

students' met cognitive technique. Other researchers which supported the advantage of think-aloud technique are Monti and Cicchetti (1996), Palincsar& Brown(1984), Klinger, Vaughn, Arguelles, Hughes, &Ahwee (2004).

Reading comprehension depends upon one being able to successfully and appropriately use number of strategies Oster(2001). There are several strategies to focus in conducting think-aloud technique including developing hypothesis by making prediction, visualizing by creating image from the text, linking the information with the prior knowledge by sharing analogies, monitoring comprehension by verbalizing a confusing point and overcoming problems with word recognition or comprehension. Vacca(1999), Davey in Oster (2001), Baumann et al (1993) added the strategies in the instructional model; verifying, retelling, rereading, and reading on to clarify the meaning.

Prompted Think-aloud (Klinger et al. 2004)

Directions:

(Say) I am going to ask you to read a page from a magazine. While you are reading I am going to ask you to tell me what you are thinking. You can tell me what you're thinking in either Spanish or English. (Do) Ask the students to say what he or she is thinking whenever you come across an asterisk in the text below or whenever the students pauses for 2 seconds or more. You may help the students read words, but do not explain what they mean. Also,

after a response, probe for more information by asking, “*anything else?*”

The student read from the actual text, while you use the following:

- *When I give you this to read, what is the first thing you do?*
- *Anything else?*
- *What are you thinking about that?*(Note: here you probe for more information in response to first question; e.g. if a student says, “I look at the picture,” you say “ what are you thinking about when you look at the picture?”)
- *Anything else?*

Other experts, Wilhelm (2001) mentioned the basic ways to conduct think-aloud technique which will be the indicators of analyzing the use of think-aloud technique in this study. They are as follow:

1. Teacher does think-aloud; students listen.
2. Teacher does think-aloud; students help out.
3. Students do think-aloud as large group; teacher and other students monitor and help.
4. Students do think-aloud in small group; teacher and other students monitor and help.
5. Individual student does think-alud in forum; other students help
6. Students do think-aloud individually; compare with others.
7. Teacher or students do think-aloud orally, in writing on notes.

B. Review of Related Findings

There are some research has been conducted which are related to the use of think-aloud technique in teaching reading comprehension. The following are some of them.

The first research was conducted by Didi Sukiyadi and Eneng Uswatun in 2010. The study entitled "Scaffolding students' reading comprehension with think-aloud technique". The study was intended to investigate the effectiveness of using think-aloud instructional scaffolding in teaching reading for the first year students of a Senior High School in Indonesia. The study employed quantitative method, with quasi experimental design called non-equivalent group.

The research results, it was revealed that there is no significant difference on students' reading comprehension in narrative, descriptive and news item showing that think-aloud can be applied in those three types of texts. Moreover, the result of questionnaire shows that the respondents use reading strategies better after the implementation of think-aloud.

The second research was conducted by Nirma Herlina, Fidalia MR and Tanti Winduri in 2013. The study entitled "Improving the students' reading comprehension by using think-aloud technique in one of Junior High school in Riau." The study was aimed to find out whether think-aloud technique can improve students' reading comprehension in a Junior High School in Rokan Hulu regency and to find out the students; opinion of applying the technique. The study used classroom action research as a research design. The result of

the research showed that think-aloud technique can improve the students' reading comprehension. Besides, the students' opinions of using think-aloud are mostly positive. Most of them like the technique and think that the technique helps them in comprehending the texts.

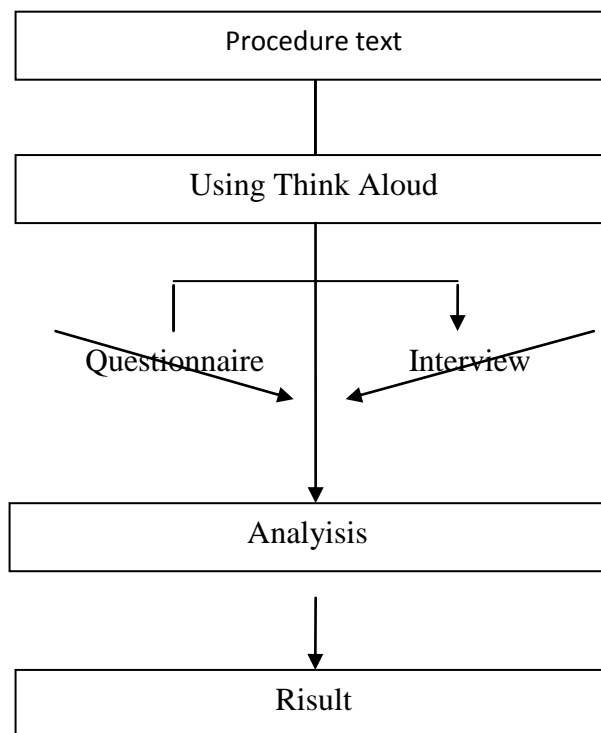
MohammadKhatami, (2014) "investigating the effect of think aloud Strategy on reading comprehension ability Among elf university students" The results revealed that, familiarity with think aloud strategy makes a meaning full difference in obtained mean score of the students. Students who are familiar with think aloud strategy had better performance in comprehending the reading text Difference between score mean by students who are familiar with think aloud strategy and those who are not familiar with this strategy, is positive. Accordingly, the students who are familiar with this strategy were better in obtaining the score. In all, familiarity with think aloud strategy improve reading comprehension ability. Whereas some of reading comprehension tests which were distributed among participants, include, story text, it implies that students who are familiar with think aloud and have applied it before, can comprehend the main ideas of story texts. The result of the result showed the effect of think aloud strategy on reading comprehension.

From the all the research finding explain above the researcher will make something batter at this research, the researcher will the test for the class is understandable by the students who learn about that.

C. Conceptual Framework

In this research, the researcher also includes the conceptual framework of the research in order to easy readers to see the plan of the research will be conducted. The steps of the research can be seen on the following figure

1. Figure



Based on figure above, reading in procedure text has been studied by students at third grade of SMP N 1 Rambah Hilir. In this research, the researcher analyzed students' perception in reading comprehension on think aloud.

In this study, the researcher observation to investigated students perception of reading comprehension based on think aloud. In this research, the students were answer with the questionnaire and interview students perception based on think aloud.

CHAPTER III

RESEARCH METHODOLOGY

This chapter discusses the research methodology that the researcher will use in this study. This chapter consists of several sections; research design, setting of the research, instrumentation, procedure of the research, technique of collecting the data, technique of analyzing the data.

A. Research Design

This researcher is design as a descriptive qualitative research. According to Widoyoko (2012:2) says that qualitative research describes the way things which is based on facts and stated in statement or words from. Qualitative descriptive study is a part of a qualitative research. The purpose of descriptive qualitative research is to find the result of analysis what we want to observe. In this research, the researcher wants to analyze Students' Perception toward Applying Think Aloud Technique in Learning Studying Reading by Teacher at Third Grade Class of SMPN 1 Rambah Hilir

B. Setting of the Research

The research will be conduct at the third grade students of SMPN 1 Rambah Hilir Pasir Pengaraian Kabupaten Rokan Hulu. This research will be start on January.

1. Population

The population of the research is third grade students of SMP 1 Rambah Hilir. The number population students consist of one class; each class consist 25 students. According Arikunto (2010;174) said that population research only done for limit population and subject are not many. Sample are part of population, which is chosen to participate in the study. There researcher didn't observe all of classes but only a class. The class only IX¹ in SMP 1 Rambah Hilir with 25 students as the sample in this study use cluster random sampling. It can be seen from the following table:

Table 3.1 The population

No	Classes	Number of Students
1	Class IX.1	25
2	Class IX.2	27
3	Class IX.3	27
4	Class IX.4	22
Total		101

2. Sample

Sample is part of population which is chosen to participate in this study. There researcher observe not at all of classes but only a class that is IX1 in SMPN 1 RambahHilir with total number was 25 students sampling in this study will used by cluster random sampling. According Gay (2009) state that cluster random sampling randomly select groups, not individual. This sample was obtain by selecting the intake group as whole which is known a cluster sampling class (Singh, 2006;89)

C. Instrumentations

According Suharsimi and Arikunto (2012:136), state that the instrument is a tool or a research facility used by researcher to collect data in order to work more easily processed. This instrument the researcher will use Questionnaire and interview. According to Wahyono (2006), perception is an individual's ability to observe something is express in the form of opinion, conception, and feelings, so that the variables in this study has the perception indicatorsthat are tailored to the above opinion is as follows:

Table 3.2 indicator of perception

Indicators	
Opinion	Students' opinion of think-aloud technique
Conception	The response of students' refers to teacher teaching reading using think-aloud technique
Feeling	Appreciated by the students show their likes or dislikes of think-aloud in teaching is characterized the happy or unhappy answer is also capable or incapable.

1. Questionnaire

The instrument for this research is use questionnaire, which consist of 12 items, considering that there are 45 minutes for the students to answer the questionnaire. The test should be answered in students answer sheet and it will do for 25 students at the same time. Furthermore, the items of the questionnaire will translated into Indonesian language to avoid misunderstanding and misinterpreting. After that, to analyze the result of students perception questionnaire score. This answer the questions from the questionnaire hoply can help the researcher to know the students' perception on think aloud applying in teaching reading comprehension technique in third grade of SMP N 1 Rambah Hilir.

Table 3.2

The liker scale rating

No	Option	Score	
		Positive	Negative
1	Strongly Agree (SA)	4	1
2	Agree (A)	3	2
3	Disagree (D)	2	3
4	Strongly Disagree (SD)	1	4

(Sugiono: 2010)

2. Interview

The researcher use the interview to collect the data related to the factors that influence the students' perception of reading comprehension tehnnique. Besides that, interview was used to know about students' perception of reading comprehension tehnnique. Researcher just interview 6 students' from high achiever, midle achiever and low achiever.

D. Procedure of The Reseach

The Procedures of Collecting Data in this Research as follows:

1. Introduction

The first thing the researcher will do is about introducing the researcher herself in their class, and understand than well. And then

preparing all the thing that the researcher needs to do a questionnaire and to design the steps the will use by the researcher, it is about what, where, when and how the instrumentation will be applied.

2. Collecting the data

At this step the researcher comes to their class and ask them to answer the questionnaire, and after that collect their paper one by one. After that researcher interview students one by one, to get the accurate data.

3. Analyzing the data

After collecting the data of their product about answer the reading questionnaire test, the researcher will analyze the data that are being taken.

4. Conclusions

And the last researcher will make the conclusion about the data that are being collection.

E. Technique of Collecting Data

According to Sugiono (2010:224) data collecting technique are the most strategic step in the study, because the main goal of the research is to obtain the data. To collect the data for this research, researcher will use questionnaire and interview.

The questionnaire, which consist of 6 items, considering that there are 45 minutes for the students to answer the questionnaire. The test should be answered

in students answer sheet and it will do for 25 students at the same time. Furthermore, the items of the questionnaire will translated into Indonesian language to avoid misunderstanding and misinterpreting. After that, to analyze the result of students perception questionnaire score. After that researcher just interview 6 students' from high achiever, middle achiever and low achiever.

F. Technique of Analyzing Data

G. The Technique of Analyzing Data in this Research as follows:

a. Identification of students' answer the questionnaire

To know the students' perception in think aloud technique, researcher will be use following the questionnaire. The students will answer the questionnaire using liker, the liker have positive and negative statement. The researcher sees for score of statement and then the score change be percentage.

b. Identification of students' answer the interview

To know the students' perception in think aloud technique, researcher will be use following the interview. In This research the students fill interview. From this technique the researcher know measure students perceptioward applying think aloud technique in learning reading.