1 - M_1)$$

- 4) Determination derivation score variable X2 :

$$x_2 \equiv (x_2 - M_2)$$

- 5) Analyzing the result by using calculating of  $t_0$  with formula :<sup>4</sup>

$$t_0 \equiv \frac{M_1 - M_2}{\sqrt{\left\{ \frac{\sum x_1^2 + x_2^2}{N_2 + N_2 - 2} \right\} \left\{ \frac{N_1 + N_2}{N_1 \times N_2} \right\}}}$$

Note :

$M_1$  = The average score of experimental class

$M_2$  = The average score of control class

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<sup>4</sup> Riduwan, Dasar-dasar statistik, (Bandung, Alfabeta : 2011), 214

- $x_1$  = Sum of the squared deviation score of control class
- $x_2$  = Sum of the squared deviation score of experimental class
- $N_1$  = The numbers of students experimental class
- $N_2$  = The numbers of students control class
- df = Degree of freedom
- df = 2 Constant number