AN UNDERGRADUATE THESIS

IMPROVING STUDENTS' ABILITY TO MEMORIZE IDIOMS BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI

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JURAI SIWO LAMPUNG

ENGLISH EDUCATION STUDY PROGRAM

TARBIYAH AND TEACHER TRAINING FACULTY

ISLAMIC STATE UNIVERSITY OF JURAI SIWO LAMPUNG

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IMPROVING STUDENTS' ABILITY TO MEMORIZE IDIOMS BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI

Presented as a Partial Fulfillment of the Requirements

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In English Education Department

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NOTA DINAS

Nomor   :
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Perihal   : **Mohon Dimunaqosyahkan Skripsi**
                 Saudari Intan Aji Pradista

Kepada Yth.,
Dekan Fakultas Tarbiyah dan Ilmu Keguruan
Universitas Islam Negeri Jurai Siwo Lampung
di-Tempat

Assalamu'alaikumWr.Wb.

Setelah kami adakan pemeriksaan dan pertimbangan seperlunya maka **skripsi yang** disusun oleh:

Nama   : Intan Aji Pradista
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Judul Skripsi : IMPROVING STUDENTS' ABILITY TO MEMORIZE IDIOMS BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI

Sudah kami setujui dan dapat diajukan ke Fakultas Tarbiyah dan Ilmu Keguruan Universitas Islam Negeri Jurai Siwo Lampung untuk dimunaqosyahkan.

Demikian harapan kami dan atas perhatiannya saya ucapkan terima kasih.

Wassalamu'alaikumWr.Wb.

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APPROVAL PAGE

Title	: IMPROVING STUDENTS' **ABILITY** TO MEMORIZE IDIOMS BY **USING READING ALOUD** TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA **AL ISLAMIYAH** KOTABUMI
Name	: Intan Aji Pradista
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APPROVED BY:

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NOTIFICATION LETTER

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Matter   : **In order to hold the Munaqosyah**
                 of Intan Aji Pradista

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
Jurai Siwo State Islamic Universityo

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Intan Aji Pradista
Student Number : 1901051033
Department   : English Education
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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RATIFICATION PAGE

No. B-0334 /Un 36.1/ D/PP.00.9/01/2026

An Undergraduate thesis entitled: IMPROVING STUDENTS' ABILITY TO MEMORIZE IDIOMS BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI, written by Intan Aji Pradista, student number: 1901051033, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, December 10th, 2025 at 13.30 - 15.30 p.m.

BOARD OF EXAMINERS:

Examiner I   : Dr. Widhiya Ninsiana, M.Hum.   (...........................)

Examiner II   : Dr. Much Deiniatur, M.Pd.BI.   (...........................)

Examiner III   : Aisyah Sunarwan, M.Pd.   (...........................)

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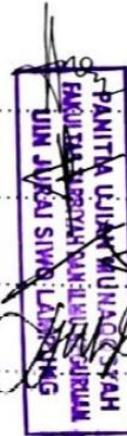
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IMPROVING STUDENTS' ABILITY TO MEMORIZE IDIOMS BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI

ABSTRACT

By:

INTAN AJI PRADISTA

The main objective of this research is class action research was to find out whether the Reading aloud technique could improve the ability to memorize idiom of tenth grade students at Ma Al – Islamiyah Kotabumi. This research consist of two cycles. Each cycle consist of planning, action, observation, and reflection. The subject of research were 30 students of tenth grade of Ma Al-Islamiyah Kotabumi in academic year 2025/2026. In collecting data, the researcher used test consisting of pre-test, post-test I and post-test II, observation, documentation and field notes.

The findings of this research are the Reading aloud technique can improve students ability to memorize idiom of tenth grade students of Ma Al-Islamiyah Kotabumi, North Lampung. It can be seen from the students' pre test average score from 45,83, to the average score of post test I is 66, while the average score of post test II is 74.6. This shows that there is a significant improvement score of students ability to memorize idiom by using reading aloud technique at Ma Al-Islamiyah Kotabumi North Lampung. The conclusion of this research is this technique is one of technique in English subject that can improve students' ability to memorize English Idiom at the Ma Al-Islamiyah Kotabumi.

Keywoards: Idiom, Reading Aloud, Memorize.

MENINGKATKAN KEMAMPUAN SISWA DALAM MENGINGAT IDIOM DENGAN MENGGUNAKAN TEKNIK MEMBACA KERAS DI PONDOK PESANTREN MA AL‑ ISLAMIYAH KOTABUMI

ABSTRAK

Oleh:

INTAN AJI PRADISTA

Tujuan utama penelitian tindakan kelas ini adalah untuk mengetahui apakah teknik membaca keras dapat meningkatkan kemampuan mengingat idiom siswa kelas X di MA Al‑ Islamiyah Kotabumi. Penelitian ini terdiri dari dua siklus. Setiap siklus meliputi perencanaan, pelaksanaan, observasi, dan refleksi. Subjek penelitian adalah 30 siswa kelas X MA Al‑ Islamiyah Kotabumi tahun ajaran 2025/2026. Dalam pengumpulan data, peneliti menggunakan test (pre‑ test, post‑ test I, dan post test II), observasi, dokumentasi, serta catatan lapangan.

Hasil penelitian menunjukkan bahwa teknik membaca keras dapat meningkatkan kemampuan mengingat idiom siswa kelas X MA Al‑ Islamiyah Kotabumi, Lampung Utara. Hal ini terlihat dari peningkatan rata‑ rata skor pre‑ test sebesar 45,83 menjadi 66 pada post‑ test I, dan 74,6 pada post‑ test II. Peningkatan skor yang signifikan ini mengindikasikan bahwa teknik membaca keras efektif dalam meningkatkan kemampuan mengingat idiom di MA Al‑ Islamiyah Kotabumi, Lampung Utara. Kesimpulan penelitian ini adalah teknik ini merupakan salah satu teknik dalam mata pelajaran bahasa Inggris yang dapat meningkatkan kemampuan siswa dalam meningat idiom berbahasa inggris dalam teks di Ma Al-Islamiyah Kotabumi.

Kata kunci: Idiom, Membaca Keras, Mengingat.

STATEMENT RESEARCH ORIGINALITY

The Undersigned:

    Name   : Intan Aji Pradista

    Student Number   : 1901051033

    Department   : English Education Study Program

    Faculty   : Tarbiyah and Teacher Training

States this undergraduate thesis is originally the result of research of writer in exception of certain parts which are excerpted from bibliography mentioned.

Metro, November 2025

Intan Aji Pradista
SN.1901051033

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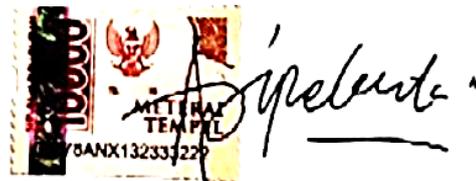
ORISINALITAS PENELITAN

Saya yang bertanda tangan d bawah ini:

Nama : Intan Aji Pradista

NPM : 1901051033

Program Studi : Tadris Bahasa Inggris

Fakultas : Tarbiyah dan Ilmu Keguruan

Menyatakan bahwa skripsi ini secara keseluruhan adalah asli dari penelitian saya kecuali bagian bagian tertentu yang dirujuk dari sumber dan disebutkan dalam daftar pustaka.

Metro, November 2025

Intan Aji Pradista
NPM.1901051033

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MOTTO

" إِنَّ مَا يُوَفَّىٰ ٱلصَّابِرُونَ ٱلْأَجْرَهُمْ بِغَيْرِ لْحِسَابٍ "

"Only the patient will be given their reward without measure"

(Q.S Az-Zumar: 10)

"I won't give up! I won't run away! I won't betray myself! I won't betray my comrades!"

(Naruto Uzumaki)

DEDICATION PAGE

 I highly dedicate this undergraduate thesis to:

My beloved parents, Mr. Kahodi and Mrs. Widyaningsih, thank you for the abundance patience and love, for your unwavering support and always believing in me to finish this study. Thank you for the endless prayers for me. How lucky I am to be your daughter.

To my sister Kanenisa Azzahra Rahmadhania, for supporting and giving the motivation.

To all my friends especially Zahroul Amelia, who was helped and encouraged me to finish this research. Lets make it all our wish list happened!

ACKNOWLEDGMENT

Thanks to Allah SWT, as the one who always gives all what we need and sends the good figures around us to face this life. Sholawat and Salam to our Prophet Muhammad SAW, his family and companions, This research is an undergraduate thesis "Improving Students' Ability to Memorize Idioms by Using Reading Aloud Technique in Islamic Boarding School MA Al-Islamiyah Kotabumi". This undergraduate thesis as fulfillment of requirement of the degree of Education Bachelor (S.Pd) of English Education Department of Islamic State University of Jurai Siwo Lampung. Regarding to the undergraduate thesis, the researcher offers her big thank to:

1. Prof. Dr. Ida Umami, M.Pd.,Kons as the Rektor of UIN Jurai Siwo Lampung.
2. Dr. Zuhari, M.Pd, as the Dean of the Tarbiyah and Teacher Training Faculty of UIN Jurai Siwo Lampung.
3. Dr. Much Deiniatur, M.Pd, BI the head of English Education Study Program of UIN Jurai Siwo Lampung.
4. Dr.Widhiya Ninsiana, M.Hum as the advisor who has given valuable knowledge and support in finishing this undergraduate thesis.

As human being, the researcher completely realizes this undergraduate thesis still has a plenty of weakness. All constructive comments and suggestions are very welcomed. Hopefully, it can be meaningful benefit for the researcher especially for our campus and all readers in general.

Metro,   November 2025
The Researcher

Intan Aji Pradista
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CHAPTER 1

INTRODUCTION

A. Background of Study

English is the most widely spoken international language in the world. English is also one of languages studied in Indonesia from elementary school, high school to university level. English is one of the compulsory subjects that exist from the elementary school level up to college. Therefore, its not surprising that English is widely used as a second language and even the main language in several countries. English can be placed in several sectors, such a business, marketing, education and technology. English can help people who come from many countries with different cultural and linguistic backgrounds around the world to solve problems in communicating with each other. So its undeniable that English is a vital communication tool in facing a new era that continues to develop.

Reading is likewise a skill that the teachers simply expect the leaners to acquire. Basic, beginning-level textbooks in foreign language presuppose a students' reading ability if only because it is a book that is the medium. Most formal test use the written word's as a stimulus for test-taker response; even oral interview may require reading performance for certain task. Reading, arguable the most essential skill for success in all

educational context, remain a skill of paramount importance as we created assessment of general language ability.[1]

As a skill, reading is clearly one of the most important skills in learning English. It can be seen that many instances around the world argue that reading is the most important foreign language skill, particularly in cases where students have to read English material for their own specialist subject but may never actually have to speak the language Much of the current thinking on real tends to focus primarily on the purpose of the activity, even if reading is done for pleasure it is still purposed.[2] Also, when teachers and students learn a second foreign language, they will come across many teaching methods, approaches, and technique the students find useful in the teaching and learning process.

Teachers will always do the best to help students reach the learning goals through the method, model or language teaching techniques by improving reading teaching technique in each teaching and learning process. We often hear the English teachers are disappointed when the students are not doing well on their final exams. Teachers can help students enjoy and inspire English learning, especially reading skills. By one of them is using learning technique to improve the students' memorize idioms by using reading aloud technique.

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[1] H. Douglass Brown, *Language Assessment Principles And Classroom Practice,* (USA: Pearson Education, 2004), p. 185

[2] Daniel Mujs and David Reynolds,*Effective Teaching Evidence and Practice* (Landon:SAGE Publication, 2005), p.52

Reading aloud is the one of techniques for teaching reading. This is a technique use when students reads the text out loud and clear, this is the one of initial steps in teaching English.

Reading aloud practice is very important in the English teaching. In MA-Al Islamiyah Kotabumi, memorizing the Idioms is one subject in this school. By using the reading aloud technique, teacher can create variety of situation for literacy learning and help students become proficient readers and thinkers. It is necessary to teach them a handful of highly effective literacy strategies, such as techniques use before, during, and after reading or listening to a text and various ways to monitor their understanding as they read or listen to an Idiom in/or a text.

Students' in extention activities as a part of a read-aloud is good practice because the read-aloud even provides a beneficial context for students' to see how language work. Engaging with text requires active thinking and reflecting, which enhances comprehension; therefore, activating and making use of cognitive resources can enable understanding of idiom and/or text.

The researcher have been conducted the pre research by interviewing the student's and teacher in MA Al-Islamiyah Kotabumi, it can be found that is all of the students cannot identification idiom in the English text properly, most students have difficulties to memorize English idioms and they have low score in English subject.

The other data from prasurvey, the researcher get the teachers document, it can be shown on the table below:

Table 1.1
The Data of The Students' Reading Score of Tenth Grade of
MA Al – Islamiyah Kotabumi

No	Name	Score	Explanation
1	A. G	37	Incomplete
2	A. N .F	37	Incomplete
3	A. N	75	Complete
4	A. F	75	Complete
5	A. S.A	75	Complete
6	A. A	25	Incomplete
7	A. D. D. D	25	Incomplete
8	C. L. N	50	Incomplete
9	C. F. P	37	Incomplete
10	D. A	37	Incomplete
11	D. A. S	37	Incomplete
12	D.O. R	50	Incomplete
13	D. A. A	25	Incomplete
14	D.M	37	Incomplete
15	F.Y	37	Incomplete
16	I.F	37	Incomplete
17	K.A	37	Incomplete
18	K. A	37	Incomplete
19	L.V	25	Incomplete
20	M. S	25	Incomplete
21	M. Z. A. F	50	Incomplete
22	M. R. T. A	37	Incomplete
23	N. E. M. P	37	Incomplete
24	N. A	25	Incomplete
25	R. A. M	50	Incomplete
26	R. L. A	37	Incomplete
27	R. R	50	Incomplete
28	R.H	25	Incomplete
29	R.A	37	Incomplete
30	S.A	37	Incomplete

Based on the score result of class tenth at MA Al-Islamiyah Kotabumi,
August 25,2024, academic year 2024/2025

Table 1.1
The Percentage of The Students'
Reading Score of the Tenth Grade of
MA Al-Islamiyah Kotabumi

No	Grade	Explanation	Frequencies	Percentage
1	< 75	Incomplete	27	90
2	≥ 75	Complete	3	10
		Total	30	100%

The table above shows that only 3 out of 30 students got a good score (complete) in the reading test. The Minimum Completeness Criteria (MCC) for English at MA Al-Islamiyah Kotabumi is 70. It can be seen that 27 students are classified as incomplete score of <75 and only 3 students can do the reading and memorizing test well. It can be explained that 27 students have low memorizing skills.

Based on the phenomenon above, the researcher assumes that Reading aloud technique can improving the students' ability to memorizing the English Idiom in reading text so the researcher want to conduct a research by the tittle "Improving the Ability to Memorize Idioms Using Reading Aloud Technique"

B. Problem Identifications

Based on the background above, there are some students' problems as follows :

1. The students have difficulties to reading and pronouncing the English text.

2. The students have the low grade in English subject.

3. They have lack ability to memorizing the English idioms.

C. Problem Limitation

The limit of this research is only in Improving Students' Ability to Memorize Idiom by Using Reading Aloud Technique in MA Al-Islamiyah Kotabumi.

D. Research Question

Based on the problem limitation above, the writer has formulated the problem as follows:

"Can the reading aloud technique improve the students' ability to memorize idioms in MA Al-Islamiyah Kotabumi?"

E. Objective and Benefits of Study

The objective of the research is to know whether The use Reading Aloud technique can Improve students' ability to memorizing the Idioms at MA Al-Islamiyah Kotabumi.

There are at least three benefits that the students will obtain, teacher and headmaster that very important to improve their knowledge, they are:

a. For the students this study is expected to give more easily to memorizing the idioms and can be implemented in the daily activity.

b. For the teachers as major instrument Teaching and learning process, The teacher understand more the different types of level students understanding and memorizing ability and help to find efficient technique for the students and give more facilitation in order to get the best result of learning process.

c. For the other researchers as a media to facilitate the interested to developing various method that can used for learning process.

Also can inspire and help other researchers who will conduct research in the future.

F. Prior Research

1. Tini Mogea in the journal entitled "Using Reading Aloud and Question and Answer Technique in Improving Student's Ability in Reading Narrative Text at SMA Negeri 1 Ratahan Timur" and intend to prove whether reading aloud and question and answer technique are effective for students.[3]

   This research intended to prove whether reading aloud and question and answer techniques are effective or not in improving students ability to read narrative text at SMA Negeri Ratahan Timur. This research is classified as Classroom Action Research because it was conducted in a cycle. The researcher used reflective journals, field notes, and test in collecting data. This was done to check whether the problem in reading comprehension of narrative texts has been overcome, all at once to check the students' progress.

2. The second research was carried out by Nurlaily Sofyan, Justin HJ Wahid and Nirwan H Idris entitled "The Effectiveness of Reading Aloud Strategy in Concerning Student's Reading Skills", which is the aim of

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[3] Tini Mogea,*Using Reading Aloud and Question and Answer Technique in improving Student's Ability in Reading Narrative text at SMA Negeri 1 Ratahan timur,*(Univ. Negeri Manado)

the reading aloud strategy is to improve students' competence in understanding, analyzing and interpreting text.[4]

Reading aloud strategy used in the teaching reading skills, which means the teachers and students pronounced the word loudly in front of the class to get the information. Then, the researchers used a reading test as an instrument to know the students competence in reading skills, this researchers used Quasi-Experimental Design.

3. The Further research is carried by Laela Nur Mukarrromah entitled "Students' Understanding of Idiom and Their Reading comprehension of Recount text".[5]

The objective of this study are to investigate students understanding of idiom, to investigate the students comprehension of recount text and to find out whether there is significant relationship between students understanding of idiom and their reading comprehension of recount text at fourth semester students of The Department of English Education of UIN Walisongo Semarang.

The method used in this study was quantitative method and the technique used was a correlational technique. In collecting data, idiom test and reading comprehension test were used. The scores of idiom test were collected from twenty multiple-choice questions. In addition, the reading comprehension test was also given the students to asses their reading

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[4] Nurlaily Sofyan,Justin HJ Wahid and Nirwan H idris,*The Effectiveness of Reading Aloud Strategy in Concerning Student's Reading Skills,*vol 8 no 1

[5] Laela Nur Mukarrromah entitled "*Students' Understanding of Idiom and Their Reading Comperhension of Recount text".*(UIN Walisongo,2015)

comprehension. Referring to prior research, there are similarities and differences from this research that is to be conducted.

The similarities from previous research is, Reading Aloud strategy is used in this research, which means the teacher and students pronounce the word loudly in front of the class. The method were using in the previous research by Tini Mogea is using Class Action Research method, the same method is using in this research. In the research carried by Laela Nur mukarromah, mention the Idiom in the tittle of her research, it is similar with this research that focuses on improving students ability to memorize Idioms.

The difference in this study from the one of previous researcher is the research method, the method were used is Quantitative method, meanwhile this research is using Class Action Method. The previous research focusing on students understanding of idioms and their reading comprehension of recount text, but this research is focusing on improving students' ability to memorize idiom by using reading aloud technique.

CHAPTER II

LITERATURE REVIEW

A. The Nature of Reading

Reading is the activity to get meaning from symbols or printed words and how this ability is used to recognize, understand and interpret words.

1. The definition of reading

Reading means different purposes for people. Some of them recognize written words, and for the others it is an opportunity to teach pronunciation and practice speaking.[6] Reading is likewise a skill that teacher simply expect learners to acquire. Basic, beginning-level textbooks in a foreign language presuppose a students' reading ability if only because it is a book that is the medium. Most formal test use the written word' as a stimulus for test taken response; even oral interviews may require reading performance for certain task. Reading, arguably the most essential skill for success in all educational contexts, remains skills of paramount importance as we create assessment of general language ability.[7]

Reading is the ability to draw meaning from the printed page and interpret this information appropriately. However, without quibbling over

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[6] Sacha Anthony Berardo, *The Use of Authentic Materials in the Teaching of Reading,* (The Reading Matrix: Vol.6, No.2, September 2006), p.60

[7] H. Douglass Brown, *Language Assessment Principles And Classroom Practice,* (USA: Pearson Education, 2004), p. 185

the exact wording of such definition, it is, nonetheless, insufficient as a way to understand the true nature of reading abilities.[8]

Reading is not natural part of human development. Unlike spoken language, reading does not follow from observation and imitation of other people. Specific regions of the brain are devoted to processing oral communication, but there are no specific regions of the brain dedicated to reading. The complexity of reading requires multiple areas of the brain to operate together thorough networks of neurons. This means there are many potential brain dysfunctions that can interfere with reading.[9]

It can be seen that reading is not only looking at word in the form of graphic symbols but also getting meaning from word to word or line to line to understand what we read.it means that reading is a process to understand the text contents and to get information.

2. Aims of reading

Reading is an activity with a purpose to get an information from the text. A person may read in order to gain information or verify existing knowledge, or in order to analyze a writer's idea or writing style. A person may read for enjoyment, or to enhance knowledge of the language being read. The purposes for reading guide the reader's selection of texts.[10]

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[8] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (Harlow: Longman, 2002), p. 3

[9] Judy Willis, *Teaching the Brain to Read,* (Alexandria: ASCD, 2008), p. 2

[10] NCLRC, http://www.nclrc.org/essentials/reading/reindex.htm, accessed on June 19th , 2015.

There are some purposes in reading: First, reading to search for simple information, second, reading to skim quickly, third, reading to learn from texts, fourth, reading to integrate information, fifth, reading to write (or search for information needed for writing), sixth, reading to critique texts, seventh, reading for general comprehension.[11]

And its classified two general purposes. There are: It is reading for enjoyment, which may very in to follow your favorite sport, comic, article and movie program. Second, More serious reading: It is reading for study goal such as to obtain information and to solve problem.[12]

The above statements give us a clear explanation that the aim of reading is to not only understand word by word, sentence by sentence or paragraph but also understand and find the ideas written by the author.

3. Kinds of reading skills

There are two kinds of reading skills: Intensive and extensive reading.

a. Extensive Reading

Extensive reading fits into the meaning-focused input and fluency development stands of a course, depending on the level of the books that leaners read. When the books contain only a few unknown vocabulary and grammar items, extensive reading provides the condition for meaning focused input. Where the books are very easy ones with virtual unknown

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[11] William Grabe and Fredricka L. Stoller, *Teaching and Researching Reading,* (Harlow: Longman, 2002), p.15

[12] Lester and Allice Crow, *How to Study: to Learn Better, Pass Examination, Get Better Grades,* (USA: Collier Maxmillan Publishers, 1976)

items, extensive reading provides the conditions for fluency development.[13]

Extensive reading is a form of learning from meaning-focused input. During extensive reading, learners should be interested in what they are reading and should be reading with their attention on the meaning of the text rather than on learning the language feature of the text. Extensive reading can occur within class time or outside class time. In their very useful survey of extensive reading, characterize extensive reading as involving a large quantity of varied, self selected, enjoyable reading at a reasonably fluent speed.[14]

b. Intensive Reading

Intensive reading can focus on several aspects: Comprehension (Guessing, dictionary use), Grammar (Dealing with sources of difficulty), Cohesion (Clause insertion, coordination), Regular and irregular sound-spelling relations (Spelling rules), Information structure (Topic type), Genre features (Generalized to writing), Strategies.[15]

B. Reading Aloud

According to Hermer, reading aloud is an enjoyable activity, when with con fiction and style. It means that reading aloud can be used as a model base on is own production.

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[13] I. S. P. Nation, Teaching ESL/EFL *Reading and Writing,* (New York: Routledge, 2009), p. 49

[14] I. S. P. Nation, Teaching ESL/EFL *Reading and Writing,* p. 50

[15] Christine Nuttal, *Teaching Reading Skills in a Foreign Language,* (Oxford: Heinemann, 1996), p. 27

1. Reading aloud technique

Reading aloud is an activity to read something loudly, and reading aloud is the part of education that very important to improving skills of students memorizing. According to Huang "Reading aloud is an important part in education for all around, which has several function in English teaching". By reading aloud, students can test themselves whether the pronunciations are not correct, especialy when the students read a text than contain an Idiom or phase, where they say it out loud, when the teacher found out the error of pronunciation, the teacher can easily revise.

Reading has became increasingly important skills among students' in learning English language, and reading proviciency are necessary for students' to understand written text for academic achievement. Reading has become an important part of our daily activity. To be more active in getting information the students' should more attention to the key point and main idea of the text.

In addition, Huang also said that reading aloud is using as major and magic way to improve students' high school memory and oral-English. According to Huang at English Department, Zhenjiang Watercraft College of PLA in his research of about reading aloud said "Reading aloud to middle and High school students can motivate them to read, exiting them with a good a short story and providing a model of excellent reading, phrasing, expression, and pronunciation". When the teacher and students reading together using reading aloud technique, it help students

get more motivate to know the subject were reading and helps the students' to get more understand the Idioms.

2. Understanding memory

Reading aloud technique also improving memory, when students' reading with aloud voice not only eyes are using but also an ears, so that is not just reading but also listening at the same time.

When we receive information, we use three ways – visual (an image), acoustic (a sound), or semantic (a meaning), to store information as a memory. Repeating information aloud to students' would be considered an acoustic way of encoding, or storing the memory, in this case an idiom on the text or story. The teacher and students' do this often while teaching an learning process, when studying in the classroom we practicing by repeating items in a list over and over again.

The way students' store information impacts how students' revive that information. According to psychological research, the average adult can store around 5-9 items in their short-time memory. However, these 5-9 items could involve a combination of 5-9 pieces of information, it can be quite a long. Regardless, short -term memory only last for 30 seconds or less. Long term memory, meanwhile, can stick around in our psyche for an unlimited amount of time. By Reading aloud repeatedly it can make students have long-term memory, so the students' can understanding the

writer's mean, keeping in students' mind and implementing in the daily activity.

3. Benefit of Reading Aloud

Reading aloud needs a minimum of 15 minutes a day benefit the children. It is argued that reading aloud must be a daily routine for the students in their classroom, and the teacher must facilitate the students in reading aloud to get the best result.[16] To Avoid boredom in the teaching-learning process, the teacher must to students.[17] In this case, other than only gaining the student's to love words, story, and poems, books, and new ideas or knowledge. It is also argued that reading aloud increase the spirit to think and read.[18]

By using Reading aloud technique, students read the text loud and clear, also repeating reading by using reading aloud technique can improving memorizing skills. Many teachers ask students to read silently. In teaching reading for senior high school students, teacher focus on the strategy in making students easier to comprehend the text, they read silently, through skimming or scanning based on the purpose of reading.

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[16] Trelease,Jim, *The New Read Aloud Hand Book* (Viking,40 West 23rd st .New York 1989)

[17] Giroir,Grimaldo,Vaugh,&Roberts,*Interactive Reading Aloud for English Learners in Elementary Grades* (2015)

[18] Huda,Kartanegara,Gamal,&Zakaria,*The Effect of learning Strategy of Reading Aloud on Students Achievement in the Subject of Islamic Students of Secondary School of Islamic JHC*(International Journal of Education and Research 3(2),577-588, 2015)

In addition, they used many strategies in teaching reading but not reading aloud as they do not think that reading aloud is important to be done.[19]

That is why this research is important because this research conducted to know reading aloud is needed for teaching reading for senior high school students who are expected to have high reading mastery and ability memorize idiom. While for tenth grade, when students are thought by using reading aloud strategy, their skill to find specific information from the text and their vocabulary and memory are improved slightly.[20] Read aloud, is the one of performance reading of type of reading-fluency practices that can involve the radio-reading practice noted earlier as well as "say it like the character" reading-practice activity. Accordingly, reading aloud can be simply defined as reading printed texts loudly. It is oral reading, reading with sound comes from the mouth.[21].

C. Idioms

1. The definition of idiom

All languages have phrases that cannot be understood literally and therefore cannot be used with confidence. Even if people already know the meaning of all the words in a phrase and understand all the

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[19] Amer,*The effect of the teacher's reading comprehension of EFL students(ELT Journal,51(1):43-47*,January(1997)
[20] Sahara et al., 2018
[21]Grabe 2007:307

grammar of the phrase completely, sometimes the meaning of the phrase still confusing. Idiom is an expression where the meaning is different from the meaning of individual words. Idiom can be found in educational texts, magazines or in advertisement on a newspaper.[22]

Idiom is a sequence of word which operates as a single semantic unit, and like many-multi word verbs the meaning of the whole cannot be deducted from an understanding of the parts. So to understand the meaning of idiom, the reader cannot translate or separate the word into a single part of semantic unit because the meaning of idiom can be interpreted by interrelate of its words. For example, if the students' translate the sentence that contains of idiom "this work are piece of cake for me", word by word the sentence can be interpreted as "this works are easy for me".[23]

Ammer said that an idiom is a set phrase of two or more words that means something different from the literal meaning of the individual words.[24]The way in which the words are put together is often odd, illogical, or even grammatically incorrect. These are the special features of some idioms, but the other idioms are completely regular and logic in their

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[22] Rawdon Wyatt, *Phrasal Verbs And Idiom*s, (London: ANC Black Publisher ltd, 2006), p.5

[23] Ruth Grains and Stuart Redman, *Working with Words: A Guide to Teaching and Learning Vocabulary,* (Cambridge: Cambridge University Press, 2003), p.35

[24] Christine Ammer, *The American Heritage Dictionary of Idioms,* (Boston: The Christine Ammer 1992 Trust, 2003), p. preface

grammar and vocabulary. Because of the special features of some idioms, learners have to learn idiom as a whole and cannot change any part of it.[25]

Many definition idioms mentioned above, they can be concluded that an idiom is a group of words that has different meaning the individual word as part of it. It cannot be translated word by word, but the meaning the idiom is meaning of the whole word. Idioms are sometimes irrational and ungrammatically, but another idioms are rational and fixed grammatical. It can be understood by guessing by the context.

2. Types of idiom

There are two 'idiomaticity areas' in English; the lexemic and the semantic. The lexemic idiomaticity are consist of expressions of more than word, which are "subject to a possible lack of understanding, despite familiarity with the meanings of the components, or the erroneous decoding; they can potentially mislead the uninformed listener." The semantic idiomaticity area involves expressions with more than one word, which "have both a logical literal meaning and a moral or a deeper meaning." Makkai further classifies lexemic idioms into six groups.[26]

a. Phrasal Verb Idioms

A phrasal verb is a verb formed from two (or sometimes three) parts; a *verb* and an *adverb* or *preposition.* These adverbs and prepositions

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[25] Jennifer Seidl, English *Idiom and How to Use Them,* (Oxford: Oxford University Press, 1978), p.4

[26] Lynn Grant, and Laurie Bauer, Criteria for Re-defining Idioms: Are We Barking up the Wrong Tree?, Applied Linguistics, 25, 1, 2004, p.40

are often called *particle* when they are used in a phrasal verb. Most phrasal are formed from a small number of verbs (for example, *get, go, come put* and *set)* and a small number of particles (for example, *away, out, off up, in).* Phrasal verbs sometimes have meanings that you can easily guess (for example, sit down or look for).

However, in most cases their meanings are quite different from the meanings of the verb they are formed from. For example, hold up can mean 'to cause a delay' or 'to try to rob someone'. The original meaning of hold (for example, to hold something in your hands) no longer applies. There are five main types of phrasal verb. These are (1)Intransitive phrasal verbs (= phrasal verbs which do not need an object). For example: You're driving too fast. You ought to slow down, (2) Transitive phrasal verbs (= phrasal verbs which must have an object) where the object can come in one of two positions, Between the verb and the particle(s). For example: I think I'll put my jacket on, or After the particle. For example: I think I'll put on my jacket. However, if the object is a pronoun (he, she, it, etc), it must usually come between the verb and the particle. For example: *I think I'll put it on*. (NOT *I think I'll put on it.).* (3) Transitive phrasal verbs where the object must come between the verb and the particle. For example: *Our latest designs set our company apart from our rivals.* (4) Transitive phrasal verbs where the object must come after the particle. For example: *John takes after his mother*. Why do you put up with the way he treats you? (5) Transitive phrasal verbs with two objects, one after the verb

and one after the particle. For example: *They put their success **down to** good planning.*[27]

b. Tournures Idioms

Tournures idioms are the larger lexemic idioms, usually containing at least three words and mostly are verbs. A tournures idiom mostly falls into sentences. Based on its structure, tournures idioms are divided into: (a) The form contains the compulsory definite and indefinite article. Example: *to do a guy* (to disappear secretly), (b) The form contains an irreversible binominal introduced by a preposition. Example: *to be at seven and eight* (to be in a condition of confusion, at odds.), (c) A direct object and further possible modifiers follow the primary verb. Example: *to build castle in the air* (to make impossible plans.), (d) The leading verb is not followed by direct object but by preposition plus noun or nothing. Example: *to dance on air* (to get hanged).[28]

c. Irreversible Binominal Idioms

Irreversible Binominal Idioms consist of two words, which are separated by conjunction. The words orders in this structure are fixed. Example: *high and dry* (without resources), Romeo and Juliet (institutionalized symbols of ideal love or symbol of true love).[29]

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[27] Rawdon Wyatt, *Phrasal Verbs And Idioms,* (London: ANC Black Publisher ltd, 2006), p.5-6

[28] 7 Tias Atma Andriani, *The Relationship Between Idiom Mastery And Reading Comprehension,* (Jakarta: UIN Syarif Hidayatullah, 2014), p. 17

[29] Tias Atma Andriani, *The Relationship…...* p. 17

d.   Phrasal Compound Idioms

Phrasal Compound Idiom are containing primarily nominal made up of adjective plus noun, noun plus noun, verb plus noun, or adverb plus preposition. Example: *black mail* (any payment force by intimidation), bookworm (a person committed to reading or studying).[30]

e.   Incorporating Verbs Idioms

Incorporating Verbs Idioms have the forms are Noun-Verb, Adjective-Noun, Noun-Noun, and Adjective-Noun. Usually incorporating verb separated by (-). Incorporating Verbs idioms are divided into, First, noun-verb. Example: Sight-see means "visit the famous places in a city, country, etc." Second, adjective-noun.

Example: Blackmail means "The crime of demanding money from a person by treating to tell somebody else a secret about them." Third, Noun -noun. Example: Bootleg means "Made and sold illegally" Fourth, adjective-verb. Example: whitewash means "an attempt to hide unpleasant facts about somebody/something."[31]

f.   Pseudo-Idioms

Pseudo-idioms are also being able to mislead or misinform an unwary listener. Example: Cranberry (bright red acid berry produced by any plant of the genus oxycoccus), in the sentence "make a cranberry

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[30] Tias Atma Andriani, *The Relationship…...* p. 17
[31] Tias Atma Andriani, *The Relationship…...* p. 18

face". It means the face became red. Another example is tic-tac-toe (special game).[32]

According to Fernando, idioms can be grouped into three subclasses: pure idioms, semi-idioms and literal idioms. Pure idioms, pure idiom a type of conventionalized, non-literal multiword expression whose meaning cannot be understood by adding up the meanings of the words that make up the phrase. For example, the expression spill the bean is a pure idiom, because its real meaning has nothing to do with beans. Semi-idioms, semi-pure, on the other hand, has at least one literal element and one with a non-literal meaning. For example Foot the bill (i.e. pay) is one example of a semi-idiom, in which foot is the non-literal element, whereas the word bill is used literally.

Literal idioms, such as on foot or on the contrary are semantically less complex than the other two, and therefore easier to understand even if one is not familiar with these expressions. These expressions may be considered idioms because they are either completely invariant or allow only restricted variation. Fernando admits the difficulty of drawing a clear boundary between these three idiom types.[33] It can be seen, although a distinguished form of non-literal language, idioms may also be regarded from the figurativeness point of view. The structure and the possible restrictions in the form and use give idioms an aspect of grammaticality well defined.

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[32] Tias Atma Andriani, *The Relationship*…... p. 18

[33] 2 Claudia Leah, Idiom: *Grammatically And Figurativeness,* (University of Oradea: claulh26@yahoo.com), p. 8-9

D. Action Hypothesis

Hypothesis is a temporary answer to a research problem needs to be tested for validity through data collection and analysis. Hypothesis Classroom Action Research is the improving students' ability to memorizing idiom by using reading aloud technique in MA-Al Islamiyah Kotabumi.

CHAPTER III

RESEARCH METHOD

A. Research Method

The research method used by researcher is the Classroom Action Research method. This method developed from action research. Therefore, to understand the meaning of Class Action Research we must trace action research. Action Research as a form of reflective and collective research conducted by researchers in social situations to improve their social implementation reasoning.[34]Action research is a social study with the aim of improving the quality of action through the process of diagnosis, planning, implementation, monitoring, and studying the effects that will arise from this.[35]Action research deals directly with field practice in natural situations. The researcher is the practitioner herself and the direct user of the research results. The most prominent is that action research is aimed at making changes to all participants and changes in the situation where the research is conducted in order to achieve gradual and sustainable improvements in practice. It can be concluded that the main characteristic of action research is the existence of certain interventions or treatments to improve performance in the real world. Furthermore, the action research studied by the researcher is Class Action Research (CAR).

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[34] Kemmis, S., & Mc Taggart, R. (1998). "*The Nature of Action Research"."The Action Research Planner"*. Victoria: Deakin University.
[35] Elliots (1982)

According to Philips, Definition of observation variable Assign meaning to a structure or variable by stating the activities or actions needed to measure the structure or variable. Alternatively, an operational definition is the definition of the researcher's activities to measure variables or to manage variables.[36] Based on the explanation above, it can be said the definition is explanation more than an operational object of research.

Moreover, Jean says this research uses Classroom Action Research. Classroom Action Research is a method of finding out what works best in your own classroom so that you can improve student learning.[37]

Classroom Action Research is the research to improve students learning outcomes by reading aloud technique to memorize idioms at Ma-Al Islamiyah Kotabumi.

B. Research Location

This research will conducted on students of class X MA Al Islamiyah Kotabumi which is located in the Kotabumi sub-distric, North Lampung.

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[36] D.C Philips," Operational Definition in Educational Reasech," *Australian Journal of Education*, no.12 (1968): 311-323.

[37] Jean McNiff dan P. Lomax & J. Whitehead, (New York: You and your action research project, 1996)

C. Subject   and Object of Study

1. Subject of Study

The main subjects of this study is students of class X MA Al-Islamiyah Kotabumi. The total student is 30 students, consisting of 11 male and 19 female students.

2. Object of Study

The object of research is students' ability to memorize idioms by using reading aloud technique at tenth grade in MA Al-Islamiyah Kotabumi.

D. Procedure of   Research

This research uses Classroom Action Research. This research is the model proposed by Kemmis and McTaggart.[38] Research steps based on in the following graph:
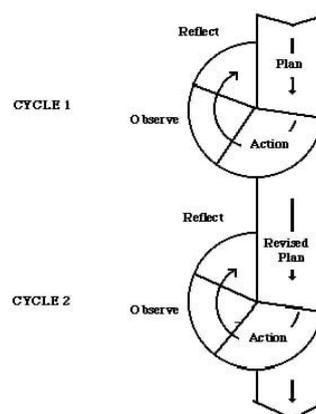
Figure 2: The steps of action research

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[38] Burns A, *Doing Action Research in English Language Teaching* (New York: A Guide for Practitioners, 2010), 8

However, before proceeding with the action research cycle, The investigator conducted a reconnaissance procedure to determine the focus of the research. These issues are monitored in the field through observing the teaching and learning processes. Interviews with teachers and students, and more conversation with teacher.

Based on observations, interviews and discussions, these processes allow researcher to choose a research focus, namely some problems in the learning process of reading. This is a lack of knowledge in several aspects of reading such as vocabulary, grammar, form, fluency, etc. In addition, students' motivation towards reading can be said to be low and the teacher does not provide the right media when teaching reading.

And the teacher applies the traditional way of teaching reading which causes students not to be interested in reading. In addition, there is still a lack of activities that can support students in reading. This situation causes little opportunity for students to learn and absorb the target language, especially reading skills properly and effectively. Therefore, the researcher examined the use of project-based learning technique which was believed to be an alternative to improve students' reading skills.

After the research process is complete, the researcher begins make the action research steps proposed by Kemmis and mcTaggart as what has been started and illustrated previously. Next, the research steps represented in can be explained as follows:

i. Planning

At this stage, when the problem is known The researcher began to develop an action plan to improve the problems being treated after talking with colleagues, researcher and participant prepare equipment and techniques in the classroom, teaching aids such as he necessary materials and tools are also prepared at this stage.

ii. Action

The next is action. The researcher puts the plan into action. After determining the plan, actions are carried out in the specified field. The action was carried out in two cycles where each cycle was carried out in two class meetings.

iii. Observation

In the observation process, the action will be observed during actions for both the researcher and the collaborator observe and monitor students' reading an memorizing ability towards teaching activities as well as taking notes of everything happened in the classroom observe the results of all actions. Observation allows research collaboration to reflect actions to use and define the following actions.

iv. Reflections

At this phase, the researcher reflects, evaluates and describes the impact. that action brings Researcher and collaborators discuss whether the action was successful and It has been proven to improve students' memorize and reading skills as well as the teaching and learning

process. If the action that has been done is successful Research will continue on different topics. But if proven unsuccessful the action will be modified to be more suitable.

E. Data Collecting Techniques

1. Test

In this study, researcher will use a test for the instrument. The test is a number of questions or exercises used to measure skills. The kind of test is oral test. This test is dedicated to tenth grade students of MA Al-Islamiyah Kotabumi, to collect data on students' idioms memorizing ability.

   a. Pre-test

By using reading aloud techniques, students are first given a pre-test before being given treatment to find out their memorizing ability. The reading aloud test is the first type of test. Students memorizing several example of idioms using each style of students' reading style.

   b. Post-test

To compare students' improvement before and after receiving treatment, a post-test giving to students after they learn to memorizing idioms using reading aloud techniques. This can be shown by comparing the results of the pre-test and post-test. The author of this pre-test uses an multiple choice test.

2. Observation

Observations carrying out before the implementation of the action to obtain information about students and English teachers during the teaching and learning process of English in class.

Furthermore, the researcher also conducted classroom observations during the action research to observe and monitor student attitudes when researcher replace English where the teacher teaches in the classroom by applying reading aloud in the learning process.

3. Documentation

Researcher will use this method to obtain data on school history, the number of teachers, staff and students at MA Al-Islamiyah Kotabumi, and an overview of learning activities.

4. Field Note

To collect data more accurately, the researcher use field notes to facilitate data analysis. It is intended to test students' activities in learning English. This happens after the teaching and learning process is completed.

F. Research Instrument

Instrument is a measurement tool that was used to collect and record information for assessment and making decision. In this research, the research instrument was designed by the researcher. There are four kinds of instrument they are observation, test, documentation and field notes. Furthermore, the three kinds of instrument can be explained as follows:

1. Observation sheet

    a. The students learning activity.

    b. The students participation in learning process. The teacher

        performance in the classroom

2. Test sheet

    a. The students reading.

    b. The students memorizing skill of idioms.

3. Documentation

    a. The condition of teachers and official employee.

    b. The condition of students.

    c. Learning facilities.

    d. Learning media

G. Data Analysis Technique

Data analysis technique was conducted by taking the percentage of the students who pass the Minimum Mastery Criteria (MMC) in each cycle as follows:[39]

$$\bar{X} = \frac{\Sigma\, xi}{N}$$

Note :

X   = Average Score

$\Sigma\, xi$ = Total Score of The Students N = Total of The Students

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[39] Neil A Weiss. *Introductory Statistics* (Boston, MA.: Addison-Wesley. 2012). 41

To calculate percentage of students' score, the researcher used the formula asfollows :[40]

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

Notes:

P   = Percentage   F = Frequency

N   = Number of observation

Moreover, to know the result the researcher will compare between pre-test and post-test.

The result matched by the minimum standard in this school at least 75. If from cycle 1, there are some students not successful, so the researcher conducted cycle II.

H. Indicators of Success

The indicator of success takes from the process and the result of the action research. This research is called successful if 75% of the students get minimal score 75 and 75% of the students active in learning activities.

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[40] Donald Ary, Introduction to Research in Education (Boston: Wadsworth Cengage Learning, 2006), 108-109.

CHAPTER IV

A RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Location

a. The History of MA Al-Islamiyah Kotabumi

MA Al Islamiyah Kotabumi was estabilished in the 26 June 1991 (11 Dzulhijjah 1411 H) in Muara Jaya, Kotabumi distric, North Lampung Regency. This Islamic Boarding School is a modern Islamic educational institution that was founded by Madrasah Mu'alimin Al-Islamiyah, with a length of education of 6 (six) years at the Madrasah Tsanawiyah level and 3 years at Madrasah Aliyah level, which strives to appear as an institution that prepares the young generation of religious Muslims.

The Islamic Boarding school principal was leading by KH Abdul Syukur Syah (1991- 2018) and replaced by Ust Andi Komarhadi, M.Pd. (2018- now). Ma Al Islamiyah principal is Ust Anwar Sanusi, S.Pd. (1991-2003) replaced by Ust Adriyanto, M. Pd (2003-2008) and Ust Romi Ma'ali, M.Pd. (2008 – now).

a. Geographical Location of the School

Islamic Boarding School Ma Al Islamiyah Kotabumi is located at Jl. Pesantren Muara Jaya, Kotabumi Udik, Kotabumi distric, North Lampung Regency, Lampung. Ma Al-Islamiyah

Kotabumi located in very strategic position, considering its location located on Kotabumi, North Lampung which is near with the downtown area and located in the middle of recidential neighborhoods, health center office, and also market / shops, so its easy to raech by ground transportation.

b. The Condition of Teachers in Ma Al Islamiyah Kotabumi

The number of teachers in Ma Al Islamiyah Kotabumi academic year 2024/2025. The teacher it can be identified as follows:

Table 4.1
The Register of Teachers in Ma Al Islamiyah Kotabumi

No	Name	Position
1.	Dra. Ratnawati, M.Pd.	Teacher
2.	Dra. Ellya Rosa	Teacher
3.	Reza Nur Annisa, S.Pd.	Teacher
4.	Heppy Septiani, S.H.	Teacher
5.	Annisa Kamalia, Lc.	Teacher
6.	Andi Arifin, Lc.	Teacher
7.	Nelly Farhataini, Lc.	Teacher
8.	Jumi yanto, S.Pd.	Teacher
9.	Choirul Anwar, S.Pd.	Teacher
10.	Linda Widyawati, S.Pd., M.Pd.	Teacher
11.	Heri Cahyono, S.Pd.	Teacher
12	Leni Masriana P, S.Pd.	Teacher
13.	Nur Fitriana, S.Pd.	Teacher
14.	Khadijah, S.Pd.	Teacher
15.	Nova Kristianto, S.Pd., M.Si.	Teacher
16.	Nurhayati Fajar, M.Pd.	Teacher
17.	Rizki Setyawan, M.Pd.	Teacher
18.	Dwi Hendrayani, S.Pd.	Teacher
19.	Nanang Solihat, S.Pd.	Teacher
20.	Dwi Yudiantari, S.Pd	Teacher
21.	Nita Zakiah, M.A	Teacher
22.	Enggarwati, S.Pd.	Teacher
23.	Edy Purwanto, S.T.	Teacher
24.	Linda Riyani, S.Pd.	Teacher

25.	Sugiyanto, S.Pd.	Teacher
26.	Yosi Armi Apiko, S.Pd.	Teacher
27.	Ria Apriliani, S.Ag.	Teacher
27.	Putri Yolandari, S.Pd.	Teacher
28.	Mujianto, S.Pd.H.	Teacher
29.	Wardatul Khasanah, S.Pd.	Teacher
30.	Virgi Anggita, S.H.	Teacher
31.	M. Asad Al-ghifari	Teacher
32.	Salwa Nurlionika	Teacher

c. State of Facilities and Infrastructure of Ma Al-Islamiyah

Ma Al-Islamiyah Kotabumi building is located in Jl. Muara Jaya, Kotabumi Udik Village with a land area of 14,602 M2 and building construction that is permanent and sufficient enough to carry out the learning process.

Table 4.2
The number of rooms in MA Al-Islamiyah Kotabumi

No	Building type	Amount
1	Classroom	28
2	Office	1
3	Living Room	1
4	Library	1
5	Laboratory Room	1
6	Mosque	1
7	Football court	2
8	Kitchen	1
9	Canteen	2

2. The Description of Research Data

This research was conduct with four steps, each cycle: they were planning, action, observation, and reflection. In this research, the researcher used two cycle that consist of cycle I and cycle II. The sheet of this research is Narrative and idiomatic text. This research

was conducted as action classroom research, the main purpose of this research is to improve students' ability to memorize idiom by using reading aloud technique in Ma Al-Islamiyah Kotabumi. To know the data result in each cycle as follows :

a. **Pre test**

The main point students problem in this research is they have difficulties to memorize the English idiom. So the treatment done this research, the researcher have the students pre-test, that has been conducted on 25 August 2025. It was used as the pre-test before the students' were given action (the implementation of Reading Aloud Technique. The teacher was opened the class by greeting, checking attendance, praying, and asking students' condition. After that, the researcher gave the pre-test to measure students ability to memorize idioms on the text, before the researcher applied the Reading Aloud technique. The test was given by multiple choice form that consist 10 questions. Then, the teacher gave a worksheet.

The pre-test was done for 45 minutes, to measure how far the students' can memorize the English Idiom in the text. The result of pre-test can be showed on the table below:

Table 4.3
The Result of Pre-Test

No	Student's Name	Score	Category
1	A. A. J. P	55	Incomplete
2	A. S	55	Incomplete
3	A.N	45	Incomplete
4	A. L	70	Incomplete
5	A. N. F	45	Incomplete
6	A. A	30	Incomplete
7	A. D. D. D	35	Incomplete
8	C. L. N	40	Incomplete
9	C. F. P	50	Incomplete
10	D. A	40	Incomplete
11	D. A. S	30	Incomplete
12	D.O. R	35	Incomplete
13	D. A. A	40	Incomplete
14	D.M	35	Incomplete
15	F. Y	40	Incomplete
16	I. F	65	Incomplete
17	K.A	65	Incomplete
18	K. A	45	Incomplete
19	L.V	40	Incomplete
20	M. S	75	Complete
21	M. Z. A. F	50	Incomplete
22	M. R. T. A	55	Incomplete
23	N. E. M. P	65	Incomplete
24	N. A	40	Incomplete
25	R. A. M	55	Incomplete
26	R. L. A	30	Incomplete
27	R. R	45	Incomplete
28	R.H	50	Incomplete
29	R.A	30	Incomplete
30	S.A	20	Incomplete
TOTAL		**1.375**	
AVERAGE		**45.83**	
HIGHEST		**75**	
LOWEST		**20**	

In connection with the result of the pre-test data above, there were 29 students who received the uncomplete category and 1 student who received the completed category and it can be explained that most students obtained scores below the minimum standard criteria. Based on data above, the highest score is 75 and the lowest score is 20. The pre-test average is 45,83. Therefore, researcher concluded that most of the students scored below the Minimum Mastery Criteria (MMC) target for teaching English based on minimum standard criteria is not good.

b. Cycle 1

1) Planning

In this meeting, the researcher was planned to give the treatment about reading idiomatic text by using Reading aloud technique. The researcher and the team were prepared some tools to teach in English learning process such as: prepared the lesson plan, made the instrument test that would be examined as the pre-test and post-test in the cycle I, the kinds of text used is narrative text as the tools used in the learning English of reading aloud text, and improve the idiom memorize skill. The researcher made observation sheets of the students' activity, and the researcher planned and given evaluation to measure how far the students' ability to memorize idiom in the text.

2) Acting

In the cycle I, the action was contained of 3 meetings. The first meeting was used to pre-test, the second meeting was used to the action by giving the treatment test (the implementation of Reading Aloud Technique) to the students and the third meeting was supposed to post-test. The explanation of every meeting were :

a) The First Meeting

In this cycle, the first meeting has been conducted on Monday, 3 September 2025. In the first meeting was used as implementation of Reading Aloud technique in the cycle I. This meeting began by greeting, asking the students condition and checking the attendance list. The teacher gave the explanation about the material Reading Aloud technique to the students. The teacher hand out the narrative text that conducted idiom to the students.

Then lead the students to reading the text together by using Reading Aloud technique, this step is repeated several times. The type on the text given is narrative text, entitled "Sarah". In practice, students have difficulty identifying idioms contained in the text, for example: In the first paragraph of the last line, with the idiom "Bitten more than she could chew". Then in the second paragraph, students have difficulty to memorize idiom contained in the third line.

Students also have difficulty understanding English idiom in the text. Afterwards, the teacher gave the question to the students. The teacher helped students who is difficult to answer the task, identifying idioms, understanding, and memorize idioms.

b) The Second Meeting

The second meeting has been conducted on Monday, 3 September 2025. As the meeting in cycle I, the researcher used this segment to give the post test 1 to the students. In this meeting, the researcher used post test 1 after the students given an action in the second meeting. This meeting began by greeting, checking the attendance list, praying and asking students' condition in the classroom. After the students' tenth grades has been given the treatment and they have understood, then the researcher gave the post test 1 to measure their reading comprehension and memorize skill after using Reading Aloud Technique.

Thereafter, the researcher gave post test 1 to the students. The test is about reading story text conducted an Idiom with the multiple choice form, the test was consist of 10 questions. The researcher gave a worksheet and then researcher gave time 45 minutes to do the test based on the teacher and

students agreement. The result of post test 1 can be showed as

follows:

Table 4.4
The Result of Post-Test 1

No	Student's Name	Score	Category
1	A. A. J. P	60	Incomplete
2	A. S	60	Incomplete
3	A.N	70	Incomplete
4	A. L	65	Incomplete
5	A. N. F	55	Incomplete
6	A. A	75	Incomplete
7	A. D. D. D	70	Complete
8	C. L. N	60	Incomplete
9	C. F. P	60	Incomplete
10	D. A	75	Complete
11	D. A. S	55	Incomplete
12	D.O. R	55	Incomplete
13	D. A. A	65	Incomplete
14	D.M	80	Complete
15	F. Y	65	Incomplete
16	I. F	70	Incomplete
17	K.A	75	Complete
18	K. A	60	Incomplete
19	L.V	65	Incomplete
20	M. S	60	Incomplete
21	M. Z. A. F	65	Incomplete
22	M. R. T. A	80	Complete
23	N. E. M. P	75	Complete
24	N. A	65	Incomplete
25	R. A. M	60	Incomplete
26	R. L. A	65	Incomplete
27	R. R	60	Incomplete
28	R.H	75	Complete
29	R.A	65	Incomplete
30	S.A	70	Incomplete
TOTAL		1.980	
AVERAGE		66	
HIGHEST		80	
LOWEST		60	

Based on the data above, in the post-test I only 11 students who got score based on the minimum standard criteria. The score standard criteria is 70. So, the researcher need the next action in cycle II.

3) **Observation**

The researcher observe the students' activities during learning English process in cycle I. Researcher gave the material, and reading the text together, also explanation to the students, but many of the students still had difficulties in the reading and memorize the idiom in the text. To know the effect of Reading Aloud Technique can improving the memorize ability of students, the researcher used the observation sheets in he cycle I to know the students' improvement in the classroom during English learning process. Based on the observation data of students' activities in the cycle I, most of students were showed not all the students active in the reading aloud together especially in reading text that conduct idioms in it. The data result of the students activity can be seen in the table below:

Table 4.5

The Result of the Students' Activity in the Learning Process of Cycle 1

No	Student's activity	Frequency	Percentage
1.	The students' pay attention to teacher explanation.	19	63%
2.	The students' are reading the idiom text using Reading Aloud Technique	9	30%

3.	They are able to improve the ability to memorize idiom	20	76%
4.	The students' can answer the teacher question	12	40%

Table 4.6
Percentage of student's activity in the cycle I
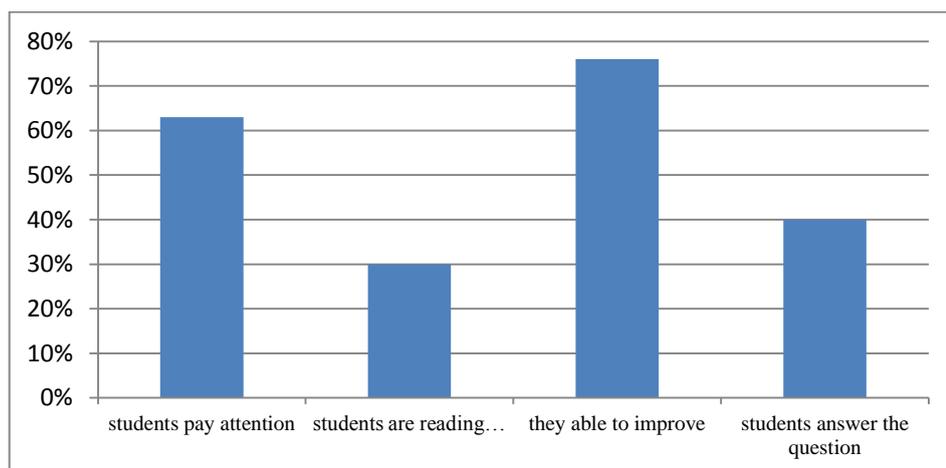
Based on the data observation above, that total of students who pay attention to teacher explanation are 19 (63%). Students' able to reading the Idiom text using reading aloud technique are 9 (30%). And the students that are able to improving the ability to memorize idiom are 20 (76%), also 12 students (40%) are cannot answer the question that given by teacher.

4) **Reflecting**

Based in the result of cycle I, it was showed that there was a little improvement of the result from pre-test until the post-test 1. In the cycle I the students were began to memorize several idioms and more interest into English learning process. Although the class

condition of learning English still conventional. In the field, the researcher found some weakness in the cycle I, so researcher need the cycle II to repair four steps in the cycle I.

The result of cycle I the researcher has been gotten the data research under the minimum standard criteria. Because of the target in the indicator of success was 75% from the students tenth grade got more than the 70 score. Therefore, this research would continue on the cycle II.

c. Cycle 2

Based on the result of cycle I, the researcher concluded that it was not success and many weakness during the learning English process, so the researcher must be continued to cycle II because the cycle II was used to repair the weakness in the first cycle. The steps of the cycle II as follows:

1) Planning

Based on the observation, evaluation and reflection in cycle I, it could be showed that the cycle I was failed. Because of it, the researcher try to arrange the planning and given an evaluation in the cycle II. In the cycle II, the researcher would give the Idiom text that more interested than before to encouraging the students to reading by using Reading Aloud technique and made observation sheets of the students' activity, and try finds some problems in the cycle II and

then researcher try to solve the problems in the learning process jointly.

2) Acting

The action in the cycle II was contained of two meeting. The first meeting was used to apply an action (Implementation of Reading Aloud technique), and the last meeting in cycle II, it was used to the post-test 2. The explanation for each meeting was follow :

a) The First Meeting

The first meeting has conducted on Wednesday, 5 September 2025 for 45 minutes. This meeting was used to apply of the Reading Aloud Technique, and this meeting was opened greeting, checking the attendance list, and praying. In this segment, the researcher gave the narrative text that conducted English idiom to the students and using more interesting idiom text to make the learning process more enjoyable. So that, in this meeting learning to memorize idiom by using reading aloud technique was good.

Then lead the students to reading the text together by using Reading Aloud technique, this step is repeated several times until students can improving the memorizing skill after identifying the idioms and memorize the idiom from the text. To improving the reading and memorize skill, teacher asked several students to read the text in front on of the other, so that can help improve the reading skill

of students. This treatment made the students more interested to learning English.

b) The Second Meeting

This meeting used to take the post-test 2 for 45 minutes. The researcher gave the post-test 2 to the students a multiple choice test that was contained from 10 questions. In this last meeting, most of the students could answer a question about idioms very well because of the Reading aloud technique given the positive effect on the students' ability to memorize, especially of memorize and identify idioms. It can be seen from the result of post-test 2.

Table 4.7

The Data Result of Student's Post-test 2 score

No	Student's Name	Score	Category
1	A. A. J. P	70	Complete
2	A. S	75	Complete
3	A.N	80	Complete
4	A. L	80	Complete
5	A. N. F	75	Complete
6	A. A	65	Incomplete
7	A. D. D. D	75	Complete
8	C. L. N	75	Complete
9	C. F. P	75	Complete
10	D. A	80	Complete
11	D. A. S	70	Complete
12	D.O. R	75	Complete
13	D. A. A	65	Incomplete
14	D.M	85	Complete
15	F. Y	75	Complete
16	I. F	65	Incomplete
17	K.A	85	Complete
18	K. A	60	Incomplete

19	L.V	75	Complete
20	M. S	75	Complete
21	M. Z. A. F	75	Complete
22	M. R. T. A	80	Complete
23	N. E. M. P	85	Complete
24	N. A	75	Complete
25	R. A. M	80	Complete
26	R. L. A	80	Complete
27	R. R	65	Incomplete
28	R.H	75	Complete
29	R.A	85	Complete
30	S.A	75	Complete
TOTAL		**2.240**	
AVERAGE		**74.6**	
HIGHEST		**85**	
LOWEST		**60**	

Based on data above, there fact 25 students (83%) got the scores of post-test II passed based on the minimum mastery criteria (MMC). Most of the students could improve their ability to memorize idiom and can answer the question. It means that the cycle II was successful. The students will get less category if the students get score <50, and the students will get bad category if the students get <60, afterwards the students will get average category if the students get score >70, in the other hand the students will get good category if the students get score >80, then the students will get excellent category if the students get score >90.

3) Observation

The observation on the cycle 2, a researcher has been observed during the learning process. The last observation was finished in the cycle II. This observation was function to know the effect of Reading Aloud Technique that applied in the classroom was success or not. Based on the data observation students' activities in cycle II, most of students were showed actively in the learning English process especially in reading idiom text.

In this research, observation was done on the cycle II. Data result of observation was almost having a semblance form with the observation of the first cycle, but there were any significant improvement of observation in the cycle II than observation in the first cycle. It can be showed from the result of data observation on cycle II, as follow:

Table 4.7
The Result of the Students' Activity in the Learning Process of Cycle II

No	Indicator of Success	Frequency	Percentage
1.	The students' pay attention to teacher explanation.	21	70%
2.	The students' are reading the idiom text using Reading Aloud Technique	20	66%
3.	They are able to improve the ability to memorize idiom	28	93%
4.	The students' can answer the teacher question	17	57%

Table 4.8
Percentage of student's activity in the cycle II
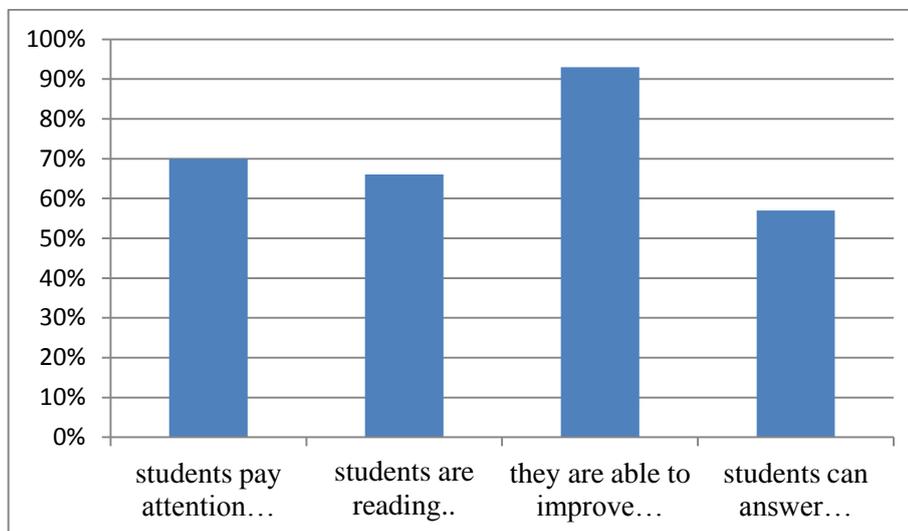
From the observation sheet above, the students' paying attention to the teacher' explanation by using Reading Aloud technique were 70%. Doing reading using aloud voice together were 66%, the improve ability of memorized idiom on the text 93%, and doing the task or answering question is 57%.

From the observation sheet on the cycle II, all of students were enjoyable during following the learning English in the classroom, and the students could answer the test well based on the topic.

The evaluation given on cycle II showed successful. It can be seen the result post test 2 was evoked the improvement. The highest score was 85 and the lowest score was 60. The average score of post test 2 was 74,6.

4) Reflecting

The last segment of cycle II researcher did the reflection to know how far the success in this cycle. Based on data result of observation learning process on the cycle II and post-test 2, it can be concluded that most of the students were evoked significant improvement. Based on the test result in cycle II, it was showed that the teaching learning process was successful.

Therefore, the researcher concluded that the learning process in English text using Reading Aloud Technique could improve the students' reading and memorize idioms skill of Tenth grade of Ma-Al Islamiyah Kotabumi.

B. Discussion of Research

Based on the data collection method of this classroom action research like as : Documentation, test, field notes, and students' observation sheet were very helpful in improving the result of learning and repairing learning process and implementation plan in the cycle I and cycle II. The researcher showed the comparison of the data based on the cycle I and cycle II were as below:

1. The Result of Students' observation sheet

The researcher observed the students' activities during the English learning process by using observation guidance. The comparison of observation sheet result between cycle I and cycle II can be showed in the table as follows :

Table 4.9
The Result of the Students' Activity in the Cycle I and Cycle II

No	Indicators	Cycle I		Cycle II		Note
		F	%	F	%	
1.	The students' pay attention to teacher explanation.	19	63%	21	70%	Improve
2.	The students' are reading the idiom text using Reading Aloud Technique	9	30%	20	66%	Improve
3.	They are able to improve the ability to memorize idiom	20	76%	28	93%	Improve
4.	The students' can answer the teacher question	12	40%	17	57%	Improve
	Total	209%		286%		
	Average	52,2%		71,5%		

Table 5.0

The Percentage of Students Activity in the Cycle I and Cycle II
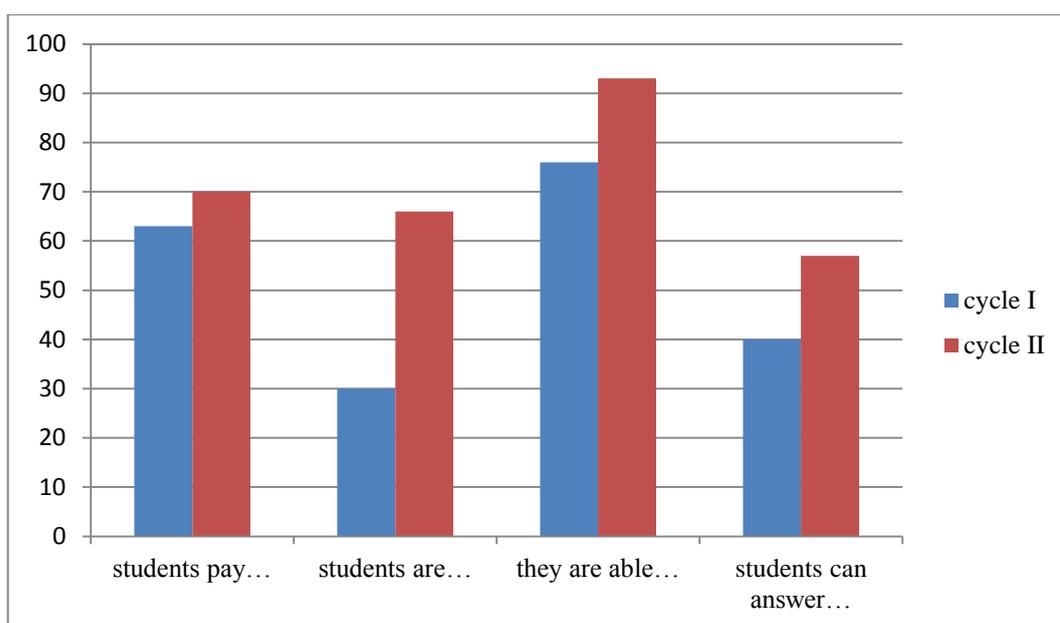
Based on data above, most of students' activities is significant improvement from cycle I and cycle II, such us: The students paying attention to teacher explanation from 19 students (63%) became 21 students (70%). Then students reading idiom text using Reading Aloud technique had improved from 9 students (30%) became 20 students (66%). Afterwards, the students be able to improving their memorize idiom are from 20 students (76%) became 28 students (93%). Finally, the students can asking/answering teacher question, from 12 students (40%) became 17 students (57%).

Based on data explanation above, the researcher made a conclusion that the students' activities were evoked a significant improvement in cycle I and cycle II. It has been reached th indicator of success 70% of students were active in the learning English process. The improving point in the observation was 20%

2. Result of the Students' English Learning in Cycle I and Cycle II

The researcher got the data test result based on the students' learning of memorize idiom ability by using reading aloud technique, such as the score of the post-test 1 was better than pre-test and the score of the post-test 2 was better than post-test 1. The score can be showed in the table below:

Table 5.1
The Result of Student's Memorizing Ability by using Reading Aloud
Technique in the Pre-test, Post Test 1, and Post-Test 2 Score

No	Name	Pre test	Cycle				Note
			Cycle 1		Cycle 2		
			Post test 1	Improve score	Post test 2	Improve score	
1	A. A. J. P	55	60	5	70	10	Improve
2	A. S	55	60	5	75	15	Improve
3	A.N	45	70	25	80	10	Improve
4	A. L	70	65	-5	80	15	Improve
5	A. N. F	45	55	10	70	15	Improve
6	A. A	30	75	45	65	30	Improve
7	A. D. D. D	35	70	35	75	5	Improve
8	C. L. N	40	60	20	75	15	Improve
9	C. F. P	50	60	10	75	15	Improve
10	D. A	40	75	35	80	5	Improve
11	D. A. S	30	55	25	70	15	Improve
12	D.O. R	35	55	20	75	20	Improve
13	D. A. A	40	65	25	65	0	Constant
14	D.M	35	80	45	85	5	Improve
15	F. Y	40	65	25	70	5	Improve
16	I. F	65	70	5	65	5	Improve
17	K.A	65	75	10	85	10	Improve
18	K. A	45	60	15	60	0	Constant
19	L.V	40	65	25	75	10	Improve
20	M. S	75	60	-15	75	15	Improve
21	M. Z. A. F	50	65	15	75	10	Improve
22	M. R. T. A	55	80	25	80	0	Constant
23	N. E. M. P	65	75	10	85	10	Improve
24	N. A	40	65	15	70	5	Improve
25	R. A. M	55	60	5	80	20	Improve
26	R. L. A	30	65	35	80	15	Improve
27	R. R	45	60	15	65	5	Improve
28	R.H	50	75	25	75	0	Constant
29	R.A	30	65	35	85	20	Improve
30	S.A	20	70	50	75	5	Improve
	TOTAL	1.375	1.980		2.240		
	AVERAGE	45.83	66		74.6		
	HIGHEST	75	80		85		
	LOWEST	20	60		60		

Based on the data above, researcher concluded that students' memorizing ability were evoked an improvement. It can be showed by examined from the data result of the students' score in pre-test in the cycle I. The average score in the pre-test was only 45,83 which were far from minimum standard criteria. Then, after researcher used of Reading Aloud Technique, the score was improved good enough because the average score in the post-test 1 was 66, and post test 2 was 74,6.

Students' memorizing skill had an improvement, it can be showed from the result of the post-test I and post-test II where the average of the students' score in post-test I were 66 and the average of post-test 2 were 74, 6.

Related this research until cycle II, the result score and the result activities of the students was achieved the target that was decided on indicator of success. Indicator of success this research is 75% from the students got minimum score is 70. Based on the result of this research showed that 80% from the students got the minimum score 70. Related on the data above, the researcher concluded that this research was finished because the indicator of success was reached and did not need to be continued to the next cycle.

CHAPTER V

A RESEARCH RESULT AND DISCUSSION

A. Conclusion

Based on the research result of the English learning process in the classroom of two cycles, the researcher concluded the research as follows The tenth grade average score in pre-test is 45, 83 which is just 1 student reached the Minimum Mastery Criteria (MMC). The students average score in Post test I is 66 or the average percentage of the students who meets the indicator is 52,2%. There are 11 students who got score based on the Minimum Mastery Criteria (MMC) in the post test I.

The students average score in Post test II is 74,6 or average percentage of the students who meets the indicator is 71,5%. There are 25 students who got score based on the Minimum Mastery Criteria in the Cycle II. Indicated they had exceed the Minimum Mastery Criteria (MMC). Related on the result above, using Reading Aloud Technique can improve students' reading skill and memorizing skill of the eleventh grade of MA Al-Islamiyah Kotabumi North Lampung.

B. Suggestion

Based on the result of the research above, the researcher would like to give suggestion as follows:

1. For the Headmaster

    a. The headmaster is suggested to improve the English syllabus and lesson plan based on the problems confronted by students.

    b. The headmaster is suggested to support the facilitation in English learning process.

2. For the Students

    a. The students are suggested to improve their reading skill and identification idiom in the reading English text.

    b. The students are suggested to improve their skill to memorize idiom by using Reading Aloud Technique.

3. For the Teacher

    a. The English teacher is recommended to apply Reading Aloud Technique as a innovation in reading text that can help students to improving their memorizing skill.

    b. The English teacher is recommended to motivate the students in learning English and the teacher should help in improving their knowledge in learning English reading skill.

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APPENDICES

SYLLABUS

School   : Ma Al Islamiyah Kotabumi

Class   : X

Subject Course   : English

Time Allocation   : 2 x 45 minutes

Competence Standard   : Understanding the meaning of English idiom in the
narrative text in order to answer the question based on the text.

Basic Competencies	Subject Matter	Learning Activities	Indicator
Identify the English idiom in the narrative text by using loud voice in order to improving the ability to memorize idiom	Reading comprehension about narrative text (use stories)	1. Pay attention to the guiding question before reading the story. 2. Read the narrative text given. 3. Do practice questions related to the text.	1. Students are able to paying attention to the teacher 2. Students are able to read aloud a narrative text. 3. Students are able to memorize English idiom in the text. 4. Students are able to answer questions related to the text.

Instrument		Time Allocation	Learning Resource
Technique	Instrument's Shape		
Reading Aloud	Questionnaire	2 x 45	Handbook

LESSON PLAN

1. GENERAL INFORMATION

A. Identify

Education Unit   : Ma Al-Islamiyah Kotabumi

Level/class   : X

Subject   : English

Time allocation   : 2 x 45 minutes

B. Initial competence

Students masters the reading aloud, identify English idiom, memorize idiom skill, understanding narrative text, answer the question related to text.

C. Profile of Relevant Islamic Boarding School

1. Spirit of Sincerity. Action are performed solely to worship Allah, not for worldly gain.

2. Spirit of Simplicity. Prioritizing reasonable and need-based simplicity, without being passive or impoverished.

3. Spirit of Self-Reliance. The ability to help oneself and not depend on others. Students should capable of managing their own affairs and refrain from bagging

4. Spirit of Islamic brotherhood. Fostering a democratic and close knit among students.

5. Spirit of Freedom. Freedom to think, act, and choose one path iin life.

D. Facilities and Infrastructure

- Classroom, office, living room, library, laboratory room, canteen.

E. Target learners

- Tenth grade (X) of students in Ma- Al Islamiyah Kotabumi.

2. CORE COMPETENCIES

A. Learning objectives

1) Reading the narrative text by using reading aloud technique.

2) Identify the English idiom in the narrative text.

3) Memorize the English idiom.

4) Answer the question based on the text.

B. Learning Material

1) Definition of reading aloud technique

Reading aloud technique is an activity to read the text loudly, and reading aloud is the part of education that very important to improving skills of students memorizing.

2) Idiom

Idiom is a group of words that has different meaning in the individual as part of it.

3) Memorize idiom by using reading aloud technique

Read the narrative text by using aloud voice several times, identify the English idiom in the text and memorize the idiom in order to answer the question were given afterwards.

A. Learning steps

Meeting 1

1. Starting activity

a. The teacher began the study by greeting, asking the students condition and checking the attendance list.

b. The teacher provides ice breaking before the learning begins.

2 Core activity

a. The teacher hand out the narrative text that conducted idiom to the students,

c. Then lead the students to reading the narrative text by using reading aloud technique repeatedly.

d. Students identify the English idiom in the every paragraph on narrative text.

e. Asking the students to memorize the English idiom that the have found in the narrative text.

f. Answering the question given by teacher based on the text.

2 Closing activity

a. Students reflect on learning with teacher

b. Concludes material the material with students

c. Reflect the activities that have done in the learning process and motivates the students

d. Closing with prayer and greetings

Meeting 2

1. Starting activity

a. The teacher began by greetings the students, checking attendance list, praying and asking students condition in the classroom.

b. Giving the treatment test and explain the material

2. Core activity

a. The teacher reviews the material learned in the previous meeting

b. After that the teacher give the material and treatment test 1 in order to improve the students memorize ability

c. The teacher hand out the post test 1 to the students, the test is about reading the narrative text conducted an English idiom with the multiple choice form.

d. The students doing and finishing the test, while they can asked any question related to the test to the teacher

e. The teacher assemble the finishing test from the students.

3. Closing activity

a. The teacher concludes the material with the students

b. Reflect the activities that have done in the learning process

c. The teacher giving the motivation to the students

d. Conveys the lesson plan for the next meeting

e. The teacher and students close by praying and greetings

Meeting 3

1. Initial Activity

a. The teacher began by greetings the students.

b. The teacher checking attendance list, praying and asking students condition in the classroom.

2. **Core Activity**

a. The teacher reviews the material learned in the previous meeting

b. After that the teacher lead the students to reading the text by using reading aloud technique several times

c. The teacher lead the students to identify the English idiom in the narrative text

d. The teacher hand out the post test 2 to the students, the test is about reading the narrative text conducted an English idiom with the multiple choice form.

e. The students doing and finishing the test, while they can asked any question related to the test to the teacher

f. The teacher assemble the finishing test from the students.

3. **Closing Activity**

a. The teacher concludes the material with the students

b. Reflect the activities that have done in the learning process

c. The teacher giving the motivation to the students

d. The teacher and students close by praying and greetings

Assessment

a. Written test: Multiple choice (identify the idiom in text and meaning the idiom)

b. Skills :

- Pay attention to the teacher

- Reading aloud narrative text

- Memorize English idiom in the text

- Answer the question

The instructional scoring

$$\text{The students' score} = \frac{\text{The total answer}}{\text{The total question}} \times 100$$

Aspect of Assesment

Excellent	5
Very good	4
Good	3
Average	2
Poor	1

B. Evaluation

Evaluation technique	Evaluation Instrument	Sample of Instrument
Written test	Multiple choice	1.The corret meaning of "Sharp as a tack" idiom is .... a.Someone who is very intellegent. b.Someone who has sharp teeth to chew. c.Someone is very precious and loved. d.Someone who very quite.

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                SN.1901051033

The Result of Pre-Test

No	Student's Name	Score	Category
1	A. A. J. P	55	Incomplete
2	A. S	55	Incomplete
3	A.N	45	Incomplete
4	A. L	70	Incomplete
5	A. N. F	45	Incomplete
6	A. A	30	Incomplete
7	A. D. D. D	35	Incomplete
8	C. L. N	40	Incomplete
9	C. F. P	50	Incomplete
10	D. A	40	Incomplete
11	D. A. S	30	Incomplete
12	D.O. R	35	Incomplete
13	D. A. A	40	Incomplete
14	D.M	35	Incomplete
15	F. Y	40	Incomplete
16	I. F	65	Incomplete
17	K.A	65	Incomplete
18	K. A	45	Incomplete
19	L.V	40	Incomplete
20	M. S	75	Complete
21	M. Z. A. F	50	Incomplete
22	M. R. T. A	55	Incomplete
23	N. E. M. P	65	Incomplete
24	N. A	40	Incomplete
25	R. A. M	55	Incomplete
26	R. L. A	30	Incomplete
27	R. R	45	Incomplete
28	R.H	50	Incomplete
29	R.A	30	Incomplete
30	S.A	20	Incomplete
TOTAL		**1.375**	
AVERAGE		**45.83**	
HIGHEST		**75**	
LOWEST		**20**	

The Result of Post-test 1

No	Student's Name	Score	Category
1	A. A. J. P	60	Incomplete
2	A. S	60	Incomplete
3	A.N	70	Incomplete
4	A. L	65	Incomplete
5	A. N. F	55	Incomplete
6	A. A	75	Incomplete
7	A. D. D. D	70	Complete
8	C. L. N	60	Incomplete
9	C. F. P	60	Incomplete
10	D. A	75	Complete
11	D. A. S	55	Incomplete
12	D.O. R	55	Incomplete
13	D. A. A	65	Incomplete
14	D.M	80	Complete
15	F. Y	65	Incomplete
16	I. F	70	Incomplete
17	K.A	75	Complete
18	K. A	60	Incomplete
19	L.V	65	Incomplete
20	M. S	60	Incomplete
21	M. Z. A. F	65	Incomplete
22	M. R. T. A	80	Complete
23	N. E. M. P	75	Complete
24	N. A	65	Incomplete
25	R. A. M	60	Incomplete
26	R. L. A	65	Incomplete
27	R. R	60	Incomplete
28	R.H	75	Complete
29	R.A	65	Incomplete
30	S.A	70	Incomplete
TOTAL		**1.980**	
AVERAGE		**66**	
HIGHEST		**80**	
LOWEST		**60**	

The Result of Post-test 2

No	Student's Name	Score	Category
1	A. A. J. P	70	Complete
2	A. S	75	Complete
3	A.N	80	Complete
4	A. L	80	Complete
5	A. N. F	75	Complete
6	A. A	65	Incomplete
7	A. D. D. D	75	Complete
8	C. L. N	75	Complete
9	C. F. P	75	Complete
10	D. A	80	Complete
11	D. A. S	70	Complete
12	D.O. R	75	Complete
13	D. A. A	65	Incomplete
14	D.M	85	Complete
15	F. Y	75	Complete
16	I. F	65	Incomplete
17	K.A	85	Complete
18	K. A	60	Incomplete
19	L.V	75	Complete
20	M. S	75	Complete
21	M. Z. A. F	75	Complete
22	M. R. T. A	80	Complete
23	N. E. M. P	85	Complete
24	N. A	75	Complete
25	R. A. M	80	Complete
26	R. L. A	80	Complete
27	R. R	65	Incomplete
28	R.H	75	Complete
29	R.A	85	Complete
30	S.A	75	Complete
TOTAL		**2.240**	
AVERAGE		**74.6**	
HIGHEST		**85**	
LOWEST		**60**	

Observation sheet of Students Cycle I

Education Unit   : Ma Al-Islamiyah Kotabumi

Level/class   : X

Subject   : English

No	Students name	Indicator*				Total score
		1	2	3	4	
1	A.G	√	-	-	√	2
2	A.N.F	-	-	√	√	2
3	A.N	√	-	-	-	1
4	A.F	√	-	√	-	2
5	A.S.A	-	√	√	√	3
6	A.A	-	-	√	√	2
7	A.D.D.D	√	-	-	√	2
8	C.L.N	√	-	√	√	3
9	C.F.P	√	√	-	-	2
10	D.A	√	-	√	√	3
11	D.A.S	√	-	√	√	3
12	D.O.R	√	-	√	√	3
13	D.A.A		-	√	√	2
14	D.M	√	-	√	-	2
15	F.Y	√	-	-	√	2
16	I.F	√	-	√	√	3
17	K.A	√	-	-	-	1
18	K.A	-	√	√	-	2
19	L.V	√	-	-	-	1
20	M.S	√	√	√	-	3
21	M.Z.A.F	√	-	-	-	1
22	M.R.T.A	-	√	√	-	2
23	N.E.M.P	√	-	-	-	1
24	N.A	-	√	√	-	2
25	R.A.M	-	√	√	-	2
26	R.L.A	√	√	√	-	3
27	R.R	-	-	√	-	1
28	R.H	√	-	√	-	2
29	R.A	-	-	√	-	1
30	S.A	-	√	√	-	2
Total		19	9	20	12	
Precentage		63%	30%	76%	40%	

Indicators :

1. The student's pay attention to teacher explanation.

2. Student are reading the Idioms text using

   Reading Aloud technique together.

3. They are able to improve memorizing Idiom.

4. The student's can answer the teacher's question.

Note:

- Tick (√) for each achieved indicator

- Percentages of students memorizing skills

  $P = \frac{I}{n} \, x \, 100\%$

  P = Percentage

  I = Indicator

  n = Total of students

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                                        SN.1901051033

Observation sheet of Students Cycle II

Education Unit   : Ma Al-Islamiyah Kotabumi

Level/class   : X

Subject   : English

No	Students name	Indicator*				Total score
		1	2	3	4	
1	A.G	√	√	√	-	3
2	A.N.F	√	√	√	√	4
3	A.N	√	√	√	-	3
4	A.F	√	-	√	-	2
5	A.S.A	-	√	√	√	3
6	A.A	-	-	√	√	2
7	A.D.D.D	√	√	-	√	3
8	C.L.N	√	-	√	√	3
9	C.F.P	√	√	√	√	4
10	D.A	√	-	√	-	3
11	D.A.S	√	-	√	√	3
12	D.O.R	√	-	√	√	3
13	D.A.A	-	√	√	√	3
14	D.M	√	√	√	-	3
15	F.Y	√	√	√	√	4
16	I.F	√	√	√	√	4
17	K.A	√	-	√	-	2
18	K.A	-	√	√	-	2
19	L.V	√	√	√	√	3
20	M.S	√	√	√	-	3
21	M.Z.A.F	√	-	√	√	2
22	M.R.T.A	-	√	√	√	3
23	N.E.M.P	√	-	√	√	3
24	N.A	-	√	√	-	3
25	R.A.M	-	√	√	√	3
26	R.L.A	√	√	√	√	4
27	R.R	-	-	√	-	3
28	R.H	√	√	√	-	3
29	R.A	-	√	-	√	2
30	S.A	√	√	√	-	3
Total		21	20	28	17	
Precentage		70%	66%	93%	57%	

Indicators :

5. The student's pay attention to teacher explanation.

6. Student are reading the Idioms text using

   Reading Aloud technique together.

7. They are able to improve memorizing Idiom.

8. The student's can answer the teacher's question.

Note:

- Tick (√) for each achieved indicator

- Percentages of students memorizing skills

   $P = \frac{I}{n} \, x \, 100\%$

   P = Percentage

   I = Indicator

   n = Total of students

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                                      SN.1901051033

FIELD NOTE
CYCLE I

Date	Meeting	Activities
25August 2025	*1st* Meeting	1. Give the pre-test for the students. 2. Several students get the bad score and did not passed the minimum mastery criteria.
3 September 2025	*2nd* Meeting	3. The teacher gives the material about Reading Aloud technique. 4. Some students did not understand the material. 5. The teacher re explains to the students the part of the material that has not been understood. 6. Students read the narrative text as implementation about reading aloud technique. 7. Students can identify the English idiom in the text 8. Teacher give post test I to the students after giving treatment. 9. Some students passed the minimum mastery criteria. 10. Make reflection to students and made evaluation for the teaching learning process.

FIELD NOTE
CYCLE II

Date	Meeting	Activities
5 September 2025	*1ˢᵗ* Meeting	1. The teacher explain about reading aloud technique. 2. Students give more attention to the teacher explanation. 3. Students can memorize English idiom on the text. 4. The teacher give the students post test II 5. Students can answer the question based on the text. 6. Most of students score passed the minimum mastery criteria.

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                  SN.1901051033

OBSERVATION SHEET OR TEACHER ACTIVITY
CYCLE I

Teacher Activity	3	2	1
1. Pre test a. Preparation lesson plans. b. Preparations the media to be used. c. Ability to start the lesson.	√	√ √	
2. While teaching a. Information on learning objectives. b. Explain the material in order. c. Motivate students to learn. d. Encourage students to ask questions. e. Teaching students to answer question related to the topic.	√ √	√ √	
3. Post Teaching a. Conclude the result learning b. Close the learning activity	√	√	
TOTAL	4	5	

Note:
Tick (√) for each positive activity
3 = Good
2 = Enough
1 = Poor

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                                          SN.1901051033

OBSERVATION SHEET OR TEACHER ACTIVITY
CYCLE II

Teacher Activity	3	2	1

1. Pre test
   a. Preparation lesson plans.
   b. Preparations the media to be used.
   c. Ability to start the lesson.
	√
	
	√
		√	

a. While teaching
   b. Information on learning objectives.
   c. Explain the material in order.
   d. Motivate students to learn.
   e. Encourage students to ask questions.
   f. Teaching students to answer question related to the topic.
	√
	
	√
	√
	√
		√	

a. Post Teaching
   b. Conclude the result learning
   c. Close the learning activity
	√	√	

TOTAL	7	3	

Note:
Tick (√) for each positive activity
3 = Good
2 = Enough
1 = Poor

Kotabumi, September 2025

Collaborator   Researcher

Nita Zakiah, M.A   **Intan Aji Pradista**
                                   SN.1901051033

Pre-Test

Answer the question below by choosing a, b, c or d as the correct answer !

Name :

Grade :

Time :

Read the text and choose the right answer based on the text!

Text 1:

The Story of the Smart Parrot

A man in Puerto Rico had a wonderful parrot. There was no another parrot like it. It was very sharp as a tack. This parrot would say any word-except one. He would not say the name of the town where he was born. The name of the town was Catano.

The man tried to teach the parrot to say Catano. But the bird would not say the word. At first the man was off to flying start, but then he got angry. "You are a stupid bird! Why can't you say the word? Say Catano, or I will kill you!" but the parrot would not say it. Then the man got to so angry that the shouted over and over, "Say Catano, or I'll kill you!" but the bird wouldn't say boo to a goose.

One day after trying for many hours to make the bird say Catano, the man got hit the ceiling. He picked up the bird and threw him into the chicken house. "You are more stupid than the chickens. Soon I will eat them, and I will eat you, too."

In the chicken house there are four old chickens. They were for Sunday's dinner. The man put the parrot in the chicken house and left. The next day the man came back to the chicken house. He opened the door and stopped. He was jawdropping at what he saw!. There are three dead chickens on the floor. The parrot was screaming at the fourth chicken, "Say Catano, or I'll kill you!". After that, the man never force the parrot to say anything again.

1. How many idioms contained in the text above?
   a. Eight   d. Two
   b. Five
   c. Three

2. The corret meaning of "Sharp as a tack" idiom is ....
   a. Someone who is very intellegent.
   b. Someone who has sharp teeth to chew.
   c. Someone is very precious and loved.
   d. Someone who very quite.

3. "At first the man was *off to flying start,* but then he got angry. "You are a stupid bird! Why can't you say…"
   The meaning of the underlined idom is .…
   a. Reveal a secret.
   b. To begin something with a great succes and momentum.
   c. Complain about something that can't be change.
   d. Start conversation or interaction.

4. The correct idiom to describe "Someone who can't say anything" based on the text above is .…
   a. "Beat around the bush"
   b. "Break a leg"
   c. "Wouldn't say boo to a goose"
   d. "Once in a blue moon"

5. "…..after trying for many hours to make the bird say Catano, the man got *hit the ceiling.*"

The suitable meaning from "hit the ceiling" idiom is ….

a. Something very easy

b. Not feeling well

c. Reveal the secret accidentally

d. Become extremely angry

6. The correct idiom that used to describe "Something incredibly surprising and shocking" in the last paragraph is ….

a. Piece of cake

b. Spill the beans

c. Jaw-dropping

d. Hit the sack

Question for number 7-10

The other day, I lost my keys. I turned my house upside down looking for them, they were nowhere to be found. I was just about at my wits end. Nothing gets on my nerve more than misplacing stuff and spending hours looking for it. Still I kept looking, leaving no stone unturned. I thought I was lost cause. Well you know what they say, its always the last place you look. Well the last place I looked was the refrigerator, and there they were.

7. How many idioms did used in the story above?

a. 9

b. 5

c. 4

d. 6

8. What is the meaning of idiom "*Turn the house upside down?*"

a. To look everywhere for something.

b. Turning the things around house upside down.

c. Build the massive house

d. Giving advice to best friend who sad

9. The correct idiom to describe "Someone who is confused and don't know what to do" based on the text above is ….

    a. Cats got your tongue.

    b. At my wits end.

    c. Break the ice.

    d. Apple on my eyes.

10. Choose the correct idiom below is suitable the sentence "Try every possible course of action in order to achieve something" based on the text is ….

    a. At my wits end.

    b. Left no stone unturned.

    c. A lost cause.

    d. Rainy like cats and dog.

Post – Test I

Answer the question below by choosing a, b, c or d as the correct answer !

Name   **:**

Grade   **:**

Time   **:**

Read the text and choose the right answer based on the text!

Text 1:

The Hungry Fox

Once upon a time, a fox wandered across the jungle in order to get some food. It was very hot and the fox was could eat a horse, he looked everywhere, but couldn't find anything that he could eat. His stomach was hurting by now, but he continued his search. Soon, he spotted a vineyard that was laden with big juicy grapes. He looked around and saw no one. He thought to himself that the grapes must be really sweet to eat, so he decide to steal some grapes. The fox thought that it can be piece of cake to get the grapes, so he give it a try.

He jump high, but he couldn't reach the grapes. He tried again and again, but he could not catch a bunch of grapes. He went back and forth to build up speed but still, the grapes were beyond his reach. The grape were too high, but he refuse to give up. He tried a few more times, and jumped high in the air but couldn't reach the grapes. It was getting dark and the fox was hit the ceiling. He finally gave up as his legs started to hurt, walking away he said, "I'm sure that the grapes are sour, I am piddle away on them."

1. The two correct idioms that concluded in the first paragraph is ….
   a. One upon a time & Could eat a horse
   b. Could eat a horse & Piece of cake
   c. Once upon a time & Piece of cake
   d. Piddle away & Could eat a horse

2. …" It was very hot and the fox was *could eat a horse*, he looked everywhere …" The meaning of the underlined words mean the fox was ….
   a. Very mad   c. Very hungry
   b. Very happy   d. Very sad

3. The meaning of phrase "*Piece of cake*" in the first paragraph is ….
   a. Didn't take something seriously.
   b. Stop working on something
   c. Start over
   d. Something easily achieved.

4. How many idioms did used in the story above?
   a. 1   c. 4
   b. 2   d. 5

5. The correct answer to describe the meaning of "Hit the ceiling" in the second paragraph is ….
   a. To become angry
   b. Extremely happy
   c. No longer in danger
   d. Someone who gets up early

6. The suite idiom for "someone who waste the time on something," based on the text is ….
   a. Fish out water
   b. Speak of the devil
   c. Hit the road
   d. Piddle away

Question for number 7-10

A young woman named Lily, decided to start her own business, but she was afraid of biting off more than she could chew. Her friend, Tom, encourage her, saying it would be a piece of cake if she focused on one thing at a time. He also reminded her that she had the potential to hit the nail on the head if she stayed true t her vision. Initially, Lily was overwhelmed, but she took Tom advice and started small business. After a while, she found that running her business wasn't as difficult as she'd imagined, as she was on a roll.

7. How many idioms did used in the story above?
    a. 1   c. 3
    b. 2   d. 4

8. What is the meaning of idiom "*Afraid of biting off more than she could chew?"*
    a. To look everywhere for something.
    b. Turning the things around house upside down.
    c. Worried about taking on too much responsibility.
    d. Giving advice to best friend who sad.

9. Choose the suitable idiom for "something very easy to do" based on the text above is ….
    a. Fish out water   c. Piddle away
    b. Hit the road   d. Piece of cake

10. The correct answer to describe the meaning of "on a roll" on the text above is ….
    a. To become angry   c. Having successful run of progress
    b. Extremely happy   d. Something very easy to do

Post test II

Answer the question below by choosing a, b, c or d as the correct answer !

Name	:	
Grade	:	
Time	:	

Read the text and choose the right answer based on the text!

Text 1:

The new intern, Sarah was feeling overwhelmed during her first week at the company. She had a lot on her plate and felt like she was constantly trying to catch up. It seemed like everyday was a new challenge, and she was beginning to think she'd bitten more than she could chew. One afternoon, her boss, Mr. Henderson, called her into his office. Sarah's heart skipped beat, she thought, "He's going to fired me!".

When she entered his office, Mr. Henderson had a warm smile and said, "Sarah, I wanted to tell you that you're doing a great job. You're really pulling your weight around here, and i'm impressed with your work. You've been working hard, and I think it's time t you take a break, go home and relax, and come back tomorrow with a fresh mind". Sarah relieved and grateful, felt like a weight had been lifted off her shoulders. "Thank you," she said. " I really appreciate it." The next day, Sarah returned to work feeling refreshed and ready to takle any challenge, knowing she had a supportive boss."

1. How many idioms contained in the text above?

    a. 2

    b. 3

    c. 4

    d. 5

2. The correct answer about the meaning of "A lot on her plate" idiom is ....

    a. Someone who is very intelligent.

    b. Someone who has sharp teeth to chew.

    c. Someone is very precious and loved.

    d. Someone who had a lot responsibilities to deal with.

3. The correct idiom to describe the meaning of "Bitten off more than she could chew" on the text above is ....

    a. Someone who taken a task that too difficult to handle

    b. When someone who talked about appear

    c. Having the advantages of two different situation

    d. Something that never be happen

4. The suitable idiom to describe the sudden feeling of surprise or excitement based on the text above is ....

    a. A lot on her plate

    b. Bitten off more than she could chew

    c. Heart skipped a beat

    d. Pulling her weight

5. The suitable idiom to describe that someone is doing the fair share of work, based on the text above is ....

    a. Bitten off more than she could chew

    b. Heart skipped a beat

    c. A lot on her plate

    d. Pulling her weight

6. The meaning of idiom "Weight lifted off her shoulder" based on the text above is ....

    a. A burden or worry has been removed

    b. Someone is doing the fair share of her work

    c. Sudden feeling of surprise and excitement

    d. Someone who has a lot task or responsibilities to deal with

Question for number 7-10

This is story about when I was young. One day, whe school was over, I really need to go bathroom, I would have asked the schooll bus driver, but it was too late. I realized that I was in hot water on the way home. My house was still to far away, I went all out trying to control my bladder. I tried to catch forty winks, but of course, it didn't work, I shouted a little each time the bus shook. Some of the other students looked at me like I had a screw loose.

I came to the driver and asked him to go faster, he thought for a moment, but the bottom line was, "Sorry… the safety of all children comes first, I cannot drive faster for you." After few minutes, finally I arrived at home and ran to bathroom, after that day I made sure to go the bathroom before riding the school bus, I would never make this mistake again.

7. How many idioms in the story above?
   a. 5
   b. 6
   c. 7
   d. 8

8. Based on the story above, the correct meaning of "in hot water" mean is ….
   a. Going to bed
   b. Someone who is in trouble
   c. Doing something easy
   d. Someone who is sad

9. The suitable idiom below that means "taking a short naps," based on the story above is ….

   a. I went all out

   b. Catch forty winks

   c. Had a screw loose

   d. The bottom line

10. The meaning of idiom "I went all out" based on the story above is ….

    a. Put the maximum effort in doing something

    b. Wish someone good luck

    c. Enjoy the advantages two different things at once

    d. Attempt something that very difficult for you.

DOCUMENTATION

Monday, 25 August 2025 (07:15-08:00 WIB)

Monday, 3 September 2025 (11:30-12:15 WIB)

Wednesday, 5 September 2025 (10:45-11:30 WIB)

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111
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SURAT TUGAS
Nomor: B-0031/In.28/D.1/TL.01/08/2025

Wakil Dekan Akademik dan Kelembagaan Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro, menugaskan kepada saudara:

Nama	:	**INTAN AJI PRADISTA**
NPM	:	1901051033
Semester	:	13 (Tiga Belas)
Jurusan	:	Tadris Bahasa Inggris

Untuk :   1. Mengadakan observasi/survey di MA AL ISLAMIYAH KOTABUMI, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS ABILITY TO MEMORIZE IDIOM BY USING READING ALOUD TECHNIQUE IN ISLAMIC BOARDING SCHOOL MA AL ISLAMIYAH KOTABUMI".

2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

Dikeluarkan di   : Metro
Pada Tanggal   : 19 Agustus 2025

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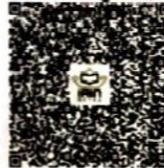
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