# **CHAPTER I INTRODUCTION**

This chapter presents the background of the research, research questions, research objectives, research hypothesis, the significance of the research, and the definition of terminologies.

##  Background of the study

Reading is a skill in English which is to make people get a piece of information from what they read to reach comprehension. According to Nunan (2003), reading skills are very noteworthy for learners. They can obtain information from reading, improve their knowledge, and enhance their way of thinking by reading any text. Reading does not occur in a vacuum to achieve some goal (Snow, 2002). During reading, the reader processes the text according to its purpose. Readers must learn how to understand passages of text. Thus, the reader can achieve the purpose of reading.

 However, some students still do not know the content of a text. They have difficulty understanding sentences, finding the meaning of sentences, or just understanding the outline of the contents of the text. Students require considerable time to comrehend the content and do not choose to read English literature either at home or in English courses at school. Of all the problems that will cause, students will not understand reading, getting information, or achieving goals. Another factor is that students are lazy to read, and there are problems in the learning environment. For example, in the classroom, the students are bored with the monotonous learning method of the teacher, especially in learning to read a text session. The other study identified the challenges that possibilities rural English teacher face while conducting reading comprehension lessons with their pupils, particularly during their contacts and conversations during the day, due to the pupils' poor English competence (Omar & Saufi, 2015).

In order to provide a great environment for students to improve their reading abilities and make English courses more interesting, English teachers need

be innovative process. In addition, to overcome the problems and difficulties that students are facing. Mainly in understanding a text. For this reason, teachers must be more effective in choosing attractive strategies for their students. One of the strategies is the think-aloud strategy. The think-aloud is a method to measure cognitive reading processes and then a metacognitive tool to monitor understanding (Mckeown & Gentilucci, 2007). In this case, the think-aloud method is suitable for this research because this method allows students to examine their understanding process. The think-aloud method approach highlight individual variances in response while also providing an in-depth picture of the cognitive processes of the participants (Charters, 2003). As a result, the think-aloud method encourages participants to verbalize all ideas that come to mind when working on a reading comprehension assignment throughout the day.

 Previous research has indicated that using the think-aloud method improves learners' reading comprehension in one of the junior high schools in Banda Aceh by helping them find inferences and significant ideas and comprehend conclusions from texts better (Bahri, Nasir, & Rohiman, 2018). In addition, according to Sönmez & Sulak (2018) discovered that the elementary students’ reading comprehension abilities for EFL in Arabia were enhanced by the think-aloud method. It is important to note that the think-aloud method has been the subject of prior research that have looked at how well typical students can read. The researcher is concerned about it applying the think technique to Indonesian students for these reaction.

 Based on the previous studies above, most of the participants in their research are the students as regular students. There are no barriers and difficulties in terms of learning. So, this research investigate the effectiveness of the think-aloud method in teaching student's reading comprehension. The students were identified as rural students because these students lived far away from urban areas and had low reading proficiency in English.

## Research Questions

Based on the background of the study above. The problem figure out in this study is: “Is the think-aloud method effective in teaching students reading comprehension?”

## Research Objective

Based on the research question. The objectives of this study is investigate the effectiveness of the think-aloud methods in teaching students' reading comprehension.

## Research Significance

1. Teachers

The expected result of this research can be helpful and give all teachers information about the think-aloud method in reading comprehension.

1. Readers

The researcher hopes this study can be helpful. Moreover, provide benefits for anyone who reads this.

1. Other Researchers

The researcher expected this study to be a reference and motivation for future research.

1. Policy Making Significance

The result of this research can help policymakers to improve policies or curricula and make system education better in our country.

## Research Hypothesis

* + 1. Null Hypothesis (H0)

There is no effective of the think-aloud method in teaching students' reading comprehension.

* + 1. Alternative Hypothesis (Ha)

There is an effective of the think-aloud method in teaching students' reading comprehension.

## Definition of Terminologies

To interpret the key terms used in this study, some definitions state as follows:

* + - 1. Reading comprehension

Reading comprehension is an advanced step in which learners can figure out the contents of reading, select the contents of reading applied in their lives, and build a curious and critical attitude (Ortlieb, 2013).

* + - 1. Think-aloud method

Think-aloud implies that readers inform their opinion while reading and avoid expecting to reflect on their behavior (Cohen, Manion, & Morrison, 2007).