Improving Students' Reading Comprehension of Narrative Text Through
Think Aloud Technique **at the Eleventh Grade Students of MAS Al Washliyah 22**
Tembung Academic Year 2019/2020

A THESIS

Submitted to the Faculty of Tarbiyah and Teacher Training, State Islamic University of North Sumatra Medan as a Particial Fulfilment of the Requirements for the Degree of Sarjana Pendidikan

By:

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DEPARTMENT OF ENGLISH EDUCATION

FACULTY OF TARBIYAH AND TEACHERS TRAINING

STATE ISLAMIC UNIVERSITY OF NORTH SUMATERA

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SURAT PENGESAHAN

Skripsi yang berjudul : "**Improving Students' Reading Comprehension of Narrative Text Through *Think Aloud Technique* at The Eleventh Grade Students of MAS Al=WashliyahTembung Academic Year 2019-2020**" oleh Rahmah Hasanah Lubis, yang telah dimunaqasyahkan dalam sidang munaqasah Sarjana Strata (S1) Fakultas Ilmu Tarbiyah dan Keguruan Universitas Islam Negeri Sumatera Utara Medan pada tanggal:

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Assalamualaikum Wr. Wb.

Setelah membaca, meneliti, mengoreksi dan memberi saran-saran perbaikan seperlunya terhadap skripsi saudari

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Dengan ini kami menilai skripsi tersebut dapat disetuji untuk diajukan dalam sidang munaqasyah skripsi pada Fakultas Ilmu Tarbiyah dan Keguruan UIN Sumatera Utara.

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Menyatakan dengan sepenuhnya bahwa skripsi yang berjudul di atas adalah asli dari buah pikiran saya, kecuali kutipan-kutipan yang disebutkan dari ringkasan-ringkasan yang semuanya telah saya jelaskan sumbernya. Apabila dikemudian hari saya terbukti atau dapat dibuktikan skripsi ini hasil jiplakan,makan gelar ijazah yang diberikan oleh universitas batal saya terima.

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ABSTRACT

Rahmah Hasanah Lubis, NIM. 34154128, Advisor: RahmahFithrianiPh.D, Drs.H.A.Ramadhan. Improving Students' Reading Comprehension of Narrative Text through Think Aloud Technique at The Eleventh Grade Students of MAS Al-WasliyahTembung Academic Year 2019/2020
Skripsi, Medan: Department of English Education, Faculty of Tarbiyah Science and Teachers Training, State Islamic University of North Sumatera, Medan 2019

Key Words: Reading Comprehension, *Think Aloud Technique*, Classroom Action Research.

This research aimed to find out the improvement of students' reading comprehension of narrative text through *Think Aloud Technique*. The subject of research were 28 students in grade XI IIS-B MAS Al-WasliyahTembung. This research was conducted by using Classroom Action Research by Kemmis and Mc Taggart, which consisted of two cycles. There were two kinds of approach in analyzing the data, the first was qualitative approach to analyze the data that were obtained from observation, interview, diary notes and documentation using Miles and Huberman technique namely data condentation, data display, and conclution and verification. The second was the quantitative approach to analyze the data obtained from reading test that was analyzed by using the mean and percentage scores formula. The result of this research showed that the students' reading comprehension of narrative text improved after the implementation of *think aloud technique*, which was indicated by the improvement of students' scores in the reading test. The students' mean score was higher after the implemention of the technique. It can be shown from the result of pre-test, post-test 1 and post-test 2. In the pre-test, the students ' mean score was 55,7with only three students or 10,71% of 28 students who passed the minimum passing grade. In the post-test I, the mean of students' score was 71 with 10 students or 37,5% passing the minimum of passing grade. At the post-test 2, the mean score of students score was 84,6 with 23 students or 82,14% who passed the minimum of passing grade. These results indicated that the think aloud technique can improve students' reading comprehension in narrative text. In addition to the improvement of comprehension, the students also showed more participation during the process of teaching-learning in the class.

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بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

In the name of Allah, the beneficent, and the Merciful. Praise and gratitude be to Allah for giving the strength and guidance for the writer, so that this skripsi can be finished accordingly. Peace and blessing be upon Prophet Muhammad SAW, his family, his relatives, and all his followers. The writing of this *skripsi* entitled "Improving Students' Reading Comprehension of Narrative Text Through Think Aloud Technique at the Eleventh Grade Students of MAS Al-Wasliyah 22 Tembung Academic Year 2019/2020". This thesis is written to fulfill one of the requirements to obtain the degree of *Sarjana Degree* at the Department of English Education, Faculty of Tarbiyah and Teachers Training, State Islamic University of North Sumatera.

In arranging this thesis, a lot of people have provided motivation, advice, and support for the writer. In this valuable chance, the writer intended to express her gratitude and appreciation to all of them. Therefore, the writer would like to thanks to:

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The writer realizes this thesis still has some weaknesses and mistakes. Therefore, the writer would like to accept any constructive suggestions.

Medan,07 Januari 2020

<u>Rahmah Hasanah Lubis</u>

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CHAPTER I

INTRODUCTION

A. Background of The Study

As a global language, English became the world's most widely spoken language used by people of different mother tongues and countries of origin in immediate interactions.[1]Reading is one of four skills taught in teaching English besides listening, speaking and writing. Reading has a lot of benefits for language learners such as reading for certain information, in this case they are reading to learn certain material, or they are reading just for fun. Harmer 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.[2]

The purpose of teaching reading in Indonesia is mainly emphasizing to develop students' reading skills as a way to help the students to gain an access information or reading references.[3] It is well known that most references, such as books, articles and journals about science and technology are written in English. Reading becomes something crucial and indispensable for the students because through reading they can get information from text that can increase their knowledge. So, it is reasonable to say that everyone should be able to read.

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[1]Fithriani, R. (2018). Discrimination behind Nest and Nnest Dichotomy in ELT Pofesionalism in The 1st Annual International Conference on Language and Literature, KnE Social Sciences & Humanities p. 741–755.

[2]Harmer, J. (2002).*The Practice of English Language Teaching*. Harlow: Longman, p. 183

[3]Lauder, A. (2008). The status and Function of English in Indonesia: A Review of Key Factors *Makara Sosial Humaniora,* p.16

One among skills tested in any English language proficiency test is reading comprehension skill.[4] In order to understand the meaning of the text, students should have reading comprehension. But reading English becomes complicated for EFL students because English is not their mother tongue, so most of them still find difficulties in reading comprehension. It is proven that English achievement in Indonesian schools is still low . In fact, based on Programme for International Students Assessment (PISA) 2015, shows that Indonesian students over 15-year-old ranked the lowest in basic reading skill compared to their peers in other countries. Indonesia is in 51st position among 57 countries on five continents. [5]

Then, based on Education First (EF) 2018,[6] English proficiency index of Indonesia in the low position along with 20 other countries. The Indonesian student average value is 51.58, which is in the ranked 51st among 88 countries. Compared with the neighboring countries, Indonesia fell far below Singapore which is on number 3 with 68.63 average value in very high position, also left behind from Philippines ranked 14 with 61.84 average value and Malaysia ranked 22 with 59.32 average value in the high position.

One of the reading materials that taught in the senior high school is narrative text. Narrative text is the most interesting text to learn compare with others, since the text's purpose is to amuse the reader. Especially share and entertain the factual

[4]Idris S.,Fithriani, R.,Saidurrahman, Salmiah,, M.,& Hamidah, S.(2019). *Suggesting Critical-Thinking and Problem-Solving Method into Teaching English Reading to EFL Students in Indonesia* in *The Second Annual International Conference onLanguage and Literature*, (KnE Social Sciences. p. 294–304.

[5]OECD . (2015). *Programme for International Student Assessment (PISA)*. Retrieved from http://www.oecd.org/pisa/PISA-2015-Indonesia.pdf. Accessed on September 15,2019

[6]Indeks Kecakapan Bahasa Inggris EF. 2018. From https://www.ef.co.id/epi/regions/asia. Accessed on September 15,2019

experiences with dissimilar method.Narrative deals with problematic events which lead to a crisis or turning point of some kind, which in turn finds a resolution. Narrative text contains story by presenting the sequence of events and actors which have each characters.

However, besides narrative text is an interesting text, narrative text is also the complicated text. There are several things considered in comprehending narrative text, such as the elements of text, the text comprehension, the words analysis, etc. compared with the others type of text, the language feature and generic structure of narrative text are more complex. Additionally, students' previous knowledge such as grammar, vocabulary, and background knowledge influence their reading achievement as well.

The description above in line with the students' condition in eleventh grade students of MAS Al Washliyah 22 Medan Tembung that researcher got in MAS Al Washliyah 22 Medan Tembung. Among 5 types of text in senior high school, narrative text is the most complicated text faced by students. The students faced several problems when comprehending the narrative text. One of the problem is the lack of students' vocabulary mastering which make students difficult to understand the meaning of the text, moreover simple past tense are used in narrative text and must be find moral value of narrative text that makes narrative text more difficult for students. Another problem is the use of learning strategies that the teacher used, some teachers are still using monotonous way to teach the material by lecturing students, ask question for students etc. It causes students are not interested to learn about the materials. It proved when they read the text they do not understand the content of it.

In solving the students' difficulties in reading comprehension, using interest technique and strategy will help the students' active in teaching and learning process. Selecting appropriate teaching technique that's able to make students can be comprehending the text well, 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 important to do.

In this research, the researcher chooses Think-aloud as a technique to improve students' reading comprehension.Think-aloud basically applied in two ways: as an informal assessment of students' reading strategies or comprehension and as a teaching strategy that aimed at assisting readers of all ages in developing the essential comprehension self-monitoring skills necessary for effective learning. Didi Sukyadi and Eneng Uswatun Hasanah state some reasons why think-aloud strategy is good and appropriate to be applied in the class to improve students" reading comprehension.[7] First, by using Think-aloud students are able to learn to control or monitor their own comprehension. Next, by using think aloud students can learn to use reading strategies. Third, it increases the level of students" interest and participation. The last, Think-Aloud is considered as a valuable tool to assess students" comprehension in the classroom and enable teacher to give them feedbacks.

According to Oster Think-Aloud technique is a technique that enables students to verbalize their thoughts as they read and thus students are able to make

[7]Didi, S & Eneng, U. H. *Scaffolding Students" Reading Comprehension with Think-Aloud Strateg.* from http://file.upi.edu/DIDI_SUKYADI/Scaffolding_reading.pdf. Accesed on September15, 2019.

their own strategy so that in the further reading activity, they can choose by themselves the best technique in reading.[8] Think-Aloud also provide the data that can be interrogated and investigated by teachers in the class.[9] 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. Therefore, this technique is expected to improve students' reading comprehension in the narrative text material.

Based on the reasons,the researcher wants to conduct an action research in teaching reading comprehension entitled *"Improving Students' Reading Comprehension by Using Think Aloud Technique at the Eleventh Grade Students of MAS Al Washliyah 22 Tembung in Academic Year 2019/2020"*

B. The Identification of Study

Based on the background of study above, it can be identify the problems as follow :

1. The students have less vocabularies

2. The strategy of teacher in implementation of reading comprehension is ineffective.

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[8]Leslie, O. (2001). Using Think-aloud for reading instruction. *The Reading Teacher,* Vol.55, No.1,1 st September. p.64

[9] Maarten,W & Someren, et.al, (1994.) The *Think Aloud Method : A Practical Guide To Modelling Cognitive Processes.* London, Academic Press p.31

C. The Limitation of the Study

This study is focused and limited on the improving students' reading comprehension of narrative texts of the eleventh grade students at MAS Al Washliyah 22 Tembung.

D. The Formulation of Study

This study can be formulated as follow :

1. How is the implementation of think aloud technique in reading narrative text?

2. How is the students' improvement in reading narrative text by using think aloud technique?

E. The Objective of the Study

Based on the formulation above, the objective of study can be stated as follow :

1. To describe the implementation of think aloud technique in reading narrative text.

2. To describe the students' improvement in reading narrative text by using think aloud technique.

F. Significance of The Study

The result of this reaserch is significant for :

1. Theoritically : This study expected to know the good method in reading skills for the students through think aloud technique.

2. Practically :

   1. The students as an input to the students to improve their askill in comprehending the text.

   2. The teacher as an input to improve the teacher's skill in teaching reading.

3. The headmaster as an input to improve the quality of teaching English in the school.

4. Other researcher as inputs for them who want to conduct a similar research especially on the same topic and as resourceful information about applying think aloud technique.

CHAPTER II

REVIEW OF LITERATURE

A. Theoritical Framework

A.1 Reading Comprehension as Language Skill

For general, reading comprehension is, in its most obvious sense, the ability to understand information in a text and interpret it appropriately.[10] According to Pamela J. Farris, reading comprehension is 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.[11] Reading comprehension refers to reading with understanding. Understanding written text means extracting information from it as efficiently as possible.

In Islam, reading also considered as one of important skills, our beloved prophet Muhammad SAW got the revelation from Allah SWT through Jibril that reflect an instruction to read (Iqra') as what is stated in Surah Al Alaq verse 1 as follows :

$$ اَقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ $$

Proclaim! (or Read!) in the name of the God, Who created (Al Alaq : 1)

Based on this verse, Allah SWT asks Prophet Muhammad SAW to read. Then, there are various objectsto be read, they are the verses of Allah SWT that

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[10]Grabe, W., & Fredericka L. S., (2002), *Teaching and ResearchingReading,* Harlow: Pearson Education Limited,p.17

[11]Pamela J. F.,Carol J. F., & Maria P. W. (2004) *Teaching Reading: A Balanced Approach for Today's Classroom.* New York: McGrawHill, p.234.

written in the Qur'an and the verses of Allah that does not written in the Qur'an. Such reading books for getting information about the knowledge. The imprortant of reading has been written in the holy Qur'an.

From some definitions above can be simply that reading comprehension relates to understanding and thinking process to get the message from the reading materials. In other words, the reader is understanding all or most of the thoughts the author intended to communicate. Thus, reading comprehension involves other skills such recalling word meaning, finding answer to questions answered explicitly or in paraphrase, drawing inference from the context, and grabbing idea in the content.

A.2 Reading Comprehension in the Indonesian EFL Context

The EFL reading practice in Indonesia suggests that reading instruction has been mainly focused on intensive reading, that is, close and careful reading [12]. This intensive reading is normally conducted in the classroom, usesa relatively short text accompanied by tasks, and is conducted with the helpand/or intervention of a teacher. Such a reading practice will be unable to promote learners language development[13]. If students are expected to get maximum benefit from their reading, theyneed to be involved in both intensive and extensive reading.

Extensive reading suggests reading at length, often for pleasure and in a leisurely way. It is conducted outside the classroom such as at the self-access centre and library (that is, places where learners can get the reading materials),

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[12]Williamns, E., Johnson, K. & Johnson, H. (1998). *Teaching reading Eds. Encyclopedic dictionary of applied linguistics* . Oxford: Blackwell, p.330

[13]Harmer, J. (2001). *The Practice of English Language Teaching 3rd ed.* Essex: Pearson Education, p. 204

and at home. Learners have the freedom to start and stop reading at times they feel comfortable. In extensive reading teachers play an important role in encouraging students to choose what they want to read.[14]

To summarize, the practice of EFL reading in various levels of Indonesian schools has been predominantly oriented to intensive reading. Intensive reading has been emphasized to achieve the ultimate reading purpose, that is reading for the development of knowledge and science or for mastery of the discipline within students fields of study. On the other hand, regardless of the benefit that students can gain from extensive reading, this type of reading has not been given much attention, with the exception for students from English departments.

Lack of reading materials and inavailability of ideal learning facilities such as self access centre seem to be some of the obstacles in implementing extensive reading.It is important to point out that although practices on EFL reading in alllevels of the Indonesian education reflect clarity in terms of the purposes of instruction, it is not clear whether such practices have been based on insights fromthe theoretical development of ESL/EFL pedagogy and results of research onthe process of reading. In the following section, various aspects of EFL readingin the Indonesian context will be discussed from the research perspective.

A.3 Teaching Reading Comprehension for Senior High School Students

Students of senior high school are normally in ages 15- 18 years old. They can be categorized as teenagers. Teenagers are an age of transition, confusion, the growth

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[14]Harmer, Loc.cit

of self-consciousness, and the change of bodies and mind. Young learners may not be highly motivated in learning a foreign language because they are forced by their parents and teachers and they also lack practice of foreign language in their daily lives.

The objective of teaching reading comprehension according to curriculum 2013 is to understand the meaning of the text in a simple interpersonal and transactional written discourse.The aim of teaching reading in Indonesia is mainly to emphasize the achievement of fluency in reading skills. But practically, teaching reading comprehensionin Indonesia is not easy for teachers because the teachers not only have to get the students to read the text but also they have to think how the students can comprehend all the aspects of English in it well while English language and the Indonesian language are very different in terms of spelling, sounds, pronunciation, vocabulary and culture.[15]So, teachers must have good techniques to implement the strategy so that his students will learn to read and comprehend as well as possible.

Accroding to Brown,there are some strategies of teaching reading comprehension:[16]

(1) The teacher needs to identify the purpose of the reading. It is important that she have a clear purpose to help her to narrow the choice of book from a reading list, then once she has chosen a book, to select the best chapters and sections. Having

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[15]Chaudron,, C. (2004). Models and Methods for Discovering learners' Processing of input studies in second language acquisition.
[16]Douglas, H., & Brown. (2004). *Language Assessment Principles and Classroom Practices*. NY: Longman,, p.229

a clear purpose also helps students to locate the most useful part of the text for their needs and to ignore those parts which will not help them. Efficient reading consists of identifying the purposes in reading something so that we know what we are looking for and can weed out potentially distracting information.

(2) Ensure there are graphics and pictures to help beginners in decoding and comprehension (for beginning level learners). Alternatively use efficient silent reading techniques for relatively rapid comprehension (for intermediate to advanced levels).

In reading there are some skills to be mastered by students Based on Educational National Curriculum of 2004, there are many texts that the senior high school students need to master. Those are descriptive, narrative, spoof/recount, procedure, report, and anecdote. In other word, students have to comprehend well those kinds of text. On this research the writer will be focus on narrative text.

A.4 Narrative Text as a Genre in Teaching Reading Comprehension

Indonesia high school students are required to master several types of texts such as descriptive, recount, report, procedure and narrative text. But narrative text is the most interesting text to learn compared to others, because the purpose of the text is to entertain the reader. Especially sharing and entertaining factual experiences with different methods. The researcher describe some theories related to narrative text bellow :

A.4.1 Definition of Narrative Text

The narrative is a text that tells a story and, in doing so, entertains the audience.[17] The narrative text is type of written text that tells a story of one character or more who face certain situation. Its purpose is to present a view of the world that entertains or informs the reader or listener.

The essential purpose of narrative itself is to tell a story, but the detailed purpose may vary according to genre. For example, the purpose of a myth is often to explain a natural phenomenon and legend is often intended to pass on cultural traditions or beliefs,[18]which tends to be concentrated, less relaxed, and often dedicated to the achievement of a study goal.

The narrative text has four basic elements as follows:[19] (1) Character, character is the single most important element in th enarrative text. It describes physical of the character such as age, weight, height, even personality traits including the strength and weaknesses. (2) Settings, settings are what author writes to describe whereand when the story takes place.Including location (where) and period (when) of the story whetherthe story tells a readers among realistic, historical fictionor fantasy. (3) Plot, this element includes a series of episodes or eventswritten by the author to hold the reader‟s attention and tobuild excitement as the story progresses. (4) Conclusion, the writer ends up the story by summarizing andtelling the solution of the problem in the story.

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[17]Mark, A., & Kathy, A. (1998). *Text Types in English 3.* South Yarra: Mcmillan, 1998), p.3.
[18]*Ibid,p.3*
[19]Chatman, S., & Attebery, B. (1993). *Reading Narrative Fiction*. New York: McMillan, p.23

From the definition above, it can be concluded that narrative story is a story tells us about something interesting that has purpose to amuse, entertain or the readers.

A.4.2 General Structure of Narrative Text

Derewianka says that there are some steps for constructing a narrative are :[20]

1) Orientation

This is beginning of the story in which the researcher tells the audience about who the characters in the story are, where the story is taking place and when the action happens.

2) Complication

The story is pushed along by a series of event, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters. Narrative mirror the complication we face in life and tend to reassure us that they are resolvable.

3) Resolution

In a satisfying narrative, a resolution of complication is brought about. The complication may be resolved for better or for worse, but it is rarely left completely unresolved (although this of course possible in certain types of narrative, which leave us wondering how the end is).

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[20]Baverly, D. (1990). *Exploring How Text Work*. Australia: Primary English Teaching Association.

In this research,the researcher chooses Think-aloud to improve the students reading comprehension.Think-aloud basically applied in two ways: as an informal assessment of students¨ reading strategies or comprehension and as a teaching strategy that aimed at assisting readers of all ages in developing the essential comprehension self-monitoring skills necessary for effective learning.

A.5 Think Aloud Technique in Teaching Reading Comprehension

One of techniques that used by many English teachers and tested by researchers to test a reading comprehension is Think-Aloud. Think-Aloud is defined as a technique in which students verbalize their thoughts as they read.[21] In Think-Aloud students are encouraged to recognize the differences between reading the words and comprehending the text by uttering about what they thought. The researcher describe some theories related to think aloud technique bellow :

A.5.1 Definition of Think Aloud Technique

Think aloud technique have been described as "eavesdropping on someone's thinking." By using this technique, teachers verbalize aloud while reading a selection orally. Their verbalizations include describing things they're doing as they read to monitor their comprehension. The purpose of the think-aloud strategy is to model for students how skilled readers construct meaning from a text.[22]

Think-Aloud is defined as a technique in which students verbalize their thoughts as they read. In Think-Aloud students are encouraged to recognize the differences between reading the words and comprehending the text by uttering about

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[21]Leslie Oster, *Loc.Cit.*

[22]Farr, R., & Jenny C. (2004). *Using think-aloud to improve reading comprehension.* http://www.readingrockets.org/article/102. Accesed on August 7,2019

what they thought. This metacognition awareness is aimportant component of learning, because it enables learners to assess their level of comprehension and adjust strategies for a greater success.[23]

For teacher, think aloud will give students" information about individual students" need and provide appropriate instruction for students in learning reading.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.

Based on some definitions above,it can be concluded that think aloud is a technique used in teaching reading at which the concern of this technique is to make student verbalize or say what is in their mind while they are reading the text. Think aloud will lead students to extend their understanding on the text.

A.5.2 The Procedure of Using Think Aloud

Melissa A. Bowels stated the procedures of using think aloud are:[24]

1. Provide students with clear instructions from think aloud in a very simple language.

2. Give students first or two sentences of Think Aloud instructions reiterates why students being asked to Think Aloud.For example, in this chance, I am interested in what you think about when you complete these task. In order to find out, I am going out to ask you to think aloud as you work through the mazes.Develop the

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[23] Leslie Oster, *Loc.cit*
[24]Melissa A. B. *The Think Aloud Controversy in Second Language Research*. NewYork: Routledge, p.113

set of questions to support thinking aloud like *What do I know about this topic?,Do I understand what I just read?,What more can I do to understand this?,etc.*

3. 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.

4. If at all possible, it is advisable to pilot-test the verbalization instructions (as well as all other task materials) on a small number of students. Pilot-testing helps to ensure that the verbalization instructions are written clearly, in a way that participants understand and can follow.

From that procedure of using Think Aloud, it can be conclude that in using think aloud, firstly we are explain the characteristic of think aloud to the students. In explaining, we can specifically explain what the students are to do in doing think aloud or we can demonstrate it before we ask them to do it.

A.5.3 The Strengths and Weaknesses of Think Aloud Technique

According to Jahadar, one of benefits of Think Aloud is that it enables students to assess their own comprehension in reading.[25] By conducting Think Aloud, students are able to know how deep their understanding toward a text, and

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[25]Shahrokh, J., Morteza, K., Gohar, S., & Reza, M. D. A. (2012). *The Think-Aloud Method in EFL Reading Comprehension.*International Journal of Scientific andEngineering,Vol.3, No.9,p.1

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, stated 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.[26] Moreover, Charters also mentions that the Think Aloud technique 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 the Strengths of Think Aloud Technique are :

(1) Think-Aloud enables students to express their thinking process they have in their mind while they are reading a text.

(2) 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.

(3) Students are able to know how deep their understanding toward a text, and hence they can make their own reading strategy for greater success.

(4) Students gain insights into the complexities of reading, and hence expand their understanding of what it means to be a "good reader."

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[26]Elizabeth, C. (2003).*The use of Think Aloud in Qualitative Research; An Introduction to Think Aloud Methods*. Brock Education, Vol.12, No.2, 2003, p.69

While the weaknesses of Think Aloud Technique are :

(1) Think Aloud is focused on the participants that are non-native English.

(2) English participants in reading using Think-Aloud technique is still rare.

B. Conceptual Framework

Reading consists of two processes, introduction and understanding of the word. Word recognition is the process of understanding how symbols are written in accordance with the language spoken by someone. While understanding is the process of understanding words, sentences, and connecting the text under discussion. Readers usually use background knowledge on their writing, vocabulary, grammar knowledge, experience with texts and other strategies to help them understand the texts they make.[27]Reading is very important for us, because by reading we can enlarge and improve our knowledge. The problem that is always faced by students when learning to read is when someone reads the text but he does not understand what he is reading, it means they do not read. On the contrary, reading is understanding and comprehension. And that always happens in class that discusses reading.

In this research, the researcher chooses Think-aloud as a technique to improve students' reading comprehension.Think-aloud basically applied in two ways: as an informal assessment of students' reading strategies or comprehension and as a teaching strategy that aimed at assisting readers of all ages in developing the essential comprehension self-monitoring skills necessary for effective learning.

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[27]Elizabeth S. Pang, et al., *Teaching Reading*, (Switzerland: International Academy of Education, 2003), p. 6.

Based on the theoretical framework, the researcher believes that use of think aloud technique can improve the students' ability to comprehen the text because this technique is very helpful for the students. The purpose of this strategyis to improve the students' reading comprehension of narrative text by using think aloud technique.

C. Related Studies

Study relating to the using Think Aloud in teaching Reading has been done by researcher in many countries including in Indonesia.But in this study,the researcher takes two journalsas a related study. :

1. DidiSukyadi and EnengUswatunHasanah,2014.[28]*"Scaffolding Students" Reading Comprehension withThink-Aloud Strategy.*The purpose of their research is to find out whether the think-aloud protocol given in reading will give a significance difference. They compare Think-aloud method with conventional method used by teacher in the school.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.

2. Imam Khasbani,2015.[29]"*Applying Think-Aloud Technique In Improving Students'Reading Comprehension Of Narrative Text*" A thesis English Education Faculty Of Tarbiyah And Teacher's Training State Islamic University Syarif Hidayatullah Jakarta.The author did a QuasiExperimental Study Of Tenth Grade Students in SMK Bhakti 17 Jagakarsa. The sample of this research is seventy

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[28]Didi, S. & Eneng, U. H*, Loc.Cit*

[29] Imam, K. (2015). *Applying Think-Aloud Technique In Improving Students'Reading Comprehension Of Narrative Text.* Jakarta: UIN Syarif Hidayatullah.

students which divided into two classes, namely experimental group and controlled group that consists 35 students for each.

The technique of data collection that is used in this research is pre-test and posttest for both classes; experimental classes and controlled classes and also questionnaire for the experimental class.From his research,it is proven that the *Think-Aloud* method has improved the ability of students" reading.

From the related studies above, it can be seen that Think-aloud definitely gives students the opportunity to understand the text better. Think aloud allows students to connect the text they are reading with their background knowledge. Also, this helps students to use good reader strategies. By doing Think-aloud, students not only read the text, but also they try to get the message from the text.

CHAPTER III

RESEARCH METHOD

A. The Research Design

This study applied classroom action research. This research intended to reveal an effort to the improvement of students' reading comprehension in narrative text by using Think-aloud technique in teaching reading at the eleventh grade students of MAS Al Washliyah 22 Tembung in Academic Year2019/2020. The research used a classroom action research. Goals to be achieved in this procedure classroom action research (CAR) were to improve and repair learning practice that should be done by teacher. The teachers wish to improve aspect of their teaching or they want to evaluate their success or appropriate of certain in activities and procedures. In this research, the researcher used a Classroom Action Research (CAR) designed by Kemmis and Mc Taggart model that consist of four steps; planning, acting, observing and reflection.[30]

B. The Subject of Research

In this research, the researcher took the eleventh grade students of MAS Al Washliyah 22 Tembung in Academic Year2019/2020. There were four classes of eleventh grade students in MAS Al Washliyah 22 Tembung : XI MIA A, XI MIA B,XI IIS A and XI IIS B. The class took randomly and the researcher was choosing grade XII IIS-B.

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[30]Tatang, M. A. (2009). *Classroom Action Research (penelitiantindakankelas) : Langkahawal. Retrieved from:* tatangmanguny.wordpress.com. (2009), Acessed on, 04th Sept 2019

C. The Setting of Research

The location of the reseach was at MAS Al Washliyah 22 in Jl.Besar Tembung No.78, Hutan, Kec. Percut Sei Tuan,Deli Serdang,North Sumatera. The reason for choosing this school because in the previous observation,the researcher found that there were so many students in this school have the problem in speaking ability. The researcher also wanted to know more about the students' improvement in reading narrative text. Furthermore, the location of school was effective for the researcher in doing the observation there.

D. The Procedure of the Research

The observation procedure used for this research will be carried out using two cycles, namely cycle 1 and cycle 2. Each cycle consists of four steps namely planning, acting, observing, and reflecting.[31]

1. Cycle 1

a. Planning

In this phase, the researcher identified a problem or issue and developed a plan of action to solve the problem that faced and bring about improvements in teaching learning process.The plan aimed at trialing a particular course of action and collecting data on the outcomes of thisaction.[32]In this phase, the researcherprepared a lesson plan, teaching material and instrument before doing the research.

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[31]Suhardwjono, "Penelitian Tindakan Kelas dan Penelitian Tindakan Sekolah", (2009) , p.74

[32]Anne, B. (1999). *Collaborative Action Research for English Language Teachers.* Cambridge University Press, p.37

1) The first step is that the researcher gave students initial tests to identify their problems in reading comprehension

2) Give short texts to students

3) Preparing the media for the teaching process

4) Plan and design teaching scenarios of reading comprehension through the Relationship Questions Answers in the discussion topic.

b. Action

The plan was a carefully considered one which involves some deliberate interventions into the teaching situation that the researcher put into action over an agreed period of time. The interventions were critically informed as the researcher's question and assumptions about the current situation and plan new and alternative ways of doing things. The acting phase should be implemented at least two cycles continuously and the the time period of teaching depends on the material needs.

c. Observation

This phase involved the researcher in observing systematically the effects of the action and documenting the context, actions and opinions of those involved. It was a data collection phase where the researcher used open-eyed and open-minded tools to collect information about what was happening.

d. Reflection

Based on the result of observation, the researcher made an evaluation to the students during teaching learning process. The researcher and the teacher discussed the result of the research in each cycle. After finding the result, the researcher decided or designed the next cycle.

2. Cycle 2

a. Planning

   1) Prepare the subject matter to be discussed.

   2) Revise the discussion of lessons in reading

   3) Give a reading test to students.

   4) Prepare the media for reading activities.

   5) Plan and design the application of teaching models in reading activities.

b. Action

At this stage, the teacher gives more explanation and applies techniques or scenarios of the teaching process that have been revised from the first cycle that has been done. The teacher also gives a second test to students to find out their improvement in reading learning.

c. Observation

Researchers observed the process of learning and teaching in the classroom. Whether the teaching scenario can create a good atmosphere or not. and whether students can follow the learning

d. Reflection

In this phase, the teacher and collaborator re-evaluate the development of students in the process of learning to read. And all process data will be collected in a daily or field note.

E. Technique of Data Collection

In this research, the datacollected in quantitative and qualitative. Quantitative data issued broadly to describe what can be counted or measured. The researcher collected the quantitative data in the form of students' score during speaking tests which consist of pre-test and post-test.

1. Observation

The researcher conducted the observation directly toward English teaching and learning process in the eleventh grade studentsof MAS Al Washliyah 22 Tembungin Academic Year 2019/2020 before and during the action. The researcher observed the students' activities and problems that faced by them in learning reading narrative text. The researcher observes the conditions in the class when the teaching-learning process takes place and the condition of the students. And the last, the researcher observes the current condition of the teaching-learning process, especially in teaching English.

2. Test

Test was a tool or procedure that used to know and measure something in a situation by the way and rule that have been determined before.[33]The researcher did two kinds of text which are pre-test and post-test. In pre-test the researcher gave the students a narrative text about Cinderella from their textbook. Meanwhile, in post-test the students are given a text about A fox and goat then about The elephant and the rat. For the further criteria of students' improvement reading narrative text can be shown as follow :

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[33] Suharsimi, A. (2007) *Dasar-DasarEvaluasiPendidikan.* Jakarta: BumiAksara,, p.53

Table 1. The Criteria of Students' Reading Improvement.

The Percentage of Score	Criteria
0%-20%	Poor
21%-40%	Fair
41%-60%	Average
61%-80%	Good
81%-100%	Excellent

3. Documentation

The researcher took the documentation to know the students situation in teaching and learning process. The documentation was taking while the teacher teach the students in front of the classroom. It was taking when the students get the test, and during the teaching learning process in the classroom. From the photo, it found that the students were active and enthusiastic during the teaching learning process. The documentation also took from the students' worksheet as the proof of students' improvement in reading narrative text.

4. Diary Notes

Diary notes was note for the reseacher when the reseacher was teaching in the class. The researcher analyzed about the feeling or opinion about whole of the activity in the class.It is a private note about observing, feeling, responding, reflecting, hypothesis, mind, imagination and explaining.[34]Those were activitywritten

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[34]Kunandar, *LangkahMudahPenelitianTindakanKelas*, (Jakarta: Raja Grafindo Persada,2000), p.195

in diary note. The diary was obtained from the diary note and the students' activity in reading narrative text in the class.

F. Technique of Data Analysis

In the process of data analysis, the researcher used two kinds of data research namely qualitative analysis and quantitative analysis. The qualitative analysis usedto describe all the activities that occur in the process of teaching learning in the class.

a. Qualitative Data

In qualitative data analysis, the researcher adopted the theory of Miles and Huberman. According to Miles and Huberman, there were three steps of qualitative analysis, those were data condensation, data display, and conclusion drawing and verification.[35] Those steps of qualitative analysis explained as the following :

1. Data reduction

   There are several steps that researchers will take in the process of reducing data:

   a. Summarize data directly related to events, situations and conditions at the study site. In this step, the researcher will choose the relevant data in accordance with the research.

   b. Coding, researchers will make detailed information from data that has been summarized previously. Researchers will make a code or symbol to give direction to the data collection.

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[35]Milles, M. & Huberman M.. (1994). *Qualitative Data Analysis (second edition).* London : Sage.

c. Researchers will record data objectively. He will also make classification and edit data based on factual situations.

d. Researchers will reflect on the data and provide thought ideas related to data information. In this process, researchers will discover the importance of development theory.Data Display

2. Data Display

a. Collecting the result of data reduction.

b. Arrange the relevant data of research.

c. Make a diagram or matrix. The contain of diagram or matrix will present in codes or symbols (words or phrasal verbs)

d. Conclusion and Verification

3. Conclution and Verification

The last process of qualitative analysis is conclusion or verification. The researcher will make the conclusion from the result of data display. The process of conclusion/verification aims to make clear the explanation that has already presented in data display.

After the process of data qualitative analysis was complete, the researcher make sure that the data by using peer de brief. In the process of peer de brief, the researcher discussed to the teacher in order to reflect on what went right (or wrong) from the data analysis.

b. Quantitative Data

The quantitative data analysis used to know the students' score in reading test in cycle 1 and cycle 2 in the class. In the process of quantitative analysis the

researcher used the formula of mean score and the percentage of students' score. It aimed to know how was the students' improvement in reading test that has given by the teacher. To count the students' mean score, the researcher used the formula :

$$X = \frac{\sum x}{N}$$

X = Class mean score

$\sum x$ = The total score

N = The total number of students[36]

Meanwhile, for the students' percentage in reading test will calculate as follow :

$$P = \frac{R}{N} \times 100\%$$

P = Percentage of student

R = The number of students who get the point

N = The total number of student taking the test

From those two kinds of data analysis, it will help the researcher know the students' improvement reading narrative text. The data that has found by the researcher will organized well through the steps of data analysis.

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[36]Jaya, I., & Ardat. (2013). *Penerapan Statistik untuk Pendidikan*. Bandung : Citapustaka Media Perintis.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

The findings of this research are concerned to improve students' reading comprehension of narrative text through think aloud technique. The research was implemented for the students in grade XI-IIS B of MAS Al-Washliyah 22 Tembung.. The researcher used two kinds of data analysis, those are qualitative analysis and quantitative analysis. For the qualitative analysis, the researcher got the data from interview, diary notes, observation and documentation (pictures, videos, or students' worksheet). Meanwhile, the quantitative analysis obtained from the students' reading test at the class. All of qualitative data would describe the improvement of 28 students in reading comprehension of narrative text. In quantitative data, the researcher did the reading test which counted by students' mean score and the percentage of their score. There are three steps of students' reading test such as pre-test (the researcher would give the test before implementation), post-test I, and post-test II.

A.1 Preliminary Data

In preliminary data, the researcher did two instrument namely a pre-test and interview. The researcher gave the students a reading test in order to obtain the students' score in reading and to know their reading skill in the class. The researcher entered the class in the first meeting and did the pre-test for 28 students in the class.

The Grade Passing Average (GPA) at the school was 75. The total scores of students in pre-test were 1560 and the students' mean was 55.7. From the mean score in the pre-test that the researcher has done, only 3 students have passed the reading test and the percentage was 10.71%.

Moreover, the data will be strength in qualitative data, which obtained from interview. The students' reading comprehension was still need the improvement when they were studying narrative text. There were some difficulties that the students' reading comprehension in narrative text such as :They have less vocabulary. Therefore, the students cannot understand the meaning of story in narrative text. Furthermore, the students could determine or identified the using of narrative text like determined the generic structure, the kinds of narrative text and the language feature of it. Those problems can be shown in the teachers' interview as the prove of data :

The researcher : "What are the students' difficulties in reading comprehension of narrative text?"

The teacher : "The students' difficulties in reading English text, they cannot understand the text because they have less vocabularies. And then, they have some confusion to determine the generic structure of the text or languages feature that contain the text: **(see the appendices IV)**

From the students' problem above, the researcher and collaborator would implement think aloud technique in the process of reading comprehension of narrative text. The preliminary data of the research continued in the process of cycle 1.

A.2 The Reports of Cycle 1

The data analysis of cycle 1 will obtained from two kinds of data, those are qualitative and quantitative data. For the qualitative data, the researcher will obtained the data from interview, observation, diary notes and documentation. Meanwhile, for the quantitative data the researcher will obtained from the students 'reading test in the class. The process of cycle I will implemented into four steps as follow : planning, action, observation and reflection. The result of cycle I will explained below :

A.2.1 Qualitative Data

a) The Researcher Implemented the Information Gap Method in Cycle 1

Before the researcher did the implementation of think aloud technique in reading comprehension of the class, the researcher made a lesson plan in order to the implementation organized well and have preparation while the process of teaching learning in the class. The process of implementation in cycle 1 are consist two meetings. It occurred on October 18th 2019 and October 23rd 2019. In this cycle, the researcher acted as the teacher and the teacher acted as a collaborator. The implementation of think aloud technique in reading comprehension of narrative text will be described in some steps, those are : 1. Explaining the topic of narrative text.

b) Reading the narrative text. 3. Implementing Think Aloud Technique.

And then, the researcher started the lesson in some activity. The opening activity was greeting to the students in the class by saying "Assalamualaikum". After that, she gave the instruction to pray before start the learning. The researcher also gave the motivation to the students in order to they had a good spirit to participate in the class. The next step was the researcher checked the attendance of students and

asked them to be ready following the learning process or not. For the further implementation of think aloud technique in reading comprehension can be explained as follow :

1. Explaining the topic of narrative text.

   The teacher gave the topic to the students in the process of teaching learning in the class. The topic has planned before by the researcher in lesson plan. The researcher gave the topic about narrative text. The narrative text considered made the students more effective to reading the text, because the narrative has the long story that the students obtained the message. In the cycle I, the researcher would present the story about "Cinderella". Before the researcher implemented the think aloud technique, the researcher explained first the material about narrative text such as the function of narrative text, kinds of narrative text, generic structure and language feature of narrative text. It aimed to make the students remind the topic of narrative text.

2. Reading the narrative text

   After the researcher gave the topic and explained the topic to the students, the teacher asked them to read a narrative text in the class. In the first meeting, the teacher gave the students a story of "Cinderella". To made them understand the story of "Cinderella" the researcher asked the students read the text one by one for one paragraph. Not only aimed to understand the text, but also it purposed to know how the students pronunciation of reading a text was. While the process of teaching learning was going, the researcher felt the

students' condition and situation were still conducive and the teacher can continue the process of teaching learning into the next step.

3. Implementing the think aloud technique.

The researcher has done to gave the explanation and read the narrative text. The next action was the teacher would implement the think aloud technique. Think aloud technique was the technique of learning that appropriate to the implementation of reading comprehension. In the implementation of think aloud technique, the teacher asked for the students to identified and determine the elements of narrative text. Form the story of "Cinderella", the students would analyze the generic structure of the story. The students fond the introduction, problems, how the story can be solved that problems and what was the moral lesson that appear in the story of "Cinderella". After the students have found all the generic structure of narrative text, they report their reading comprehension in front of the class.

In the end of the process teaching learning, the teacher asked the students to make some conclusion about the narrative text. After all the students has done, the teacher re-planning the next process of reading comprehension by using think aloud technique.

c) The Problems that Occurred in the Implementation of Reading Comprehension by using Think Aloud Technique in cycle I

After the researcher has already implemented think aloud techniques in reading comprehension of cycle I, the researcher found some problems of students in reading. Those problems explained a follow :

1. The students have lack of vocabularies

In the process of teaching learning process, the researcher found that the students have less vocabulary. They cannot understand the story of "Cinderella" and did not the meaning of that story. This problem can be proven in interview of the students after implementation of cycle I.

The researcher : "Apa kesulitan yang kamu alami selama proses pembelajaran tadi?" (What are your difficulties in the process of learning just now?)

Student 1 : "Saya tidak mengerti dan pusing membaca teks narrative yang miss kasih. Banyak kata-kata yang kurang paham karena kosa kata saya kurang dalam bahasa Inggris." (I do not understand it and have confusion to read the narrative text that has given by you, lots of words that I can't understand because I have less of vocabularies in English)

Student 2 : "Saya paham yang miss ajarkan. Terus, karena narrative text udah pernah diajarkan sebelumnya di SMP, jadi saya ingat-ingat sikit lah generic structurenya. Tapi saya juga kadang pusing membaca teksnya, karena banyak kosa kata yang gak paham." (I understood about the material of learning because it has already learnt in junior high school so I was a little bit remind about the structure of narrative text. But,

sometimes I confuse to read the text because there are some difficult of vocabularies)

Student 3 : "kesulitan saya dalam pembelajaran tadi, saya kurang paham maskud dari teks narrative tersebut. Karena kosa kata bahasa Inggris saya sedikit, jadi sedikit sulit untuk menentukan hal-hal yang termasuk kedalam narrative teks tersebut." (My difficulties in the process of learning are I have less understanding about the narrative text. Because I have a little vocabularies, so I have difficulties on determine the elements that include narrative text). **(Appendices VIII, Interview guideline to the students (cycle I))**

Based on the interview above, it showed that part of the students cannot understand the meaning of story in narrative text because they still have less vocabulary.

2. Time and Classroom management

While the process of teaching learning was going, part of the students cannot pay attention to the teacher. The students were so noisy in the class and most of them cannot reading the text comprehend. Because of those problem, the researcher has the difficulties to handle the condition of the students in the class. Moreover, the student have the limitation of the time to accomplished their reading exercises. This problem proven by diary notes that has already done by the researcher.

First Meeting, 18th October 2019. Part of the students cannot pay attention well to the researcher's explanation in the class. when the researcher gave them the example of narrative text, they were so noisy in the class and cannot understand the text that has given by the teacher. Moreover, part of the students did not accomplish their reading task well. **(See the appendices XIV, Diary Notes)**

3. The students did not comprehend the reading of narrative text.

The process of teaching learning in reading comprehension of narrative text, the students could not achieve well in the implementation of cycle I. part of the students could not comprehend the text and determine the generic structure of narrative text. They feel so confuse to distinguish each of the element narrative text. Those problem would prove as below :

First meeting, 18th October 2019. In the process of reading comprehension, the students could not comprehend the narrative text. Part of the students did not collect their reading task well. They confused to determine the generic structure of narrative text and could not present their reading task in front of the class. **(see the appendices XIV, Diary Notes)**

A.2.2 Quantitative Data

In quantitative data, the researcher assessed the students' reading comprehension in the class. The students gave a reading task by the teacher. It aimed to know the students mean score and the percentage of the students who passed the reading test. The assessment of students in reading test made the researcher to know

how the improvement of students in reading comprehension was. The students must be achieve the score based on Grade Passing Average (GPA), which score was 75.

From the result of post-test 1, the students have the improvement in reading task even it was not significantly. The students' score were higher than the pre-test. In cycle 1, the students have the total score 1990 and the mean score of them was 71. From the post-test 1, the number of students who passed the reading test were 10 students with the calculation of percentage was 35.7%. Because the students' score did not achieve yet, the researcher re-planning the next cycle in the process of teaching learning. However, here weres the comparison of students' score in reading test from the pre-test to the post-test 1.
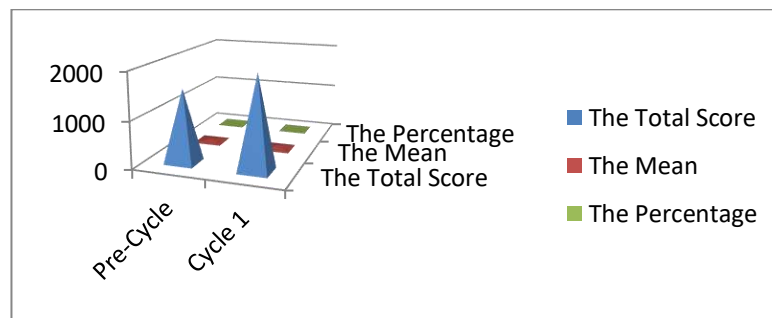

Figure 4.1 The Comparison of Students' Score in Speaking Test Cycle 1.

A.2.3 Reflection

After the researcher implemented the think aloud technique in reading comprehension, the researcher considered that there were some obstacles of students in the process of reading comprehension. The improvement of students

in reading comprehension by using think aloud technique would analyze from the data qualitative such as : interview, observation, diary notes and documentation.

Meanwhile, the assessment of students test in reading also presented in their mean score and the percentage of reading test. The finding of students' score in the implementation of cycle I can not achieved well in the class. For the problems that occurred in cycle I, the researcher reflected the implementation of think aloud technique in cycle I, and tried to find some solution to solve their problem in reading comprehension. The solution can be explained as follow :

1. The researcher asked the students to bring the dictionary in the class. it aimed to make them would be understand well about the story of narrative text.

2. The researcher obligated the students have the preparation in the class before the process of teaching learning started. And divided them into small group in order to they have pay attention more in the process of teaching learning.

3. The researcher asked the students to read more about the narrative text. Then, she would give them the exercises of reading comprehension.

A.3 The Reports of Cycle 2

After the researcher has done in cycle 1, the researcher implemented the cycle 2 because she considered that the implementation of think aloud in cycle 1 did not achieve well. The researcher re-planning the action of cycle 2 in order to the

students' reading skill would achieve well. The data analysis of research took from data qualitative and data quantitative. The qualitative data obtained from interview, diary notes, observation and documentation. Meanwhile for the quantitative data obtained from the students' reading test in narrative text.

A.3.1 Qualitative Data

a) The Researcher Implemented the Information Gap Method in Cycle 2

In the process of cycle 2, the researcher did the implementation into two meetings. It occurred on 24th October 2019 and 25th October 2019. The implementation of cycle 2 focused to the improvement of students' reading comprehension in narrative text by using think aloud technique. Before the researcher started the lesson, she did some opening activities to the students. The researcher say greetings to the students and asked for them to lead praying before studying in the class. Then, to make them have a good spirit, the researcher gave the motivation to the students.

There were some steps that the researcher di in the cycle 2, as follow :

1) Divided the students in small group, 2) Read the story and analyze of narrative text.

1. Divide the students in small group.

    To minimize the problem of that occurred in cycle 1, the teacher divided the students into some groups. The purposed of make it groups was to made them to be cooperative in the process of reading comprehension. Making

groups can make the teacher to handle easily the students' work in accomplish the task of reading comprehension.

2. Read the story and analyze the narrative text.

After the researcher divided the students into some groups, the researcher gave them one different story in each of group. Each of groups must read the story of narrative text and they must be analyzing the story into generic structure of narrative text. In their group discussion, they also must prepare some questions that related to their story of narrative text. Those questions gave to the other groups. Moreover, after they have finished reading and analyzing the story, they must deliver their result to the other groups. Then, to make the other groups more understand about their story of narrative text, they gave the other groups a question about that story, and the other groups must answer the question that has given by the opposite group.

b) The Problems that Occurred in the Implementation of Reading Comprehension by using Think Aloud Technique in cycle II.

After the researcher has implemented the cycle II, the researcher considered that the students' problems were decrease and have the improvement significantly. The students faced some problems in the implementation of cycle II. Those were explained as follow :

1. The time and classroom management.

    For the implementation of cycle 2, the time and classroom management was a very difficult to handle by the researcher. The schedule of English lesson in the class was after the students took a rest. The condition of students in the beginning of lesson was very messy and can't handle well. The researcher wasted her time for 15 minutes to make the students to be ready in studying English. Those problems prove in diary notes of research.

    Third meeting, 24th October 2019. In the beginning of the study, the students have not prepared yet themselves because they just took a rest. The researcher need 15 minutes to make them be ready to study English in the class. **(see the appendices XIV, Diary Notes)**

A.3.2 Quantitative Data

In quantitative data, the researcher assessed the students' reading comprehension in the class. The students gave a reading task by the teacher. It aimed to know the students mean score and the percentage of the students who passed the reading test. The assessment of students in reading test made the researcher to know how the improvement of students in reading comprehension was. The students must be achieve the score based on the *Standart Minimum Score Kriteria (KKM)*, which score was 75.

The finding of data in the implementation of cycle II, it showed that the students has the significance of improvement reading comprehension in narrative

text. Most of the students have the higher score and they passed the reading test. The total score of students' reading test was 2370 with the mean score 84.6. The number of students who passed the test was 23 students and the percentage of them was 82.14%. The comparison of students' score in reading test can be shown in the table below :
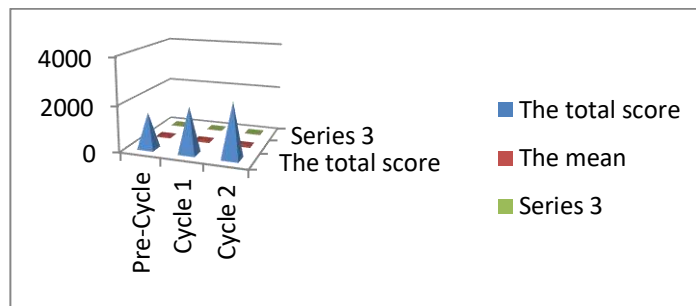
Figure 4.2 The Comparison of Students' Score in Speaking Cycle 2

From the table of score above, the students have the improvement in the process of reading comprehension by using think aloud technique. In the pre-test that has given by the teacher, the students' have the total score was 1560 and the mean score was 55.71. Only 3 students who passed the reading test in that time. Then, for the post-test 1, the total score of students was 1990 and the mean of score was 71.07. The number of students who passed the reading test was increase than the pre-test before. In post-test, the percentage was 35.7%. the result of students' score in post-test 1 was not very enough to stopped the implementation of think aloud technique in reading comprehension. The post-test 2, the total score of students was higher than post-test 2 which has 2370 of total score. The students' mean score was 84.64 which has the percentage of score was 82.14%. In post-test there were 23 students who passed the reading test.

Furthermore, the researcher stopped the research in implementation of think aloud technique. The result has shown the improvement of students from pre-cycle, cycle 1 and cycle 2. The researcher considered that using classroom action research in the research methods was appropriate to know the progress or studets' improvement in the process of teaching learning in the class.

A.3.3 Reflection

After the researcher has already finished implemented the classroom action research, the researcher reflected the process of research to ensure what obstacles that have occurred in the implementation of CAR in the class. it aimed to evaluate the process whether the research has already worked well or not. The data qualitative of students could see in the appendices of research which were the interview to the teacher and students and the observation sheet in this research. Based on the result, the students have the improvement in reading comprehension of narrative text by using think aloud technique. It can be shown from the data of interview to the teacher, as follow :

The researcher : "What do you think about the implementation of think aloud technique to the students' reading comprehension of narrative text?"

The teacher : "The students have more focused to read the narrative text by using think aloud technique. They could determine the generic structure, language feature or distinguished kinds of narrative text. The method are

very useful for the students to make them have more critical thinking and explore their understanding toward some the text that they have read before."

The researcher : "Do you think that you will implemented the method in the class?"

The teacher : "Yes, of course. To improve their skill in reading, maybe I will implement this method sometimes in the class." **(see the appendices IX)**

From the finding of result that the researcher has already done, it can be concluded that think aloud technique would make the students have more critical thinking, have more vocabularies, and can improve their skill in reading. Reading narrative text also would make them to be entertained and could get meaning value in each of the story that they will found after they studied English in the class.

B. Discussion

From the finding of research above, it showed that the students have the improvement in the process of reading comprehension in narrative text by using think aloud technique. In cycle 1, the students had no significances of improvement in reading narrative text. They still confuse to determine generic structure of narrative text. Moreover, they cannot be understood the story of narrative text because they had lack of vocabularies. Meanwhile, in cycle 2 the students have the significances of

progress in reading narrative text. They have more understanding the text, have the critical thinking to analyze a story of narrative text and have a good understanding to get the meaning of story so that makes them to be as the good reader. Those improvement also supported by Jahadar and Charter, which they have the same strengtheness after implemented think aloud technique in reading comprehension of narrative text. They have the statement that using think aloud technique would make the students to be easy to express their thinking process while they were reading a narrative text. Furthermore, the students deeped their thinking to read the narrative text and make them expand their understanding toward the story of narrative text. The students would get the information from reading a story in narrative text so that they can get some new vocabularies from reading the narrative text.

The other author also supported the improvement of students' reading comprehension in narrative text by using think aloud technique. In some thesis by Imam Khasbani, Didi Sukyadi and Eneng Uswatun Hasanah, they have the finding of result about the improvement of students' reading comprehension in narrative text by using think aloud technique, which stated that the students have the opportunity to understand the text better. Therefore, it can be concluded that think aloud allows students to connect the text they are reading with their background knowledge. Also, this helps students to use good reader strategies. By doing think-aloud technique, students not only read the text, but also they try to see what message in the text the writer is trying to convey.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the finding and result, the students have the improvement in reading comprehension of narrative text by using think aloud technique.By using think aloud technique, it make the students to be easy to express their thinking process while they were reading a narrative text. Furthermore, the students would deep their thinking to read the narrative text and make them expand their understanding toward the story of narrative text. The students got the information from reading a story in narrative text so that they could get some new vocabularies from reading the narrative text.

The improvement of students also could see in the mean score of students.The number of students who passed the reading test was increase than the pre-test before. In post-test, the percentage was 35.7%. the result of students' score in post-test 1 was not very enough to stopped the implementation of think aloud technique in reading comprehension. The post-test 2, the total score of students was higher than post-test 2 which has 2370 of total score. The students' mean score was 84.64 which has the percentage of score was 82.14%. In post-test there were 23 students who passed the reading test.

It improved significantly from the pre-cycle to the cycle 2. Based on the result of data, the implementation of think aloud technique in classroom action research was appropriate to the students' reading comprehension in narrative text. It aimed to know the students' improvement in reading narrative text by using think aloud technique. In

the end, the writer can conclude that the implementation of think aloud technique in students' reading comprehension of narrative text that has done by the researcher and collaborator was success.

B. Suggestion

The result of research showed the implementation of information gap method in speaking ability of students. these following suggestions were offered :

To English teachers, it was better to implement think aloud technique in reading comprehension of narrative text, which is can improve the students' reading skill in the class.

The teacher should have clear explanation to the students in teaching process of reading narrative text.

The teacher should have the good time and classroom management to implementing the reading comprehension.

To the students, it suggested applying relevant topic to conduct further research by implementation of think aloud technique and the students should have more vocabulary to have understanding the narrative text.

For the other researchers, this study inspired other researchers to conduct the similar study about the application of think aloud technique in reading comprehension and can make the process teaching and learning runs well than before implementation

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LESSON PLAN (CYCLE I)

School : MAS Al-Wasliyah 22 Tembung

Class : XII-IS

Subject : English

Material : Narrative Text

Aspects : Reading

Time : 2x45 Minutes (2 meetings)

A. Core Competence

- **KI-1 and KI-2 : Live and practice** the teachings of the religion adhered.

  Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful(, accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, state, regional, and international area.

- **KI 3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and meta cognition based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state of the union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

- **KI 4** : Cultivate, think and provide in the real of concrete and abstract domains associated with development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement Competencies

The Basic Competencies	Indicators
3.4 Distinguish social functions, text structure, and language features in some written narrative text according to the context of their use.	1. Identify the use of oral and written narrative text. 2. Analyzing the narrative text in the form of language feature, function, generic structure and based on the context of their use.
4.4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written narrative according to the context of their use.	3. Understand the contextually meaning related to social functions, text structure, and language features of written narrative text according to the context of their use. 4. Arrange the narrative texts related to social functions, text structure, and language features of oral and written narrative according to the context of their use.

C. The Objectives of Study

1. Identify the use of oral and written narrative text.
2. Analyzing the narrative text in the form of language feature, function, generic structure and based on the context of their use.
3. Understand the contextually meaning related to social functions, text structure, and language features of written narrative text according to the context of their use.

4. Arrange the narrative texts related to social functions, text structure, and language features of oral and written narrative according to the context of their use.

B. Learning Material

- Social Function

  Entertain the reader and obtain the meaning value of the story.

- Structural Text

  - Orientation : It gives a reader of necessary background information to understand the text, such as who was involved, where it happened, and when it happened.

  - Complication : Where the problems in the story developed

  - Resolution   : Where the problems in the story solved

  - Coda/ Re-orientation : lesson from the story.

- Language Features

  - Using the past tense, past continuous tense, past perfect tense and past perfect continuous tense.

  - Using the temporal sequence, e.g : On Saturday, On Monday, On Sunday.

  - Focus on specific participant

  - Using conjunction, such as : then, before, after, etc.

  - Using action verb, e.g went, stayed.

- Topic

  Narrative Text.

C. Learning Method

Think Aloud Technique.

D. Media of Learning

- Media : worksheets, projector

- Tools : board marker, rulers, whiteboard, laptop, recorder and infocus.

E. Learning Sources

Textbook, another references' book, internet.

F. Learning Activities

(First Meeting)

Activity	Description	Time
Opening	1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of recount text 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in recount text.	10 minutes
Core Activity	Observing 1. Prepare the students to be ready to following learning activities 2. The students pay attention to the teacher's explanation 3. The teacher give the example of narrative text to the students 4. The students read the example of narrative	70 minutes

Activity	Description	Time
	text. 5. The students will identify the narrative text include generic structure and language feature. Elaboration 1. The teacher is given a task to the student. 2. The students identificate narrative text to answer the teacher's question.	
Close Activity	1. The students make the conclusion of the material recount text. 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the next material. The teacher closes the lesson by greetings.	10 minutes

(Second Meeting)

Activity	Description	Time
Opening	1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of recount text 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in recount text.	10 minutes

Core Activity	Observing 1. Prepare the students to be ready to following learning activities 2. The students pay attention to the teacher's explanation 3. The teacher gives the students an example of narrative text. 4. The students identify the narrative text that has given to the teacher. Exploration 1. The teacher gives the task to the students. 2. The teacher asked the students to find out the narrative text about cartoon, fairy tale, etc. 3. The students will read the narrative in front of the class. 4. The students will identify their narrative text and present in front of the class.	70 minutes
Close Activity	1. The students make the conclusion of the material narrative text. 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the next material. 4. The teacher closes the lesson by greetings.	10 minutes

G. Assesment
   1. Technique : Written test

2. Form of question : multiple choice
Number of Question: 10
Score of Question : 10
Score of Students = Score x 10   = 100

Medan,   October 2019

Approved by,

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LESSON PLAN (CYCLE II)

School   : MAS Al-Wasliyah 22 Tembung

Class   : XI-IS

Subject   : English

Material   : Narrative Text

Aspects   : Reading

Time   : 2x45 Minutes (2 meetings)

A. Core Competence

- **KI-1 and KI-2 : Live and practice** the teachings of the religion adhered.

  Live and practice honest behavior, discipline, courtesy, caring (mutual, cooperative, tolerant, peaceful(, accountable, responsive, and pro-actively interact effectively in accordance with the child's development in the environment, families, schools, communities and the natural environment around the nation, state, regional, and international area.

- **KI 3** : Understand, implement, and analyze factual knowledge, conceptual, procedural, and meta cognition based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, state of the union, and the associated cause civilization phenomena and events, as well as implementing the procedural knowledge in a specific field of study in accordance with their aptitude and interest in solving problems.

- **KI 4** : Cultivate, think and provide in the real of concrete and abstract domains associated with development of which he had learned in school independently, act effectively and creatively, as well as being able to use appropriate methods to academic rules.

B. The Basic Competencies and Indicators of Achievement Competencies

The Basic Competencies	Indicators
3.4 Distinguish social functions, text structure, and language features in some written narrative text according to the context of their use.	5. Identify the use of oral and written narrative text. 6. Analyzing the narrative text in the form of language feature, function, generic structure and based on the context of their use.
4.4. Understand the contextually meaning related to social functions, text structure, and language features of oral and written narrative according to the context of their use.	7. Understand the contextually meaning related to social functions, text structure, and language features of written narrative text according to the context of their use. 8. Arrange the narrative texts related to social functions, text structure, and language features of oral and written narrative according to the context of their use.

C. The Objectives of Study

1. Identify the use of oral and written narrative text.
2. Analyzing the narrative text in the form of language feature, function, generic structure and based on the context of their use.
3. Understand the contextually meaning related to social functions, text structure, and language features of written narrative text according to the context of their use.

4. Arrange the narrative texts related to social functions, text structure, and language features of oral and written narrative according to the context of their use.

D. Learning Material

- Social Function

Entertain the reader and obtain the meaning value of the story.

- Structural Text

  - Orientation : It gives a reader of necessary background information to understand the text, such as who was involved, where it happened, and when it happened.

  - Complication : Where the problems in the story developed

  - Resolution   : Where the problems in the story solved

  - Coda/ Re-orientation : lesson from the story.

- Language Features

  - Using the past tense, past continuous tense, past perfect tense and past perfect continuous tense.

  - Using the temporal sequence, e.g : On Saturday, On Monday, On Sunday.

  - Focus on specific participant

  - Using conjunction, such as : then, before, after, etc.

  - Using action verb, e.g went, stayed.

- Topic

  Narrative Text.

E. Learning Method

Think Aloud Technique.

F. Media of Learning

- Media : worksheets, projector

- Tools : board marker, rulers, whiteboard, laptop, recorder and infocus.

G. Learning Sources

Textbook, another references' book, internet.

H. Learning Activities

(First Meeting)

Activity	Description	Time
Opening	1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of narrative text. 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in narrative text.	10 minutes
Core Activity	Observing 1. Prepare the students to be ready to following learning activities 2. The students pay attention to the teacher's explanation Elaboration 3. The teacher divide the students into some groups 4. Each of group is given one different story of narrative text by the teacher. 5. Each of groups will read the story and	70 minutes

Activity	Description	Time
	identify the narrative text include generic structure and language feature. 6. The students present their result in front of the class.	
Close Activity	1. The students make the conclusion of the material narrative text. 2. The teacher gives the feedback to the student's conclusion. 3. The teacher tells to the students about the next material. The teacher closes the lesson by greetings.	10 minutes

(Second Meeting)

Activity	Description	Time
Opening	1. The teacher says greetings to students and lead the students to say a prayer 2. The teacher checks the attendance list. 3. The teacher tells to the students about the topic of recount text 4. The teacher motivates the students to learn. 5. The teacher explains the objective of learning in recount text.	10 minutes
Core Activity	Observing 1. Prepare the students to be ready to following learning activities 2. The students pay attention to the teacher's explanation	

	Exploration	70 minutes
	1. The teacher divides the students into some groups.	
	2. The teacher asked the students to find out one example of narrative text.	
	3. The students in groups will read the narrative text that has found.	
	4. The students identificate the narrative text into generic structure.	
Close Activity	1. The students make the conclusion of the material recount text.	
	2. The teacher gives the feedback to the student's conclusion.	
	3. The teacher tells to the students about the next material.	10 minutes
	4. The teacher closes the lesson by greetings.	

G. Assesment
   1. Technique : Written test
   2. Form of question : multiple choice
   Number of Question: 10
   Score of Question : 10
   Score of Students = Score x 10   = 100

Medan,   October 2019

Approved by,
English Teacher   **Researcher**

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Appendices III

Pre-test

Direction:
- Read this test carefully
- This score doesn't change your mid-test, final test or daily score

Once upon a time there was a girl name Cinderella. She lived with her bad step-mother and two step-sisters. She had to do all the household chores.

One day the king invited all the ladies in the kingdom to go to a ball in the palace. He wanted to find the Crown Prince a wife. The step sisters went to the ball that night with their mother. Cinderella was left alone.

She cried because she actually wanted to go to the ball, too. Just then a fairy godmother came. With her magic wand, she gave Cinderella a coach, two horses and footmen. She also gave Cinderella a lovely dress to wear the ball and a pair of glass slippers. She told Cinderella to come home before midnight. At the ball, Cinderella danced all night with the Prince.

The Prince fell in love with her. At midnight, Cinderella ran home. Unfortunately, one of her slippers slipped off at the door. She did not have time to put it back on. The Prince was sad as he could not find Cinderella again that night. The next day, the Prince and his men brought along the glass slipper.

They went all over the Kingdom to search for the owner. After searching for along time, finally, they came to Cinderella's house. The slipper fit her. The prince was very happy to find Cinderella again. They got married and lived ever after.

1. What is the purpose of the text above?
a. To tell us how to write a story
b. To inform what happened in the past
c. To give a description of a beautiful girl
d. To entertain readers with an actual, or vicarious experience
2. What was there at the palace one day?
a. A game
b. A birthday party
c. Glass slippers
d. A ball
3. Why did the king hold the event at his palace?
a. To celebrate his birthday
b. To entertain his people
c. To celebrate his wedding
d. To show give amusement to his guests.

4. How was the end of the story?
a. The prince married Cinderella.
b. The king gave the kingdom to Cinderella.
c. Cinderella was killed by her step mother .
d. Cinderella was betrayed by the king.
5. "She also gave Cinderella a lovely dress…." (Paragraph 4).
The underlined word has the same meaning with …..
a. Boring
b. Polite
c. Pretty
d. Loyal

Text 2 for questions 6 to 10

A fox fell into a well and couldn't get out. By and by a thirsty goat came along. Seeing the fox in the well it asked if the water was good. "Good," said the fox, "It's the best water I've tasted in all my life. Come down and try it yourself."

The goat was thirsty so he got into the well. When he had drunk enough, he looked around but there was no way to get out. Then the fox said, "I have a good idea. You stand on your hind legs and put your forelegs against the side of the well. Then I'll climb on your back, from there. I'll step on your horns, and I can get out. And when I'm out, I'll help you out of the well."

The goat did as he was asked and the fox got on his back and climbed out of the well. Then he coolly walked away. The goat called out loudly after him and reminded him of his promise to help him out. The fox merely turn to him and said, "if you only had thought carefully about getting out, you wouldn't have jumped into the well."The goat felt very sad. He called out loudly. An old man walking nearby heard him and put a plank into the well. The goat out and thanked the old man.

6. The text tells the story of ………..
a. a fox
b. a fox and a goat
c. the goat and an old man
d. a goat
7. What do we learn from the text?
a. The fox's idea of how to get out of the well
b. How the fox helped the goat
c. How both the goat and the fox got out of the well
d. Why the fox got into the well
8. "The goat did as he was asked …….." (Paragraph 3)
What does the above sentence mean?
a. The goat drank enough and looked around.
b. The goat came down to the well and drank.
c. The goat stood on his hint legs and put his forelegs against the side of the well.
d. The goat waited someone who might help him.

9. "Come down and try it yourself." (Paragraph 1).
The underlined word refers to ……..
a. a well
b. a fox
c. Life
d. Water
10. Where do you think the story happen?
a. In the zoo
b. In the forest
c. In the sea
d. In the room

Appendices IV

Post-test I

Text 1 for question 1-5

The Rats and The Elephants

Once upon a time their lived a group of mice under a tree in peace. However, a group of elephants crossing the jungle unknowingly destroyed the homes of all the rats. Many of them were even crushed to death. Then taking of rats decided to approach the elephant's chief and request him to guide his herd through another route.

On hearing the sad story, the elephant's king apologized and agreed to take another route. And so the lives of the rats were saved. One day elephant-hunters came to the jungle and trapped a group of elephants in huge nets. Then the elephant king suddenly remembered the king of the rats. He summoned on of the elephants of his herd, which had not been trapped, to go seek help from the king and told him about the trapped elephants.

The rat's king immediately took his entire group of rats and they cut open the nets which had trapped the elephant's herd. The elephant herd was totally set free. They danced with joy and thank the rats.

1. What type of text is the above text? It is …
a. a narrative text
b. a description text
c. a recount text
d. an anecdote text

2. What destroyed the homes of all rats?
a. a group of mice did
b. the hunter did
c. elephant-hunter did
d. a group of elephant did

3. What helped the elephant's herd free?
a. the elephant-hunter did
b. entire group of rats did
c. the trapped elephants did
d. a group of king did

4. What is generic structure of "once upon a time there lived a group of mice under a tree in peace"?
a. Identification
b. Orientation
c. Complication
d. Resolution

5. At the end of the story, how was the elephant's herd?
a. Angry
b. Sad
c. Happy
d. Dead

Text 2 for question 6-10

Long, long ago, when the gods and goddesses used to mingle in the affairs of mortals, there was a small kingdom on the slope of Mount Wayang in West Java.

The King, named Sang Prabu, was a wise man. He had an only daughter, called Princess Teja Nirmala, who was famous for her beauty but she was not married. One day Sang Prabu made up his mind to settle the matter by a show of strength. After that, Prince of Blambangan, named Raden Begawan had won the competition.

Unfortunately, the wicked fairy, Princess Segara fell in love with Raden Begawan and used magic power to render him unconscious and he forgot his wedding. When Sang Prabu was searching, Raden Begawan saw him and soon realized that he had been enchanted by the wicked fairy. The fairy could not accept this, so she killed Raden Begawan. When Princess Teja Nirmala heard this, she was very sad. So a nice fairy took her to the Kahyangan.

6. Which one of the following statements is false about Sang Prabu?
a. Sang Prabu was a father of his only daughter
b. Sang Prabu was a king of a kingdom in West Java
c. Sang Prabu was taken to Kahyangan by a wicked fairy
d. Sang Prabu was a wise man

7. Why the wicked fairy did used her magic to make Raden Begawan unconscious?
a. She didn't like Raden Begawan
b. She didn't want Raden Prabu marry the princess
c. She wanted Teja Nirmala to forget about her wedding
d. She didn't want the prince of Blambangan marry the princess

8. What do you think will happen if gods or goddesses cannot mingle in the affairs of people in the earth at that time?
a. Princess Segara will have married with Raden Begawan
b. Sang Prabu will not hold strength competition
c. Wicked Fairy will not take Raden Begawan's life

d. Teja Nirmala will stay in the Kahyangan

9. So a nice fairy took her to the Kahyangan. (Paragraph 2)
The word her in the sentence refers to…
a. The wicked fairy
b. The nice fairy
c. Princess Nirmala
d. Prince Teja

10. The similarity between fairy and human according to the text.
a. The place they live
b. The jealousy that they posses
c. The way they don't feel a love
d. The strength they have

Appendices V

Post-test II

Text 1 for question 1-5

A long time ago, there lived on the island of Bali a giant-like creature named Kbo Iwo. The people of Bali used to say that Kbo Iwo was everything, a destroyer as well as a creator. He was satisfied with the meal, but this meant for the Balinese people enough food for a thousand men.

Difficulties arose when for the first time the barns were almost empty and the new harvest was still a long way off. This made Kbo Iwo wild with great anger. In his hunger, he destroyed all the houses and even all the temples. It made the Balinese turn to rage.

So, they came together to plan steps to oppose this powerful giant by using his stupidity. They asked Kbo Iwo to build them a very deep well, and rebuild all the houses and temples he had destroyed. After they fed Kbo Iwo, he began to dig a deep hole.

One day he had eaten too much, he fell asleep in the hole. The oldest man in the village gave a sign, and the villagers began to throw the limestone they had collected before into the hole. The limestone made the water inside the hole boiling . Kbo Iwo was buried alive. Then the water in the well rose higher and higher until at last it overflowed and formed Lake Batur. The mound of earth dug from the well by Kbo Iwo is known as Mount Batur.

1. Which the following fact is true about Kbo Iwo?
a. Kebo Iwo ate a little amount of meat
b. Kebo Iwo is a destroyer that cannot make anything
c. Kebo Iwo was angry because his food was stolen by Balinese people
d. Kebo eat food was equal for food of thousand people

2. Why did Kebo Iwo feel angry to the Balinese people?
a. Because Balinese people ate his meal
b. Because Balinese people took his food so his barns was empty
c. Because Balinese people didn't give him food
d. Because Balinese people were in hunger

3. According to the story, if Kbo Iwa is never existed in Bali island, what do you think will happen?
a. There will be no Bali island
b. Bali People will never be angry

c. All Bali people will live in a prosperous way

d. We are not able see the beauty of Lake Batur

4. So, they came together to plan steps to oppose this powerful giant……(Paragraph 3)

The antonym of the word "oppose " is….

a. Support b. Defeat

c. Turn Against

d. Beat

5. What is mount batur?

a. A lake build by Kebo Iwa

b. A well dug by Kebo iwa

c. The mountain build by Kebo Iwa

d. A mound of earth dug from the well by Kebo iwa

Text 2 for question 6-8

Once there was a farmer from laos. Every morning and every evening he ploughed his field with his buffalo. One day, a tiger saw the farmer and his buffalo working. The tiger was surprised to see big animal listening to small animal. He wanted to know more about the buffalo and the man.

After the man home, the tiger spoke to the buffalo, "you are so big and strong. Why do you everything the man tells you ?" the buffalo answer, "oh, the man is very intelligent." The tiger asked, "can you tell me how intelligent he is?" "No, I can't tell you,"said the buffalo "But you can ask him".

So the next day the tiger said to the man, "can I see your intelligence?" but the man answered, "it's a home." "can you go and get it?" asked the tiger. "Yes," said the man, "But i'm afraid you will kill my buffalo when i'm gone. Can i tie you to a tree?" After the man tied the tiger to the tree, he didn't go home to get his intelligent. He took his plough and hit the tiger. Then he said, "Now you know about my intelligence even if you haven't seen it.

6. Where the story take place?

a. Market

b. Field

c. School

d. Forest

7. Which of the following was surprised to see the buffalo and the farmer working on the field.

a. The Tiger

b. The Farmer

c. The Buffalo

d. The Lion

8. Which one of this following is true based on the text?
a. The buffalo is a small animal
b. The Farmer and his buffalo working on the field
c. The buffalo mare smarter than the farmer
d. The Tiger was intelligence

Text 3 for question 9-10

The Lion and the Mouse

Once when a lion was asleep, a little mouse began running up and down upon him; this soon awoke the lion, who placed his huge paw upon him, and open his big jaws to swallow him. "Pardon, O king," cried the little mouse, "Forgive me this time, I shall never forget it; perhaps I may be able to do you a good turn some of these days."

The lion was so tickled at the idea of the mouse being able to help him. Then, he lifted up his paw and let him go. Sometime after, the lion was caught in a trap. Some hunters, who wanted to carry him alive to the King, tied him to a tree while they went in search of a wagon to carry him in. Just then, the little mouse happened to pass by and see the sad plight in which the lion was.

The little mouse went up to him and soon gnawed away the ropes that bounded the king of the beasts. Soon after the little mouse had finished gnawing away the ropes, he asked the lion to run away.

9. What is the purpose of the text?
a. To entertain the readers
b. To persuade the readers that something should or should not be the case
c. To inform the readers about the events of the day which are considered newsworthy
d. To explain something

10. What is the moral value of the text?
a. Don't look at someone because of his clothes
b. It is best for prepare for the days of necessity
c. Common people may prove great ones
d. United we stand, divided we fall.

Appendices VI

INTERVIEW GUIDELINE TO THE ENGLISH TEACHER BEFORE

IMPLEMENTATION

Date : 17th October 2019

Class : X-IIS B

1. What do you think about the students' reading comprehension in the class?

   = The students' reading skill especially for reading narrative text is still need the improvement. Actually, the students still have the weakness to understanding the story of narrative text. They understand the teacher's explanation in the class, but when the teacher gave them a task, they confuse to do that task and cannot answer well in their worksheet.

2. What are the students' problem/difficulties in learning reading narrative in the class?

   = The students' difficulties in reading English text, they cannot understand the text because they have less vocabularies. And then, they have some confusion to determine the generic structure of the text or languages feature that contain the text.

3. What are the methods that usually use in the class?

   = For reading, I usually ask for them to give the presentation in front of the class. I gave them a task to find out the example of narrative text. And the, they must discuss and present their analysis in front of the class.

4. What will you do to overcome the students' problem/difficulties in reading comprehension in the class?

= To overcome the students' problem, I asked them to find out some vocabularies, and they must memorize it. Moreover, they must read their text book one by one before I gave the explanation to them.

Appendices VII

INTERVIEW GUIDELINE TO THE ENGLISH TEACHER AFTER

IMPLEMENTATION

Date : 24th October 2019

Class :

1. What do you think about the implementation of think aloud technique in reading comprehension of narrative text?

= The implementation of think aloud in students' reading skill is very good. The students can be improve their thinking and will find out some vocabularies that appear in narrative text. Moreover, as I observe in the class, the students can be easily to get meaning/message from the implementation of think aloud in reading narrative text.

2. How does the students' reading skill after implementation of think aloud technique?

= The students' reading skill have more understanding about the narrative text. They can describe the generic structure and answer the question related to the narrative text that has given by the teacher.

3. What is your impression toward the implementation of think aloud technique in students' reading skill?

= When the first I saw you in implementing of the technique, I feel that it would be success to do. The students have more understanding of the text after reading narrative text by using think aloud technique. And then, they more active to answer and find the generic structure of narrative text.

4. Do you interest to implement this technique in the process of students' reading in the class?

= Absolutely yes. The students' improvement in reading was increase after implement the think aloud technique. So, I will implement this technique for the students later.

INTERVIEW GUIDELINE TO THE STUDENTS AFTER

IMPLEMENTATION OF CYCLE I

Date : 18th October 2019

Class : X-IIS B

1. Bagaimana menurut mu mengenai proses pembelajaran yang di lakukan di kelas tadi?

   Student 1 : proses pembelajaran tadi, saya rasa mudah miss.. dan cukup paham untuk penjelasan yang miss berikan ke kami tadi. (the process learning was easy and I have enough understanding about your explanation).

   Student 2 : kegiatan di kelas tadi, sangat bagus.. tapi miss agak sedikit membosankan.. maunya ada games lah miss pas waktu 15 menit sebelum pelajaran selesai miss.. karena kami kebanyakan focus sama text, jadi pening kami miss..(the learning process that happened just now is good.. but a little bit bored. I suggest you to gave us some games before the lesson has finished. We all have too much focused in reading, so it makes got stress.

   Student 3 : proses pembelajaran tadi mudah dipahami miss.. saya lebih mengerti lagi mengenai narrative teks karena miss ngajarnya menurut saya mudah untuk dimengerti dan juga seru..(the learning process was easy to understanding just now.. I have more understand about narrative text, because you make us understand about the topic lesson.

2. Apa saja kesulitan kamu selama proses pembelajaran di kelas tadi?

Student 1: saya tidak mengerti dan pusing membaca teks narrative yang miss kasih.. banyak kata-kata yang kurang paham karena kosa kata saya kurang dalam bahasa Inggris. (I do not understand it and have confusion to read the narrative text that has given by you, lots of words that I can't understand because I have less of vocabularies in English)

Student 2 : Saya paham yang miss ajarkan. Terus, karena narrative text udah pernah diajarkan sebelumnya di SMP, jadi saya ingat-ingat sikitlah generic structure nya. Tapi saya juga kadang pusing membaca teksnya, karena banyak kosa kata yang gak paham. (I understood about the material of learning because it has already learnt in junior high school so I was a little bit remind about the structure of narrative text. But, sometimes I confuse to read the text because there are some difficult of vocabularies)

Student 3 : kesulitan saya dalam pembelajaran tadi, saya kurang paham maksud dari teks narrative tersebut. Karena kosa kata bahasa Inggris saya sedikit, jadi sedikit sulit untuk menentukan hal-hal yang termasuk kedalam narrative teks tersebut. (My difficulties in the process of learning are I have less understanding about the narrative text. Because I have a little vocabularies, so I have difficulties on determine the elements that include narrative text).

3. Menurut mu apakah proses pembelajaran tadi mampu meningkatkan kemampuan kamu dalam membaca teks bahasa Inggris?

Student 1 : Iya miss.. saya jadi senang membaca cerita-cerita narrative.. terus selama proses pembelajaran tadi, saya banyak menemukan kata-kata baru dalam bahasa Inggris.. (of course miss..I am to be happy to reading narrative texts. Then, I also find many vocabularies in English.

Student 2: proses pembelajaran yang dilakukan oleh miss sangat membantu sayauntuk memahami sebuah teks naratif. Saya dapat menemukan cerita-cerita yang seru dan banyak memahami sebuah pesan moral yang terdapat pada cerita tersebut. (The process learning that given by the teacher was very helpful and make me understand about the "narrative text. I can find the great stories   and   it   has   so   many   moral   value that contain in the story).

Student 3 : menurut saya, teknik membaca tadi mampu memotivasi saya untuk membaca teks naratif di kelas. Walapun sedikit susah untuk dimengerti, tapi metode miss tadi memotivasi saya untuk membaca dan memahami teks tersebut. (In my opinion, the reading technique that happened in the class just now, it could motivates me to read a narrative text in the class. Although, it was a little bit difficult to understand it but the method can motivates me to reading and understanding the text)

4. Bagaimanakesankamuselama proses pembelajaran tadi?

Student 1 : kesan dari proses pembelajaran tadi menurut saya miss terlalu monoton miss.. pusing saya miss banyak sekali narrative text yang harus di baca. (The impression of learning process, I feel like it was too monotone, and I have confusion of reading narrative text.

Student 2 : kesan saya selama pembelajaran tadi, saya mudah mengerti penjeleasan miss mengenai narrative text. (My impression of learning process, I feel like understand about the explanation of narrative text)

5. Apa saran yang ingin kamu berikan untuk proses pembelajaran reading kedepan?

Student 1 : saran saya untuk proses pembelajaran kedepan, jangan terlalu monoton dan harus ada games nya miss.. (My suggestion for the next learning process, do not to monotone and should have a game in the activity)

Student 2 : kalo saran saya miss.. supaya kita ada free classnya sebelum bell pergantian kelas..(My suggestion.. it should have a free class before the bell was rang..)

INTERVIEW GUIDELINE TO THE STUDENTS AFTER

IMPLEMENTATION OF CYCLE II

Date : 24th October 2019

Class : X-IIS B

1. Bagaimana meurut kamu mengenai kegiatan pembelajaran hari ini?

   Student 1 : pembelajaran tadi sangat bagus miss.. saya mudah mengerti saat miss mengajar di kelas tadi. (the learning process was good. I was easily understand when you taught in the class just now)

   Student 2 :

2. Apa kesulitan yang kamu alami selama proses pembelajaran membaca teks naratif di kelas?

   Student 1: kesulitan saya dalam pembelajaran tadi saya kurang vocabulary.. jadi saya tidak memahami secara detail maksud dari cerita narrative text yang miss berikan tadi. (My difficulty of learning process, I have less vocabulary.. so, I did not understand the detail of story meaning in narrative text).

   Student 2 : untuk proses pembelajaran tadi sebenarnya gak ada kesulitan miss. Kalau ada pun, saya Cuma kurang mengerti kata-kata sulit bahasa Inggris yang terdapat di cerita naratif tadi. (for the learning process, it actually did not have any difficulties. But, if there is a difficulty, I feel that I have less understanding with the difficult words that contain in narrative text).

3. Menurut kamu, apakah kegiatanta dimampu meningkatkan kemampuan kamu dalam membaca teks naratif bahasaInggris?

   Student 1 : iya miss.. sangat mampu.. karena bias membuka pikiran kita untuk memahami sebuah teks baca. (of course miss.. it makes me able to improve in my reading skill.. because the learning process can makes me to understand the narrative text)

   Student 2 : sangat mampu miss.. (It makes me really can to improve my reading skill..)

4. Apa saran yang ingin kamu berikan untuk proses pembelajaran membaca naratif teks kedepan?

   Student 1: saran saya untuk kedepan, semoga metode ini dapat digunakan oleh guru kami.

   Student 2: saran saya, semoga pembelajran yang dilakukan oleh guru kami nanti bias seperti ini juga.

THE OBSERVATION SHEET TO THE ENGLISH TEACHER

Date   : 24th October 2019

Class   : X-IIS B

School   : MAS Al-Wasliyah 22 Tembung

Subject: : English

NO	Teaching Learning Activity	Yes	No	Note
1.	The teacher says greeting to the students and lead the students to say a prayer	✓		
2.	The teacher checks the attendance list	✓		
3	The teacher tells to the students about the topic of narrative text.	✓		
4.	The teacher motivates the students to learn.	✓		
5.	The teacher explains the objective of learning the narrative text	✓		

			✓	
6.	The teacher explains the material about the narrative text to the students	✓		
7.	The teacher prepares the media of learning.		✓	
8.	The teacher divides the students into pairs of group/some group.	✓		
9.	The teacher gives the students a task.	✓		
10.	The teacher gives the text of reading.	✓		
11.	The teacher gives the feedback to the students.	✓		
12.	The teacher tells to the students about the next material.	✓		
13.	The teacher closes the lesson by the greetings.	✓		

Appendices XI

THE OBSERVATION SHEET TO THE STUDENTS

Date   : 24th October 2019

Class   : X-IIS B

School   : MAS Al-Wasliyah 22 Tembung

Subject: : English

No	Activities	Very poor	Poor	Fair	Good	Excellent	Total
		1	2	3	4	5	
1	The students' attendance					✓	
2.	The students have the motivation to study English				✓		
3.	The students pay attention to the teacher.				✓		
4.	The students understand to the teacher's explanation and instruction				✓		

5.	The students are able to control the condition and situation of groups.				✓		
6.	The students can complete their task.					✓	
7.	The students can be actively and cooperatively to follow the speaking activity			✓			
8.	The students collect their task on time.				✓		
9.	The students make the conclusion to the material of learning in that time.				✓		

Appendices XII

<div align="center">

THE LIST OF STUDENTS' INITIAL NAME

</div>

No	The Initial of Students' Name	The Name of Students
1	AMH	Abdul Muarip Hrp
2	AK	Abi Khurairah
3	AYS	Ahmad Yunus Srg
4	AS	Alifya Salsabila
5	AZ	Ananda Zahwa
6	AA	Adawiyah Aisy
7	DAP	Devita Aulia Putri
8	FA	Fajar Abdillahadi
9	FK	Farhan Khairurrahman
10	FMA	Fathul Munawir Arda
11	HA	Habib Ardana
12	ISP	Ifan Surya Perdana
13	KS	Khairunnisa Salsabila
14	K	Kurniawan
15	LH	Luthfi Haviz
16	MA	M. Akhsay
17	MF	M. Faturrahman
18	MIA	M. Ilham Anugrah
19	MNAZ	M. Naufal Aulia Zein
20	MR	M. Redho
21	MNAA	Mhd. Nur Afif Aziz
22	MRA	Mhd. Rizky Ananda
23	RR	Rahmat Rizky
24	R	Rahmi
25	RDPP	Rendi Dwi Pratama P.
26	RY	Retno Yuwitra
27	SAL	Siti Aisyah Lbs.
28	WPS	Widya Puspita Sari

Appendices XIII

THE RESULT OF STUDENTS' SCORE

No	Students' Initial Name	Pre-test	Note	Post-test I	Note	Post-test 2	Note
1	AMH	40	FAILED	60	FAILED	70	FAILED
2	AK	50	FAILED	70	FAILED	80	PASSED
3	AYS	50	FAILED	70	FAILED	80	PASSED
4	AS	60	FAILED	80	PASSED	90	PASSED
5	AZ	70	FAILED	80	PASSED	90	PASSED
6	AA	40	FAILED	60	FAILED	80	PASSED
7	DAP	50	FAILED	60	FAILED	80	PASSED
8	FA	60	FAILED	70	FAILED	80	PASSED
9	FK	60	FAILED	70	FAILED	80	PASSED
10	FMA	50	FAILED	60	FAILED	80	PASSED
11	HA	40	FAILED	50	FAILED	70	FAILED
12	ISP	30	FAILED	60	FAILED	70	FAILED
13	KS	60	FAILED	80	PASSED	90	PASSED
14	K	50	FAILED	60	FAILED	80	PASSED
15	LH	40	FAILED	70	FAILED	80	PASSED
16	MA	50	FAILED	70	FAILED	90	PASSED
17	MF	50	FAILED	70	FAILED	90	PASSED
18	MIA	80	FAILED	80	PASSED	90	PASSED
19	MNAZ	50	FAILED	70	FAILED	90	PASSED
20	MR	70	FAILED	80	PASSED	90	PASSED
21	MNAA	70	FAILED	80	PASSED	90	PASSED
22	MRA	40	FAILED	60	FAILED	70	FAILED
23	RR	40	FAILED	60	FAILED	70	FAILED
24	R	80	PASSED	90	PASSED	100	PASSED
25	RDPP	50	FAILED	70	FAILED	90	PASSED
26	RY	80	PASSED	90	PASSED	100	PASSED
27	SAL	70	FAILED	80	PASSED	100	PASSED
28	WPS	80	PASSED	90	PASSED	100	PASSED
		1560		1990		2370	
		55.71429		71.071429		84.6428571	

Appendices XIV

Diary Notes

First meeting, 18th October 2019

The first meeting of the research was the pre-test. The researcher gave the students the pre-test to know how far their capability in english especially reading skill. The researcher gave them reading test. In that time the question topic for pre-test was narrative text with the story about Cinderella. When the students were doing the test, some of them looked confused, some of the students were lazy and busy to do other activities, made noisy and they are not serious when doing the test.

Second Meeting, 23rd October 2019, In second meeting, the researcher explained the material and wrote it on the whiteboard. The material were about narrative text. In that meeting the researcher was applying think aloud strategy. In the teaching learning process, the students were active than before, they gave a few question to the researcher and they answered the questions from the researcher. Eventhough there were some of students made noisy in the classroom.

Third Meeting (Friday, July 19th 2019)

In this meeting, the researcher gave the students the post-test I to know their speaking skill after the researcher applicated think aloud strategy. In that time the question topic for post-test I was about narrative text, and most of the students analyze the text.

Fourth Meeting (Monday, July 22th 2019)

Students participants in this meeting was more increased than the previous meeting. They were active to the teacher's instructions. In this time also the researcher give the material that was about narrative text by applying think aloud strategy.

Fifth Meeting (Tuesday, July 23th 2019)

In this meeting, the researcher gave the students the post-test II (cycle II) to see the improvement the students score after think aloud strategy in teaching reading skill. In this cycle the students were more active and serious than before. Think aloud successfully worked in helping students' reading skill. It was effective and applicable. Based on the reflection of the cycle II, this research could be stopped because students' ability had been increased.