CHAPTER I
INTRODUCTION

A. Background of the Study

English is an international language that is thought by many people in the world. in this era globalization, we realize that English also is used as a tool communication. By learning English, we can communicate with other people from around the world. In Indonesia, English is the foreign language which is thought to the students at school. English has influenced many important aspects of human life, education, entertainment, communication and many more of these aspects.

Presently, many students are discouraged to read kind of books, because the modern technology has diverted their attention to. For instance, television and radio are two of little things which are very interesting way to get some information, just watching the picture and hearing the sound we can get the information easily. Different from read book, we need a lot of concentration to get what the text means, and we must comprehend it well to gain information.

Reading provide to student with some activities to help them comprehends the text. So, the students skills need to read for comprehension. "Reading comprehension is

clearly not the mastery of isolated skills or the verbatim reproduction of information as it appears on the page".[1]

"Reading is one of the most important skills in learning. Most of class subjects will be based on reading assignment".[2] Reading also plays an important role in almost every course of study. Many students do their reading not only for understanding the material given by teachers, but also for understanding any text that they find in their daily activity.[3] It means that reading is the first step to study in many subjects for students. Student will read to learn many things in their reading, such as learn about new information and ideas.

Based on the description above the writer observation at the second grade of Senior High School at MA Daarul Falah Ciloang- Serang, she found that the students still face some difficulties in answering and understanding the text especially narrative text.

Narrative text is material reading comprehension, the writer uses narrative text as material. Most of students cannot answer is there is teacher ask the students. That is why sometimes students do not understand, that the students

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[1] Kathleen Feeney Jonson, *60 Strategies for Improving Reading Comprehension.* (New York: Corwin Press, 2006), 7.

[2] Shelley O'Hara, *Improving your study skill*. (New York: Wiley Publishing, 1998), 39.

[3] NafanTorihoran, *Reading Basic Reading Skill 1*. (Serang: Loquen press, 2012), 4.

should stay learn about narrative text. Because this text is one of the text that has to be learn in senior high school, and the students have a sense a wonder toward narrative text.

The students' problem in MA Daarul Falah Ciloang-Serang which relates to comprehend the text. Most of students will surrender in trying to comprehend the text which is interrupted by lucking of vocabulary. So, it becomes problem for them in understanding the text and then stop reading.

From this observation, the problem connects with the students lack vocabulary. They think that they do not have enough vocabulary to comprehend the text. In addition, they feel embarrassed and afraid to read, but it also students less vocabulary. Many reasons that must students feel embarrassed and afraid of making reading mistake, which can be caused monotones methods used by teacher in learning process. Therefore, the writer trying to find effective methods in teaching reading comprehension.

One of the research methods uses to get a clearer picture of what learners generally do while reading in a foreign language is think-aloud protocols. This is one type of verbal reports, obtained from the readers during reading. Think- aloud protocols (or simply think-aloud) is used to refer to an activity in which individuals verbalize the thinking they use in completing a task (e.g. solving problem,

responding to an item)[4]. By means of asking their subjects to say out loud whatever goes through their minds, researchers hope to get a more direct view of the mental processes readers are engaged in while reading.

In conclusion, the writer has found that the think-aloud protocols "significantly increases students' scores on comprehension tests, adds to students' self-assessment of their comprehension, and enhances students' abilities to select thinking processes to overcome comprehension challenges while they read.

In this case, the writer concerns with *Using Think-Aloud Protocols Toward Students Reading on Narrative Text (A Case Study at Second Grade MA Daarul Falah Ciloang Serang-Banten).* The writer hopes her writing would be useful especially for writer and generally for readers that interested in this field of study.

B. Identification of the Problems

Based on description above there are some of problem that can be identified, as follow:

1. Students do not involve actively in reading comprehension

2. Students do not have many vocabularies

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[4] Guillermo Solano-Flores, *Assessing English Language Learners*, (New York: Routledge, 2016), 50

3. The application of think-aloud protocols in reading comprehension.

C. Limitation of Problem

Based on the identification of the problem above. The writer determines the boundary problem to determine the extent to which the level of precis on and accuracy of students in reading comprehension and how the research implementation of think-aloud protocols in reading comprehension.

D. The Statement of Research

Based on the background and the focus of study above, the writer will carry out some issues as follow:

1. How is the students comprehend in reading narrative text after being taught using Think-aloud protocols?
2. How is the application of think-aloud protocols in student reading narrative text?

E. The Objective of the Research

Based on some statement of problem above, the writer formulates some objectives of the research as follow:

1. To know the students reading comprehend on narrative text after using think-aloud protocols
2. To know how the application of think-aloud protocols in reading comprehension.

F. Significance of the Study

1. The result of this study is expected to give contribution for the teacher as feed-back to improve their strategy in teaching English especially in reading achievement of narrative text.

2. The researcher hopes that the result of this study is expected to give feed-back to motivate the student's selves to get a good result especially in reading achievement of narrative text.

3. This research is expected to be used as a reference in conducting further research in the same field.

G. Previous Study

In this study, there were some previous studies, which conducted in this study, the researcher related previous studies.

1. First, (ShahrokhJahandar, MortezaKhodabandehlou, Gohar Seyedi, Reza Mousavi Dolat Abadi) "The Think-aloud Method in EFL Reading Comprehension"

Think aloud is a research method in which readers report their thoughts while reading, there by researchers will be able to achieve a better view of the mental processes in which readers are engaged. Reading in a foreign language needs considerable efforts on the readers' part due to understanding of a text. Think aloud is

a method which helps the teachers to collect unseen processes such as inference or the use of prior knowledge by learner. In the present paper, the researchers have considered a type of verbal report and the way it can be used in foreign language reading comprehension along with strategy training. To this end, 32 subjects were selected randomly from among upper intermediate Iranian EFL male learners in Parsian English Institute in Tonekabon, Iran and divided randomly into two groups.

2. The next is conclude by Leslie Oster the title is "Using Think-Aloud for Reading Instructions".

   Conducting Think-Aloud Oster revealed that Think-Aloud trigger students to give more advanced interpretation such us the meaning of a metaphor. They are reading finally to analyze student think-aloud Oster asked students to write their comments towards as chosen texts 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.

3. There are some writers who take the title "A Think-Aloud Protocols as A Cognitive Strategy to Increase Student Writing Narrative Skill an EFL Classroom". As written by Purwo Trapsilo (STKIP KUMALA Metro Lampung Indonesia).

In this study, students instead of imitating model essays, first, write about the task and recognize their problems in writing, then models are introduced, and student try to solve their writing problems by studying a model essay and think-aloud about the notice. In this case, process and product are focused at the same time. The findings of the study can help language teachers improved their approaches to teach writing and raise student's ability. Think-aloud protocol is an effective way to teach students to promote their cognitive strategy. The authors suggest replications with other groups of language learner in different settings with different tasks or in spoken mode to come up with more comprehensive results.

Those are previous studies which them researched above, the differences from the *fist previous study* is, that research explain about that think-aloud as an effective teaching for English learner at Persian English Institute in Tonekabon, think-aloud make the students reading task easier and give learners a better view of other people and other cultures. While my research is think-aloud protocols as a media for helping student in MA Daarul Falah Ciloang- Serang to understand and comprehend the all content of think-aloud protocols on narrative text. The differences from the *second previous* is, that research explain about think-aloud give the experience studying

English with the difference by analyze the text, its make the student comprehend the whole of content of think-aloud. While my research is think-aloud protocols as a media for helping student in MA Daarul Falah-Ciloang-Serang to understand and comprehend the all content of think-aloud protocols on narrative text. The differences from the *third previous* is, the variable Y is writing skill, and students instead of imitating model essays, first, write about the task and recognize their problems in writing, then models are introduced, and student try to solve their writing problems by studying a model essay and think-aloud about the notice. In this case, process and product are focused at the same time. The findings of the study can help language teachers improved their approaches to teach writing and raise student ability. While my research is think-aloud protocols as a media for helping student in MA Daarul Falah-Ciloang-Serang to understand and comprehend the all content of think-aloud protocols on narrative text.

H. The Organization of Writing

The organization of paper writing is intended to enable the writer himself to discuss the problem, and to help the readers to understand what they read. Here the explanation chapter by chapter.

This paper consists of five-chapter discussion.

1. Chapter I is an introduction: consist of the background of the study, identification of problem, limitation of problem, the statement of problem, the objective of the research, significant of the study, previous study.

2. Chapter II is discussing about research finding, which consist general definition of reading, the purpose of reading, reading comprehension, definition of think-aloud protocols, the benefits of think-aloud protocols, using of think-aloud protocols, definition of narrative text, the generic structures of narrative text, the elements of narrative text.

3. Chapter III is discussing about research method: method of the research, object of the research, research of participant, the technique of data collecting, and the technique of data analyzing.

4. Chapter IV is the result of study which show description of data, analysis of the data and interpretation of data.

5. Chapter V is conclusion, the content of closing are conclusion and suggestion.