

**AN UNDERGRADUATE THESIS**

**IMPROVING STUDENTS READING SKILL BY USING THINK-ALLOUD  
STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO**

**By:**

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**Tarbiyah and Teacher Training Faculty  
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO**

**1444 H / 2023 M**

**IMPROVING STUDENTS READING SKILL BY USING THINK-ALLOUD  
STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO**

Presented as a Partial Fulfillment of the Requirements  
for the Degree of Sarjana Pendidikan (S.Pd)  
in English Education Department

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**1444 H / 2023 M**



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USING THINK-ALLOUD STRATEGY IN EIGHT  
GRADE AT JUNIOR HIGH SCHOOL 5 METRO

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To be examined in Seminar An Undergraduate undergraduate research thesis in  
Tarbiyah Faculty of State Islamic Institute (IAIN) of Metro.

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### NOTIFICATION LETTER

Number :  
Appendix : -  
Matter : **In order to Munaqosyah an undergraduate research thesis**

To :  
The Honorable the Head of Tarbiyah and Teacher Training  
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*Assalamua'alaikum Warahmatullahi Wabarakatuh*

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

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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 an undergraduate research thesis. Thank you very much.

*Wassalamu'alaikum Warahmatullahi Wabarakatuh*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: **IMPROVING STUDENT'S READING SKILL BY USING THINK-ALOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO**. Written by Ratih Rahmadanti student number 1901051053, English Education Department, had been examined (Munaqosyah) in Tarbiyah Faculty on Tuesday, June 06<sup>th</sup>, 2023 at 10.00-12.00 a.m

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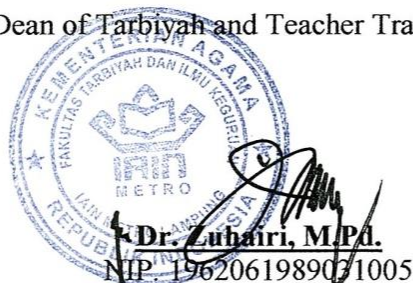
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The Dean of Tarbiyah and Teacher Training Faculty,



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# **IMPROVING STUDENTS READING SKILL BY USING THINK-ALOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO**

## **ABSTRACT**

**By:**

**RATIH RAHMADANTI**

The purpose of this research was to know whether using Think-Aloud Strategy improve student's reading skill. The focus on this research is reading skill of English students SMPN 5 Metro. It is related to the problem identification that the students have difficulties to memorize vocabulary and difficult to understand the meaning of the words. Using Think-Aloud strategy can be alternated in order to build the student's active to improve students' reading skill.

The kind of this research was classroom action research (CAR) which was conducted in two cycles. Each cycle consists of planning, acting, observing and reflecting. In this research the students were given pre test before treatment and post test after treatment. The subject of this research was 31 students in class VIII 1 of SMPN 5 Metro. In collecting the data the researcher used test (pre test, post test 1 cycle 1 and post test 2 cycle 2), observation, field note, and documentation.

The results of this research indicate an increase in reading skill of English students at the VIII grade of SMPN 5 Metro. This can be seen from the increase in the average score of students in the pre-test and post-test. In the pre-test, the students average score was 62,25, and in the post-test I the average score increased to 71,45, and in the post-test II the average score increased to 77,74 . And based on this results, it can be concluded that the Think-Aloud strategy is one of the strategies that can improve students' reading skill, and this research can be said to be successful because the specified criteria are well achieved.

*Keyword: Reading Skill, Think-Aloud Strategy, Classroom Action Research*

**MENINGKATKAN KETERAMPILAN MEMBACA SISWA DENGAN  
MENGUNAKAN STRATEGI THINK-ALOUD DI KELAS VIII  
SMPN 5 METRO**

**ABSTRAK**

**OLEH  
RATIH RAHMADANTI**

Tujuan dari penelitian ini adalah untuk mengetahui apakah menggunakan Think-Aloud Strategi meningkatkan keterampilan membaca siswa. Fokus penelitian ini adalah keterampilan membaca siswa bahasa Inggris SMPN 5 Metro. Hal ini terkait dengan identifikasi masalah bahwa siswa mengalami kesulitan untuk menghafal kosa kata dan sulit untuk memahami arti dari kata-kata tersebut. Penggunaan strategi Think-Aloud dapat dilakukan bergantian untuk membangun keaktifan siswa guna meningkatkan keterampilan membaca siswa.

Jenis penelitian ini adalah penelitian tindakan kelas (PTK) yang dilakukan dalam dua siklus. Setiap siklus terdiri dari perencanaan, tindakan, observasi dan refleksi. Dalam penelitian ini siswa diberikan pre test sebelum treatment dan post test setelah treatment. Subyek penelitian ini adalah siswa kelas VIII 1 SMPN 5 Metro yang berjumlah 31 siswa. Dalam pengumpulan data peneliti menggunakan tes (pre test, post test 1 siklus 1 dan post test 2 siklus 2), observasi, catatan lapangan, dan dokumentasi.

Hasil penelitian ini menunjukkan adanya peningkatan keterampilan membaca siswa bahasa Inggris di kelas VIII SMPN 5 Metro. Hal ini terlihat dari peningkatan nilai rata-rata siswa pada pre-test dan post-test. Pada pre-test nilai rata-rata siswa adalah 62,25, dan pada post-test I nilai rata-rata meningkat menjadi 71,45, dan pada post-test II nilai rata-rata meningkat menjadi 77,74. Dan berdasarkan hasil tersebut dapat disimpulkan bahwa strategi Think-Aloud merupakan salah satu strategi yang dapat meningkatkan kemampuan membaca siswa, dan penelitian ini dapat dikatakan berhasil karena kriteria yang ditentukan tercapai dengan baik.

**Kata Kunci:** *Ketrampilan membaca, Think-Aloud, dan Penelitian tindakan kelas (PTK).*

## STATEMENT OF RESEARCH ORIGINALITY

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It States that this undergraduate thesis is originally the result of this research, in expectation of certain part which are excerpted from the bibliographies mentioned.

Metro, May 2023

The Researcher,



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Menyatakan bahwa skripsi ini secara keseluruhan adalah hasil penelitian dari peneliti, kecuali bagian-bagian yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, Mei 2023

Peneliti



**RATIH RAHMADANTI**

NPM: 1901051053

## **MOTTO**

“Those who are looking out for Those who are looking out for knowledge then they are on the path of Allah”

( HR. Turmudzi)

## **DEDICATION PAGE**

This piece of work is dedicated to:

My beloved parents, Mr. Tukin and Mrs. Painah , who always give the best prayers and supports with endless love for me. Nurtina Widiанти, Deni Hayati, Ibnu Prastowo my beloved older sister and brother. And my beloved friends. Who have always been by my side to accompany, support and encourage me from the beginning to the end of the semester. And always support me to finishing this thesis ., thanks for the nice experiences. My beloved Almamater...

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Praise be to Allah SWT who has bestowed guidance and gifts on all his people. Blessings and greetings we extend to the Prophet Muhammad, as a role model for humans towards spiritual and intellectual enlightenment. Through guidance from Allah SWT, the authors compiled a undergraduate thesis entitled " IMPROVING STUDENT'S READING SKILL BY USING THINK-ALOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO " as one of the requirements to complete the undergraduate thesis.

In completing this undergraduate thesis, the researcher has received a lot of help and guidance from various parties. Therefore, the researcher would like to thank:

1. Mrs Dr. Hj Siti Nurjanah, M.Ag Rector of State Institut For Islamic Studies (IAIN) Metro.
2. Dr. Zuhairi, M.Pd Dean of Tarbiyah and Teacher Training Faculty State Institut For Islamic Studies (IAIN) Metro.
3. Andianto, M.Pd Head of English Education Department State Institut For Islamic Studies (IAIN) Metro.
4. Dr. Mahrus As'ad, M.Ag Advisor who has provided invaluable guidance in directing and providing motivation to work on and providing motivation in preparing this undergraduate thesis.
5. The Lecturer State Institut For Islamic Studies (IAIN) Metro, who have given knowledge from inside the lecture period and outside the lecture.
6. Beloved State Institut For Islamic Studies (IAIN) Metro, Lampung  
However, the researcher realizes that the thesis drafter has not yet achieved the ability.

Therefore, the researcher expects criticism and suggestions from various parties for the perfection of this thesis, hopefully this undergraduate thesis can be useful for researchers and for those who read it.

Metro, 23 May 2023  
Research

A handwritten signature in black ink, appearing to read 'Ratih Rahmadanti', with a stylized, cursive script.

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## TABLE OF CONTENT

<b>COVER</b> .....	<b>i</b>
<b>TITLE PAGE</b> .....	<b>ii</b>
<b>APROVAL PAGE</b> .....	<b>iii</b>
<b>NOTIFICATION LETTER</b> .....	<b>iv</b>
<b>RATIFICATION PAGE</b> .....	<b>v</b>
<b>ABSTRACT</b> .....	<b>vi</b>
<b>ABSTRAK</b> .....	<b>vii</b>
<b>STATEMENT OF RESEARCH</b> .....	<b>viii</b>
<b>ORISINALITAS PENELITIAN</b> .....	<b>ix</b>
<b>MOTTO</b> .....	<b>x</b>
<b>DEDICATION PAGE</b> .....	<b>xi</b>
<b>ACKNOWLEDGEMENT</b> .....	<b>xii</b>
<b>TABLE OF CONTENT</b> .....	<b>xiv</b>
<b>LIST OF FIGURES</b> .....	<b>xviii</b>
<b>LIST OF FIGURES</b> .....	<b>xviii</b>
<b>CHAPTER I INTRODUCTION</b> .....	<b>1</b>
A. Background .....	1
B. Problem Identification .....	4
C. Problem Limitation .....	5
D. Research Question.....	5
E. Objective of The Research .....	5
F. Significance of Study .....	5
<b>CHAPTER II LITERATURE REVIEW</b> .....	<b>7</b>
A. The Concept of Reading Skills .....	7
1. The Definition of Reading Skill.....	7
2. The Some Basic Skills of Reading.....	9
3. The Some Indicator of Reading Skill.....	10

B. Think-Aloud Strategy.....	12
1. The Definition of Think-Aloud Strategy.....	10
2. The Concept of Think-Aloud Strategy.....	13
3. The Think-aloud Strategy in Improving Reading Skill.....	14
4. The Procedure of Think-Aloud Strategy .....	14
5. The Step of Think-Aloud Strategy.....	16
C. Hyphothesis.....	17
<b>CHAPTER III RESEARCH METHOD .....</b>	<b>19</b>
A. Type of Research.....	20
B. Subject of The Research.....	20
C. Time and Place of The Research.....	20
D. Implementation and Collaborators .....	20
E. Research Design.....	21
F. Technique for Analyzing Data .....	25
G. Indicator of Success .....	25
<b>CHAPTER IV RESULT OF THE RESEARCH AND</b>	
<b>INTERPRETATION .....</b>	<b>26</b>
A. Result of The Research .....	26
1. Description of Research Location .....	26
a. Brief of SMPN 5 METRO .....	26
b. Condition of Teacher Official Employers at SMPN 5 METRO.....	26
c. Quantity Student of SMPN 5 METRO .....	27
d. Building of SMPN 5 METRO .....	28
e. Organization Structure of SMPN 5 METRO .....	29
f. Location Sketch of SMPN 5 METRO .....	30
2. Description of the Reserch .....	31
a. Cycle I .....	31
b. Cycle II .....	41

B. Interpretation .....	48
1. Cycle I .....	48
2. Cycle II .....	49
3. Student; Score in Pre-test, Post-test I, and Post-test II .....	50
4. The Result of Students' Learning Activites in Cycle I and Cycle II .....	52
C. Discussion .....	55
<b>CHAPTER V CONCLUSION AND SUGGESTION .....</b>	<b>57</b>
A. Conclusion .....	57
B. Sugestion .....	58

**BIBLIOGRAPHY**

**APPENDIX**

**CURRICULUM VITAE**



## LIST OF TABLES

1.1	The Pra-Survey Data of Students' Reading skill of The Eight Graders at SMPN 5 METRO .....	3
4.1	Condition of Teacher and the Official Employers at SMPN 5 Metro .....	26
4.2	Students Quantity of SMPN 5 METRO.....	28
4.3	Building of State SMPN 5 METRO .....	28
4.4	The Pre-Test Score .....	31
4.5	The Students Reading Score .....	31
4.6	The Post-Test 1 Score .....	35
4.7	The Student's Mark of Post-test 1 of Reading .....	36
4.8	The Perecentage os Students' Learning in Cycle I.....	38
4.9	The Students' score at Pre-test and Post-tes I .....	40
4.10	The Post-Test II Score .....	43
4.11	The Students' Mark of Post-test II of Reading Skill .....	44
4.12	The Students' Learning Activities in Cycle II .....	45
4.13	Students' score at post-test I and post-test II .....	47
4.14	Students' Score Pre-test,Post-test Cycle I, and Post-test Cycle II ....	50
4.15	The Table of Students' Activities in Cycle I and Cycle II .....	53

## LIST OF FIGURES

3.1	Classroom Action Research model .....	21
4.1	Organization Structure of SMPN 5 Metro .....	29
4.2	Location Sketch of SMPN 5 Metro .....	30
4.3	The Percentage of Students' Learning Activities in Cycle I .....	38
4.4	The Percentage of Students' Learning Activities in Cycle I.....	45
4.5	The Percentage of Students' Learning Activities in Cycle I and Cycle .....	53

# CHAPTER I

## INTRODUCTION

### A. Background

Language is a tool to convey something that comes to mind. However, furthermore, language is a tool for interacting or a tool for communicating, in the sense of a tool for conveying thoughts, ideas, concepts or feelings. Language is a set of arbitrarily conventionalized vocal, written, and gestural symbols that allow members of a given community to communicate intelligibly with one another. In this world, many languages are spoken, including English. It is now an international language that almost all countries use as their first, second, or foreign language. Furthermore, it has long been designated as a formal language for international communication.

English is an interactional language that plays a significant role in the world. In some countries, the official language is used for government, education, commerce, and international communication. English is a foreign language taught in Indonesia from elementary school to university. Because English is a foreign language that is used as a medium of instruction in schools, many students believe that it is the most difficult subject. In English, there are four skills: speaking, writing, reading, and listening. It is preferable for English learners to master all of these skills, but they are not the same. Many English learners do not have all of these skills mastered. Some English learners, for example, excel at writing but struggle with speaking, and vice versa.. Another example, some English learners are good at reading, but not

either in listening or vice versa. That is, this English learner has a difference ability to acquire language.

Reading is one of the skills in English that allows people to obtain information from what they read in order to achieve comprehension. Reading is a fluent process in which readers combine information from a text with their own prior knowledge to construct meaning. However, some argue that while reading an article or textbook is simple, reading with comprehension is more difficult. Actually, reading ability is very important for students because it allows them to obtain information and add to their knowledge

According to the previous observation made by the at Junior High School 5 Metro on Augst, 15th 2022, Researcher find some student's probelem such as :

1. The student's reading comprehension was still low
2. The had difficulty understanding sentences, determining the meaning of sentences, or comprehending only the broad outline of the text content.
3. The students needed a lot of time in understanding the text, they did not use chance to read English text either at home or in English lesson.
4. The students struggled to complete the exercises
5. The teacher employs a monotonous teaching method, with reading instruction frequently based on a question-and-answer format. The school also has a limited number of books and tools, such as a projector and computer, which can be used as media in the classroom to teach reading.

**Table 1**  
**The Pra-Survey Data of Students' Reading skill of The Eight**  
**Graders at SMPN 5 METRO**

NO.	NAME	SCORE	NOTE
1.	AS	50	Incomplete
2.	AP	60	Incomplete
3.	AFS	50	Incomplete
4.	AF	80	Complete
5.	ARK	55	Incomplete
6.	AFN	60	Incomplete
7.	AQA	75	Complete
8.	AA	75	Complete
9.	ADL	50	Incomplete
10.	BRF	75	Complete
11.	BPS	75	Complete
12.	DNA	50	Incomplete
13.	DE	50	Incomplete
14.	ER	65	Incomplete
15.	FRK	55	Incomplete
16.	FSA	75	Complete
17.	FZD	55	Incomplete
18.	GRH	60	Incomplete
19.	HDK	80	Complete
20.	IA	60	Incomplete
21.	KPI	60	Incomplete
22.	KTM	75	Complete
23.	LN	75	Complete
24.	LDM	50	Incomplete
25.	NCD	60	Incomplete
26.	PZA	55	Incomplete
27.	RDF	70	Incomplete
28.	RS	50	Incomplete
29.	SR	75	Complete
30.	SPK	50	Incomplete
31.	VR	55	Incomplete

In this case, based on an interview with Mrs.Tri Wihar, as VIII 1 teacher, on Augst 15th, 2022, the total number of VIII 1 grade students is 31, with approximately 10 students can achive the minimum score and 21 students

not achieve the minimum score ,because the students do not understand a lot of reading skills.<sup>1</sup>

Many strategies for teaching reading can be used, including the CIRC, LRD, Repicoral, REAP, PQRST, and Think Aloud strategies. All of these are essential in teaching reading strategy. To summarize, English teachers should be creative in developing their teaching learning process in order to create a good environment for improving student reading skills and making English lessons more exciting. As a result, the teacher must be more effective in selecting an effective strategy that is appealing to the students. The Think Aloud strategy is one of the most effective.

Think-aloud was used to measure the cognitive reading process first, and then as a metacognitive tool to monitor comprehension. In that sense, think aloud is appropriate for this study because it allows students to monitor their skill process.

Based on the background, the researcher wishes to conduct a study with the title.”Improving Student’s Reading Skill by using Think Aloud Strategy in Eight Grade At Junior High School 5 Metro”

## **B. Problem Identification**

Based on the context, the following problem can be identified:

1. The student’s reading skill was still low.
2. Student’s interest of reading was still low.

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<sup>1</sup> Mrs. Tri Wihar as teacher of SMP Negri 5 Metro. Interviewed on Augst, 15th 2022

3. Student's needed a lot of time to understanding the text,they got difficult to understanding sentence.
4. The teacher use the monotonous teaching method.

### **C. Problem Limitation**

Based on the identification of problem, can be conclude student's Reading skill was still low, therefore according to the research, improving the Think Aloud technique in reading instruction can help pupils in Junior High School 5 Metro's eighth grade improve their reading skill.

### **D. Research Question**

The research question can be formulated as follows based on the problem: How does the improving of the Think Aloud strategy to improve student reading skill in eighth grade at Junior High School 5 Metro?

### **E. Objective of Study**

This study's goal is to use the Think Aloud strategy to enhance eighth-grade students' skill at Junior High School 5 Metro.

### **F. Significance of Study**

1. Theoritically

To assist the research in discovering alternative methods of teaching reading, particularly recount, and to produce relevant and valid knowledge for their class in order to improve their teaching. Students are given the task of organizing ideas or information that they have in a

coherent manner into a recount text that adheres to the generic structure of the text.

Teachers understand the needs and issues that students face when learning English. Furthermore, they can provide appropriate countermeasures.

## 2. Practically

It can be used as a model to improve students' reading skills, and it can guide, assist, and encourage students to put their ideas, opinions, and thoughts on paper.



## CHAPTER II

### LITERATURE RIVIEW

The hypothesis and earlier study findings connected to this research will be discussed in this chapter. the idea of reading skill and the "Think Aloud" technique.

#### A. The Concept of Reading Skills

##### 1. Definition of Reading

Reading is the flexible process of readers combining information from the text and their own background knowledge to construct meaning. The purpose of reading is to understand. Strategic reading is defined as the reader's ability to use various reading strategies to achieve reading goals. Good readers know what to do when they get stuck. Reading fluency is defined as the ability to read at a level that corresponds to full comprehension. The meaning does not belong to the reader or the text. The reader's background knowledge is combined with the text to create meaning. Text, reader, fluency, and combined strategies to define reading actions.<sup>2</sup>

Reading is one of the important skills that must be possessed when learning English. Some reading instructions are suggested by professionals

Reading is the adaptable process by which readers construct meaning by combining information from the text and their own prior

---

Hill  
<sup>2</sup> Nunan, David. (2003). *Practical English language teaching*. New York: The McGraw-Hill Companies, Inc. (p.68)

knowledge Obtaining or creating the meaning of individual words or word groupings is the act of reading.

Reading is, to put it simply, the process by which a reader derives the meaning of the words he or she is reading. Additionally, particular words in the book can spark ideas in readers. As a result, the reader must actively participate in understanding the material as they read. Reading is an active process of communication between readers using written words to get ideas or information and derive meaning based on their opinions and linguistic knowledge, it can be inferred from the statements of the aforementioned experts. The reader is expected to comprehend the material covered in the text based on their reading process. Reading is done for understanding. all the information contained in the text that is read.<sup>3</sup>

Based on the explanations of several experts above, it is possible to conclude that reading is an activity in which readers and writers exchange words in order to obtain ideas or information and understand the meaning based on their own basic knowledge. According to the reading process, the reader will receive understand the information discussed in the text. Purpose of reading is to understand all the information contained in the text that is read.

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<sup>3</sup> The Dorothy U. Seyler (2004). *Developing college reading abilities in the reading context*. Pearson Education, Inc., New York

## 2. Some Basic Skills of Reading

From the assessment result, the researcher will indicate and categorize the students into some categories. It will guide the researcher to decide what the researcher should do to them.<sup>4</sup>

The skill of reading is used by the reader to anticipate text information, selecting key information, organize and mentally summarize information, monitor comprehension, repair comprehension breakdowns, and match comprehension output to the reader goals. Every reader has their own way of reading to do that which is appropriate with them. The teacher should give some skills to the students to make them comprehend text easily.

Using the skills, the students may increase the pleasure and effectiveness of reading activity. In academic field, reading aims at some things new to learn. Learning will be successful when there is a change in mind by knowing something from unknown. After knowing something, students have to understand the thing so that they can apply the knowledge in a real life or at least they can pass their school exam. To gain this successful process, the students should have a skill to bring them into a good comprehension in reading a text.

While in the macro-skills, the readers need to make use of their discourse knowledge, communicative functions of written texts, inference skill, scanning and skimming techniques. The macro skills will help the

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<sup>4</sup> Perfetti, Charles A. 2001. *Reading Skills*. Oxford: Pergamon.

readers to comprehend a text well. ), these are the some skills of reading as follows:

- a. Recognize the rhetorical forms of written discourse and their significance for interpretation
- b. Recognize the communicative functions of written texts, according to form and purpose
- c. Infer context that is not explicit by using background knowledge
- d. Infer links and connections between events, ideas, etc., deduce causes and effects, and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification
- e. Distinguish between literal and implied meanings
- f. Detect culturally specific references and interpret them in a context of the appropriate cultural schemata
- f. Develop and use a battery of reading strategies such as scanning and skimming, detecting discourse makers, guessing the meaning of words from context, and activating schemata for the interpretation of text.

### **3. Some Indicator of Reading Skill**

#### **1. Decoding**

is a vital step in the reading process. Kids use this skill to sound out words they've heard before but haven't seen written out. The ability to do that is the foundation for other reading skills.

## 2. Fluency

To read fluently, kids need to instantly recognize words, including words they can't sound out. Fluency speeds up the rate at which they can read and understand text. It's also important when kids encounter irregular words, like *of* and *the*, which can't be sounded out. Sounding out or decoding every word can take a lot of effort. *Word recognition* is the ability to recognize whole words instantly by sight, without sounding them out. When kids can read quickly and without making too many errors, they are "fluent" readers. Fluent readers read smoothly at a good pace. They group words together to help with meaning, and they use the proper tone in their voice when reading aloud. Reading fluency is essential for good reading skill.

## 3. Vocabulary

To understand what you're reading, you need to understand most of the words in the text. Having a strong vocabulary is a key component of reading comprehension. Students can learn vocabulary through instruction. But they typically learn the meaning of words through everyday experience and also by reading.

## 4. Sentences construction and cohesion

Understanding how sentences are built might seem like a writing skill. So might connecting ideas within and between sentences, which is called *cohesion*. But these skills are important for reading skill as well.

## 5. Reasoning and Background knowledge

Most readers relate what they've read to what they know. So it's important for kids to have background or prior knowledge about the

world when they read. They also need to be able to “read between the lines” and pull out meaning even when it’s not literally spelled out.

## **B. Think-Aloud Strategy**

### **1. Definition of Think Aloud Strategy**

Think-aloud is generally used as a way to gauge the cognitive reading process before being used as a metacognitive technique to track comprehension. Thinking carefully is appropriate for this research in that sense since it allows students to keep track of their understanding development. Pressley et al. offer a different definition of this tactic.

Think-Aloud is one of the "transactional methods," according to McKeown and Gentilucci (2007), because it is a process where the teacher and students collaborate to increase comprehension of the material as they engage with it. By having thoughtful conversations promote, the better text comprehension may appear in class.<sup>5</sup>

In addition, also defines that “Think Aloud strategy is use to demonstrate what a thought process is.” Teacher To help students understand the inferences and decisions being made when they do a task, read a material, or solve a problem, teachers should urge students to voice what they are thinking. Another method for readers to report their thoughts is to "think aloud." Students are verbalizing all of their thoughts in order to develop a grasp of the reading text, making this method effective. With the

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<sup>5</sup>R. G. Mckeown and J. L. Gentilucci (2007). Think-Aloud Technique: Monitoring comprehension and developing metacognition in the middle school second-language classroom. 51(2), 136–147, *Journal of Adolescent & Adult Literacy*.

help of this technique, think aloud allows teachers and students to collaborate to create a comprehension of the material as they engage with it. Based on the aforementioned arguments, it can be argued that covers all the difficulties that suggest thinking aloud when reading.

Students are verbalizing all of their thoughts in order to develop a grasp of the reading text, making this method effective.

Think aloud exercises also assist kids in learning, considering, and reflecting on the reading process. Students so not only understand what they read, but also go from literal decoding to comprehension. Additionally, it aids in the comprehension of what is read by kids, who may be better able to do so.

Think-aloud is a technique where teachers verbally demonstrate for pupils how they plan and carry out a certain assignment. It could entail engaging in conversational and informal self-talk while pondering one's options or asking oneself questions. Following this example, students are given the chance to practice think-aloud in pairs or small groups.

## **2. The Concept of Think-Aloud Strategy**

Think-alouds are strategies that educators employ to help students monitor their thinking while reading. As a result, students improve their comprehension, confidence, and reading abilities. In essence, this practice encourages pupils to derive meaning from a text by using context clues and thinking out loud. With this strategy, the reading process is slowed, giving students the opportunity to delve deeper into their interpretations.

The overall Think-Aloud is to motivate pupils to ask questions as they read. With the proper techniques, kids should be asking themselves what they learned, what the significance of the topic was, and how the information gleaned can apply to their life. Think-aloud strategies give students permission to provide more insight into their thoughts and ideas. Permitting this level of creativity bodes well for active, engaged, and enthusiastic learning. For optimal results, this model works best when performed in small groups or individually.

### **3. The Think-aloud Strategy in Improving Reading Skill**

The thinking-aloud strategy is the most effective strategy to inform readers who have problems in reading comprehension, about their reading process . By means of this strategy, students can be asked questions to think by the teachers during reading, and students' thoughts can be observed. Teaching the thinking- aloud strategy ensures that students are aware of their own comprehension processes.

### **4. The Think-Aloud Procedure**

Initially, let's assume that each aloud should be delivered independently . As with other comprehension evaluation techniques, choose a text that is appropriate for the student's academic level as your starting point. Because some cognitive and meatcognitive processes are only active when a text contains challenging elements, the chapter must be readable for the students but not too easy.



Then, before, during, and after the analysis, give the student questions that will help him or her think aloud, such as the ones listed below (Gunning, 2002).

a. Before analyzing:

What was the likely subject of this passage that you read?

What prompted you to watch this?

b. While analyzing (after examining each marked-off paragraph or passage of text):

What questions were you considering while you read this section? Were

c. After analyzing:

Inform I now know what the text was about. The teacher carefully details the student's responses while they think aloud, word by word. She has to keep that concept present in her mind. For many college students, speaking aloud is challenging at first. Therefore, it's essential that teachers prototype this strategy first and give pupils enough of practice time. After the student has finished the think aloud exercise, the instructor evaluates the student's responses, not the specific types of responses that were given.

According to Davey (1983), there are 13 components to modeling the think-aloud technique that the instructor could also use in the classroom:

Recalling prior information , Forecasting, Picturing, Establishing connections and, Determining importance, Recapitulating, predicting, visualizing, predicting, making connection, figuring out importance, summarizing, self monitoring, restoration up techniques, percentage inferences, version the connections we've while analyzing, verbalize difficult points, exhibit restoration-up techniques.

By modeling the suppose aloud method, optimistically later on, the scholars will have comparable wondering method even as analyzing a textual content, so they end up aware of using analyzing method and end up desirable readers with this analyzing method. Based at the dialogue above, the researcher simplifies the system of suppose aloud method via way of means of adapting the principle of collaborative strategic analyzing way of means of Klingner, et al (2007) due to the fact each techniques have comparable plot in the method of analyzing.<sup>6</sup>

## **5. The Step of Think-aloud Strategy**

Effectively used the Think-Aloud strategy inr classroom.

According to experience, in teaching the reading she gave students many opportunities to use the ThinkAloud strategy. Those opportunities included whole class instruction, pair work, and individually. Furthermore,

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<sup>6</sup> Hector F.V. Cardona and Andres Felipe S.M. Cardona. Reading is Thinking: Using the Think-alopud Method to Enhance Reading Comprehension. Technological University of Pereira

she encouraged her students to write their questions and comments as they were reading. In modeling

Think-Aloud strategy the teacher should instruct the students to think while they are reading. Comprehension is required to be explicitly instructed to students and modeled long term at various grades. Research suggests that if reading is taught to students earlier in their school careers, they will be ready to understand and engage with more complicated, challenging texts. Meyers found that the Think Aloud strategy is important in the learning and development of students, especially those who have recently joined school, and are new to the educational system as a whole.

<sup>7</sup>Thinking aloud does not allow students to hide their learning weaknesses. When they are able to share that they have learned with the class, or with their teachers, the teachers are able to easily identify the points of weakness in the students. The teachers are also, through this method, able to identify the correct and appropriate methods through which the weak students can be helped to improve their performance. Furthermore, they can assist the students with attaining a learning level that the rest of the class will have reached. Every student is special in his or her own way, and thus each of them have different methods through which they are able to grasp what is taught to them in school. While some students are able to understand things quickly as they are explained in school, there are those who need certain special assistance and strategies to help them understand

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<sup>7</sup> Moss, B. (2005). *Making a case and a place for effective content area literacy instruction in the elementary grades. The Reading Teacher*, 59(1), 46-55.

The following five steps should be taken into account when using the thinking-aloud strategy:

1. Students should develop hypotheses by making predictions about the text.
  2. Students should create mental images from the information that has been read.
  3. Students should establish links between previous and new information through analogies.
  4. Students should observe their comprehension by making explanations at contradictory points.
  5. Students should arrange their comprehension by showing strategies.
- The thinking-aloud strategy, which includes both teachers' and students' thinking-aloud processes, helps to develop individual comprehension skills.

### **C. Hypothesis**

Based on the frame of theories and assumption the research formulates the hypothesis as follow: can the use Think-Aloud strategy to Improve Students Reading Skill in Eight Grade at Junior High School 5 Metro?

## **CHAPTER III**

### **RESEARCH METHODE**

This chapter provided an explanation of the research design and the methodology used by the researcher. There was an explanation of the study and data analysis process. The research also provides a thorough explanation of the instrument employed.

#### **A. Type of Research**

This research used classroom action research. Action research in education that can be implemented in the classroom with the aim of improving and enhancing the quality of learning. In short, the CAR can be defined as a form of reflective review of research by undertaking specific actions to improve and improve classroom learning practices in a more professional manner.<sup>8</sup>

The purpose of Classroom Action Research is to improve performance in the lecture hall. The outcomes may be included in the knowledge base even when there is no requirement that they be extrapolated to other contexts. In addition to using informal research methods including data collecting and analysis, group comparisons, and brief literature reviews, action research courses go beyond self-reflection. The useful is highlighted. meaning of the results and not on the statistical or theoretical meaning.

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<sup>8</sup> Basrowi, Suwandi, *Prosedur Penelitian Tindakan Kelas*, (Anggota IKAPI: Ghalia Indonesia, 2008), p 28.

Results are typically shared with colleagues or local administrators through concise reports or presentations.

## **B. Subject of the Research**

This study was conducted by a student in the eighth grade at Junior High School 5 Metro. In this class, there are 31 students. fourteen (14) male students and seventeen (17) female students. The class was chosen by the researcher because its mean score was below average per the minimum completeness requirement (KKM). Students have trouble identifying and interpreting the text, which is a concern.

## **C. Time and Place The Research**

The research was conducted at Junior High School 5 Metro in Jl. Budi Utomo Kel.Rejomulyo, Kec.Metro Selatan, Kota Metro, Prov.Lampung.This research was done on August.

## **D. Implementation and Collaborators**

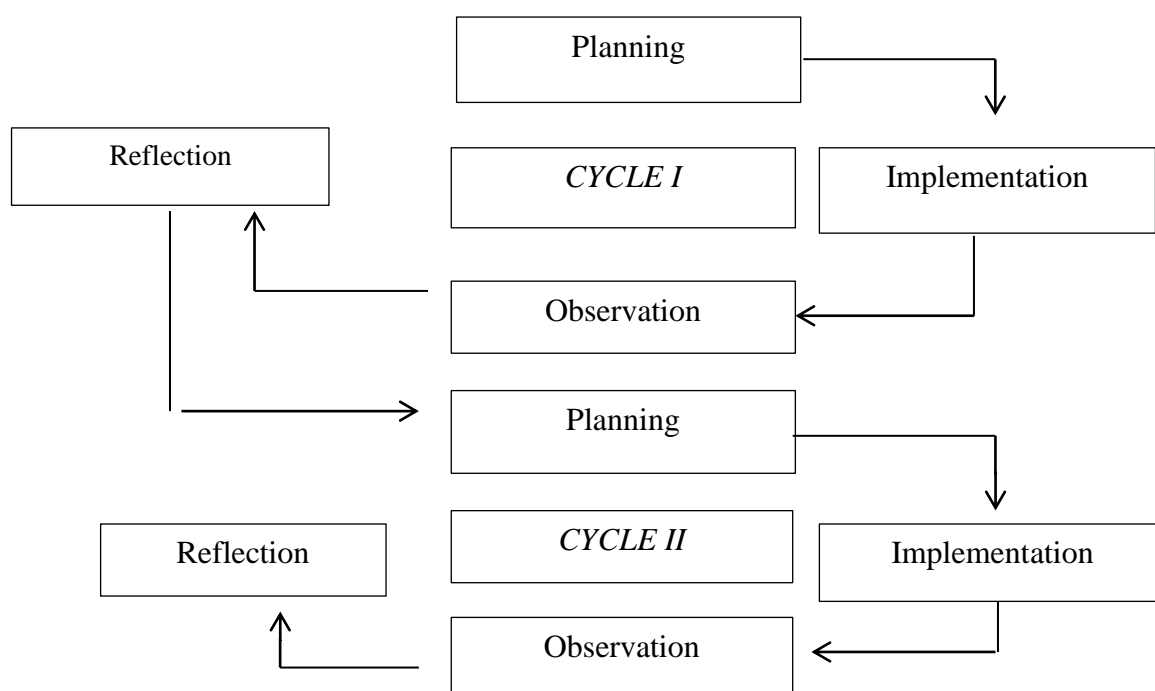
Collaborators are collaborations between practitioners (teachers, principals, students and others) as well as researchers in understanding, agreeing on problems, decision-making that ultimately gives birth to similarities action. Through collaboration, they jointly explore and study real problems faced. Especially in diagnosing activities problems, make proposals, carry out actions, analyze data presenting the results and compiling the final

report<sup>9</sup>. Who is a collaborator here is the teacher of class VIII 1 of Junior High School 5 Metro is Mrs. Tri Wihar and researcher is Ratih Rahmadanti.

### E. Research Design

There are different experts who present the action research model with different diagrams, but in general there are four stages that are usually passed, namely planning, implementation, observation (observation), and reflection. The model and explanation for each phase is as follows<sup>10</sup>:

**Figure 3.1**  
**Classroom Action Research model**



<sup>9</sup> Suharsimi Arikunto, *Penelitian Tindakan Kelas*, (Jakarta: PT.Bumi Aksara,2009), p.63.

<sup>10</sup> Suharismi Arikunto, *Penelitian Tindakan Kelas*, p.16.

This classroom action research procedure consists of 4 stages. By The detailed procedure for this action research is as follows:

*a. Cycle I*

1) Planning

- a) Planning the process of implementation cooperative learning with Think-aloud strategy in English subject.
- b) Develop learning model scenarios by making lesson plan.
- c) Prepare student's observation sheets
- d) Preparing for the test.

2) Implementation

This activity carried out at this stage are implementation process with Think-aloud strategy in English subject that have been planned include:

- a) Students will be divided into several groups consisting of 2 students.
- b) Students are asked to sit in pairs facing each other.
- c) Each group member determines who solves the problem first and who listens.
- d) teacher asks questions to each group.
- e) Those who act as problem solvers should read the question clearly to the listener.



- f) In addition, before expressing his ideas about the problem, the problem solver must first think about the questions posed by the teacher.
- g) The problem solver then conveys the results of his reasoning to the listener.
- h) The audience's job is to listen to what the problem solver has to say and understand each step, answer and analysis given.
- i) Listener can not add debug response because here the listener is only allowed to report if there is a parsing error fix.
- j) When a problem or problem is solved by a problem solver, they immediately switch tasks.
- k) Problem solvers become listeners and listeners become problem solvers k. After exchanging assignments, the teacher gives him a new problem for the new problem solver to solve.<sup>11</sup>

### 3) Observation

Collaborators observe the activeness of students in the process implementation of cooperative learning with the Think aloud strategy.

### 4) Reflection

- a) Review the results of student's work on the question given.
- b) Analyzing the results of observation to draw initial conclusions about the implementation of Cycle I.

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<sup>11</sup> Seri manual gerakan sekolah (GLS) di SMS.(2020),Strategi "*Think Aloud*".p.23

- c) Discussing the analysis for corrective actions in the implementation of Cycle II.

*b. Cycle II*

1) Planning

- a) Identifying the specific problems experienced in previous cycle.
- b) Making lesson plan.
- c) Prepare student's observation sheets
- d) Prepare test.

2) Implementation

The activities carried out at this stage are Development action plan II by carrying out more efforts improve student learning enthusiasm in the implementation process cooperative learning with Think aloud strategy on English subject.

3) Observation

Collaborators record all processes that occur in the active learning model, discuss what actions have been taken, note weaknesses, both discrepancies, between scenarios and student responses that may not be expected.

4) Reflection

- a) Checking the student's work on the quiz given.
- b) Analysis of observation results for preliminary conclusions on the implementation of learning in Cycle II.

- c) Discussing the results of the corrective action analysis implementation investigative.

#### **F. Technique for Analyzing Data**

Then the data obtained from research either through observations, tests or using other methods then processed with descriptive analysis to describe the state of improvement achievement of success indicators for each cycle and to describe success in learning English subjects at VIII 1 of Junior High School 5 Metro after applying Think aloud strategy.

The data collection techniques in the form of quantitative in the form of data presented based on numbers then using percentage descriptive analysis with the formula as following :

$$\text{Percentage} = \frac{\text{Total of student's score}}{\text{Total of student's}} \times 100\%$$

#### **G. Indicator of Success**

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

## CHAPTER IV

### RESULT OF THE RESEARCH AND INTEPRETATION

#### A. Result of the Research

##### 1. Description of Research Location

###### a. Brief of SMPN 5 Metro

Short Story About the Establishment of Junior High School 5 Metro. Junior High School 5 Metro was founded since 1984. Junior High School 5 Metro is addressed at Budi Utomo street Rejomulyo, South Metro, Metro. Teaching and learning activity will be start at 07.15-14.00.

The current number of Junior High School 5 Metro is 692 and consist of 21 room class, the current principal is Mr.Suyono, S, Pd.

###### b. Condition of Teacher and Official Employes at SMPN 5 Metro

Condition of Teacher and the Official Employers SMPN 5 Metro, the numbers of teacher and official employers in SMPN 5 Metro in the academic year of 2023/2024 are that can be identified as follows:

**Table 4.1.**  
**Condition of Teacher and the Official Employers**  
**at SMPN 5 Metro In the academic year of 2023/2024**

No.	Name	Sex
1.	RENI TRISTIAWATI	FEMALE
2.	SUGENG	MALE
3.	SITI SOLIKAH	FEMALE
4.	AGUS SUNYOTO	FEMALE
5.	AMALIASARI	FEMALE
6.	ARI ESTIARSIH	FEMALE
7.	ASIH KUSMINAH	FEMALE
8.	ASMONAH	FEMALE
9.	BUDI RAHARJO	MALE

10.	CINDYA VITARANI	FEMALE
11.	DARYATUN	FEMALE
12.	ENY RETNO SULISTYOWATI	FEMALE
13.	HARGUNAWAN	MALE
14.	HARIYANTO	MALE
15.	IMAS SABNAH	FEMALE
16.	JUMAT	MALE
17.	LUCINA SUPARTINI	FEMALE
18.	MARGINI	MALE
19.	MARGO WIDAGDO	MALE
20.	MURJIO	MALE
21.	MURYATI	FEMALE
22.	NANANG PRIYATNA	MALE
23.	PARDI	MALE
24.	PRAYITNA PURNAMA	MALE
25.	RIDWAN YUSUF	MALE
26.	ROBERTUS VIKY DWIATMOKO	MALE
27.	SARINAH	FEMALE
28.	SITI MAISYAROH	FEMALE
29.	SITI NGAISYAH	FEMALE
30.	SITI ROHMAWATI UTAMI	FEMALE
31.	SRI HAWATI	FEMALE
32.	SRI HERLINA HS	FEMALE
33.	SRI SUPADMI	FEMALE
34.	SUGIARTI	FEMALE
35.	SUPARMI	FEMALE
36.	SURATMI	FEMALE
37.	SURIPTO	MALE
38.	SUSANTI	FEMALE
39.	SUTINEM	FEMALE
40.	SUYONO	MALE
41.	SYAHRIL	MALE
42.	TRI HENI WIJAYANTI	FEMALE
43.	TRI MARETYAWATI	FEMALE
44.	TRI WIHAR SUSILOWATI	FEMALE
45.	TUGINO	MALE
46.	UNTUNG BASUKI	MALE
47.	WASTI	FEMALE
48.	YULIDASARI	FEMALE

**c. Quantity Student of SMPN 5 Metro**

The quantities of the student at SMPN 5 Metro that can be identified as follows :

**Table 4.2**  
**Students Quantity of SMPN 5 Metro**

<b>Year Academic</b>	<b>Class VII</b>	<b>Class VIII</b>	<b>Class IX</b>	<b>Total Student</b>
2016/2017	144	151	127	422
2017/2018	121	143	145	402
2018/2019	135	124	141	400
2019/2020	151	134	128	413
2020/2021	239	235	218	692

**d. Building of SMPN 5 Metro**

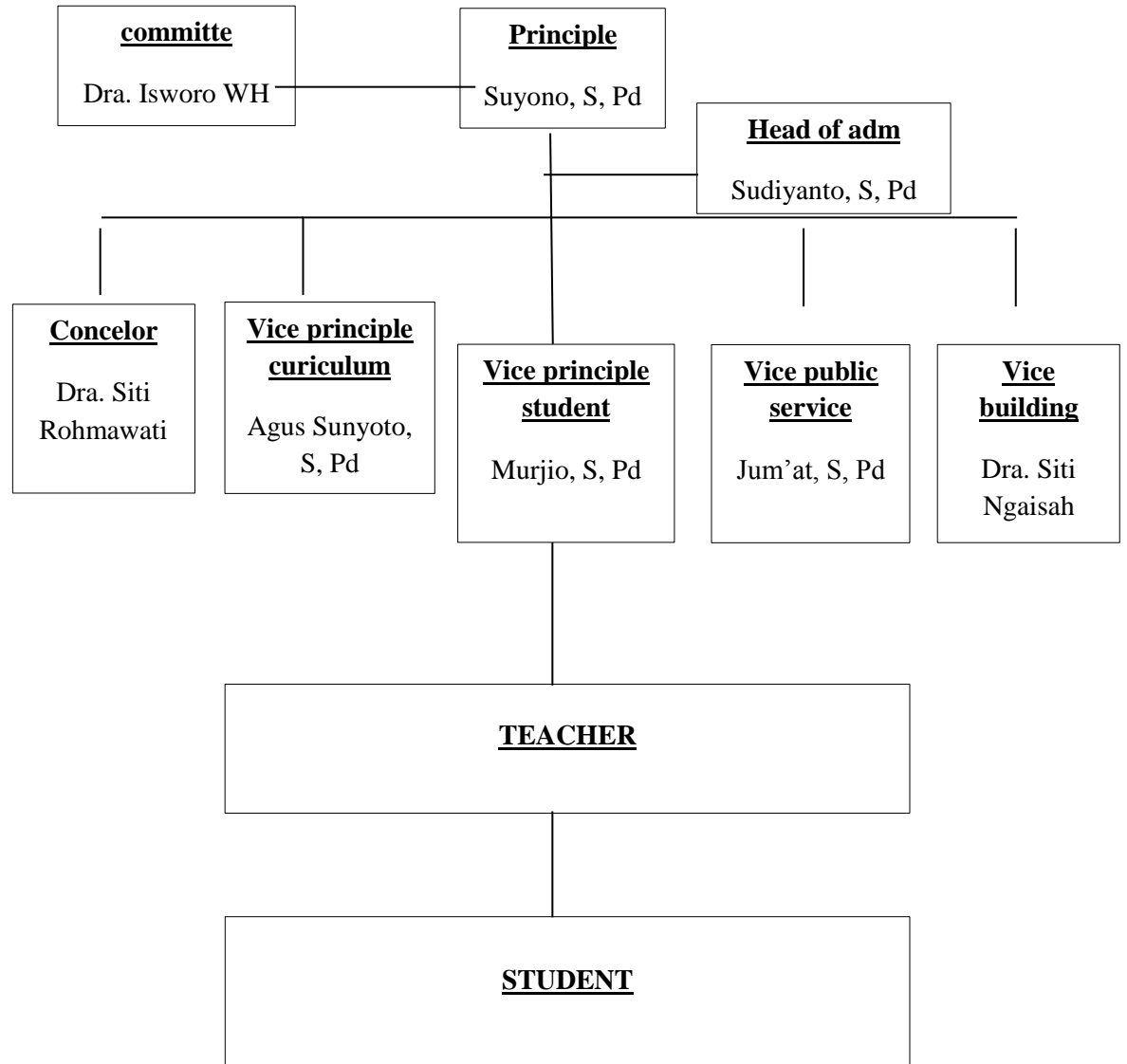
The condition of facilities in SMPN 5 Metro

**Table 4.3**  
**Bilding of State SMPN 5 Metro**

<b>No.</b>	<b>Names of Building</b>	<b>Total</b>
1.	Headmaster Room	1
2.	Teachers Room	1
3.	Administration Room	1
4.	Student Council	1
5.	Mosque	1
6.	Language and IPA Laboratory	1
7.	Library	1
8.	Canteen	2
9.	Classroom	21
10.	Bathroom	10
11.	Scouthroom	1
12.	Kitchen	1

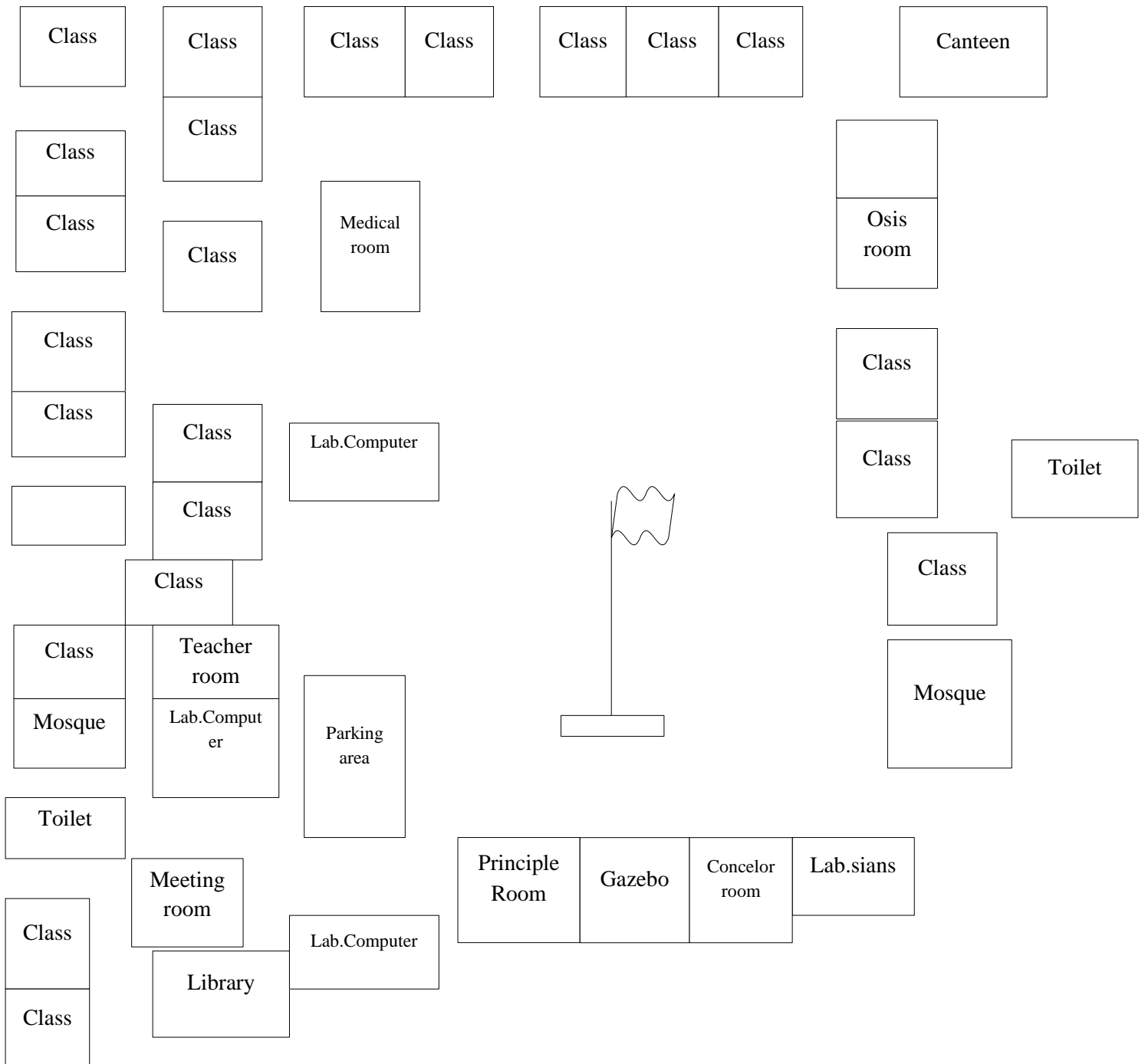
e. **Organization Structure of SMPN 5 Metro**

**Figure 4.1**



**f. Location Sketch of SMPN 5 Metro**

**Figure 4.2**





## 2. Description of the Research

In this research, the reasearcher as an English Teacher and Mrs. Tri Wihar S, Pd the collaborator the research in two cycles and each cycle consist of planning, acting, observing and reflecting.

### a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting.

The researcher conducted pre-test to know the student's reading skill in Narative text before giving and it used as the comparison score with post-test. The student's were given task to answer the test about Narrative text. After the finished the pre-test, the researcher asked them to submit the answer sheet.

The result of pre-test could be seen on the table below:

**Table 4.4**  
**The Pre-test Score**

NO.	NAME	PRE-TEST	NOTE
1.	AS	50	Incomplete
2.	AP	60	Incomplete
3.	AFS	50	Incomplete
4.	AF	80	Complete
5.	ARK	55	Incomplete
6.	ANAS	60	Incomplete
7.	AQA	75	Complete
8.	AAN	75	Complete
9.	ADL	50	Incomplete
10.	BRZ	75	Complete
11.	BPS	75	Complete
12.	DNA	50	Incomplete

13.	DE	50	Incomplete
14.	ER	65	Incomplete
15.	FRK	55	Incomplete
16.	FSA	75	Complete
17.	FZD	55	Incomplete
18.	GRH	60	Incomplete
19.	HDK	80	Complete
20.	IA	60	Incomplete
21.	KPI	60	Incomplete
22.	KTM	75	Complete
23.	LN	75	Complete
24.	LDM	50	Incomplete
25.	NCD	60	Incomplete
26.	PZA	55	Incomplete
27.	RDF	70	Incomplete
28.	RS	50	Incomplete
29.	SR	75	Complete
30.	SPK	50	Incomplete
31.	VF	55	Incomplete
<b>Total Score</b>		<b>1930</b>	
<b>Average</b>		<b>62,25</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Lowest Score</b>		<b>50</b>	

**Table 4.5**  
**Student's Reading Score**

<b>No</b>	<b>Score</b>	<b>Explanation</b>	<b>Frequency</b>	<b>Percentage</b>
1	$\leq 75$	Fail	21	67,74%
2	$\geq 75$	pass	10	32,25%
<b>Total</b>			<b>31</b>	<b>100%</b>

Based on the table, it could be analyzed that there were 10 students (32,25% ) who passed the pre-test and 21 students (67,74% ) who failed the pre-test. The lowest score in pre-test was 50 and the highest score was 80. It means that the students did not fulfill the minimum standard at SMPN 5 Metro and the students Reading skill was low. Besides, from the result of pretest, the researcher got the average 62,25. So, it was the reason why the researcher used Think-Aloud strategy to improve the students' reading skill

#### 1) Planning

The first meeting was done on Monday, April 03th, 2023. It was open by praying, greeting, checking attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score. Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the English subject lesson plan, the material, media, work sheet, observation sheet that contains about list of students' names and activity, and evaluation for the second meeting.

#### 2) Acting

The second meeting was treatment. The researcher conducted the treatment April 04rd, 2023. In this meeting, the researcher as an English teacher and Mrs. Tri Wihar S.Pd as a

collaborator. The researcher started the meeting by praying, greeting, checking attendance list and asking the condition of the students. Afterwards, the researcher gave the material about Narrative text. At the beginning of teaching learning process, the researcher asked to the students about narrative text. Some of the students forgot and just a little of them have known the definition about narrative text. Secondly, the researcher explained about definition, generic structure, social function and language feature of narrative text. After that, the researcher gave some narrative text.

After that, the researcher asks to the students to make a group consist 4-6 students, the researcher explained about narrative text. The students must be understood about the text. The researcher guided the students to be active and expression their idea. As long as the students studied to understand narrative text.

In the end of meeting, the researcher gave feedback to the students of the learning process. The researcher gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the material by praying together. After did a treatment, the researcher gave post-test to the students. The post-test was conducted April 10rd, 2023. The post test was done to know how the students' reading skill after giving treatment. Then the researcher gave post-test to the students. Read about narrative text. In the post-test 1, only 24 students who got good mark, but the

result of the students' test was better than the students' test before giving treatment. In this session, the researcher got the result of the students' post test 1 in cycle 1. The result can be seen as follow:

**Table 4.6.**  
**Post-Test 1 Score**

<b>NO.</b>	<b>NAME</b>	<b>POST-TEST</b>	<b>NOTE</b>
1.	AS	75	Complete
2.	AP	65	Incomplete
3.	AFS	65	Incomplete
4.	AF	85	Complete
5.	ARK	65	Incomplete
6.	ANAS	70	Incomplete
7.	AQA	75	Complete
8.	AAN	80	Complete
9.	AD	55	Incomplete
10.	BRZ	75	Complete
11.	BPS	80	Complete
12.	DNA	70	Incomplete
13.	DE	65	Incomplete
14.	ER	75	Complete
15.	FRK	75	Copplete
16.	FSA	60	Incomplete
17.	FZD	75	Complete
18.	GRH	70	Incomplete
19.	HDK	90	Complete
20.	IA	70	Incomplete
21.	KPI	75	Complete
22.	KTM	80	Complete
23.	LN	75	Complete

24.	LDM	60	Incomplete
25.	NCD	75	Complete
26.	PZA	90	Complete
27.	RDF	65	Incomplete
28.	RS	60	Incomplete
29.	SR	70	Incomplete
30.	SPK	60	Incomplete
31.	VR	65	Incomplete
<b>Total Score</b>		<b>2215</b>	
<b>Average</b>		<b>71,45</b>	
<b>Highest Score</b>		<b>90</b>	
<b>Lowest Score</b>		<b>60</b>	

**Table 4.7.**  
**Student's Mark of Post-test 1 of Reading**

No	Score	Explanation	Frequency	Percentage
1	$\leq 75$	Fail	16	51,61%
2	$\geq 75$	pass	15	48,38%
Total			31	100%

From the **table 4.4.** , it could be analyzed that the students' average score was 71,45. The highest score was 90 and the lowest score was 60. Based on the minimum standard (MS), there were 26 students that had passed on post-test 1 or got score  $\geq 70$  .It means that in cycle 1 the students' achievement could improve enough, but it was not successful yet.

### 3) Observing

In this stage, the researcher was helped by the collaborators who observed the teaching and learning process. All the data in this

stage were collected by using observation checklist which filled by the collaborator.

The observation checklists used were consisted of students' observation checklist and teacher's observation checklist. The observation result will be explained for each meeting except the post-test. The collaborators observed the teacher's and students' activities for three meetings in cycle 1 then the researcher analyzed the result by summing up the point given by the collaborators to find the means. The result was categorized according to the summary table of means. The result of observation checklist and notes were used to identify how the implementation of Think Aloud strategy in cycle 1. The result revealed that generally the students' activities during learning process using Think Aloud strategy was moderate. It means that the students did not understand enough about the use of Think Aloud Strategy.

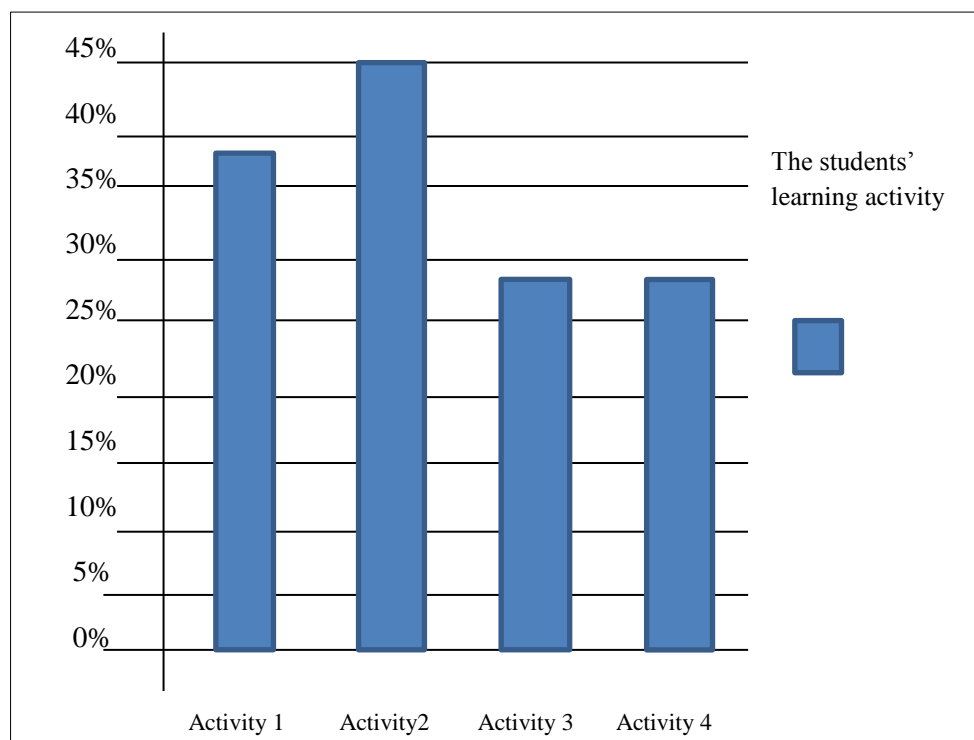
While the treatment was being executed, the students' learning activities during the learning process were also being observed by the observer. The students who were active in discussion would get the point by ticking it on the observation sheet for every cycle. The indicators of the students' learning activities were:

- a) Pay attention of teacher's explanation
- b) Ask and answer the question
- c) Active in class
- d) Able to do
- e) the task.

**Table 4.8.**  
**The Percentage os Students' Learning in Cycle I**

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	12	39%
2.	Asking/answering question from the teacher	14	45%
3.	Being active in the class	9	29%
4.	Being able to do the task	9	29%
<b>Total of Students</b>		<b>31</b>	

**Figure 4.3.**  
**The Percentage of Students' Learning Activities in Cycle I**





The graphic showed that the students' learning activity was not achieved the percentage that is 70%. There were 12 students (39%) who gave attention to the teacher explanation, 14 students (45%) who understood the materials, 9 students (29%) who were active in the class, and 9 students (29%) who were able to do the task.

#### 4) Reflecting

In this step, the researcher concluded that cycle I did not run well because most of students did not achieve the minimum standard (MS). It could be seen from the result of pre-test and post-test I score. However, most of the students' score had improved although the condition of learning process was uncontrolled enough.

From the result of observation in cycle I, there were some problems that found, as follow:

- a) There were some students that shown unenthusiastic to the teacher's explanation
- b) Some students did not ask and answer the teacher's questions.

Based on the result of reflection in cycle I, there were some problems to be revised in cycle II, such as:

- a) The teacher gave more motivation to the students in order to study harder and made the learning process more attractive.
- b) The teacher gave more detail explanation and questions after explaining the materials to control the students'.

Furthermore, the result of the learning result in cycle I before and after doing the treatment could be analyzed in the following table.

**Table 4.9.**  
**Students' score at Pre-test and Post-tes I**

No.	Name	Pre-Test Score	Post-Test 1 Score	Improving	Improving Percentage	Explanation
1.	AS	50	75	25	50	Improved
2.	AP	60	65	5	8,33	Improved
3.	AFS	50	65	15	30	Improved
4.	AF	80	85	5	6,25	Improved
5.	ARK	55	65	10	18,18	Improved
6.	ANAS	60	70	10	16,66	Improved
7.	AQ	75	75	0	0	Constant
8.	ARN	75	90	15	20	Improved
9.	ADL	50	55	5	10	Improved
10.	BRZ	75	75	0	0	Constant
11.	BPS	75	80	5	6,66	Improved
12.	DNA	50	70	20	40	Improved
13.	DE	50	65	15	30	Improved
14.	ER	65	75	10	15,38	Improved
15.	FRK	55	75	20	36,35	Improved
16.	FSA	75	60	-15	-20	Descended
17.	FZD	55	75	20	36,36	Improved
18.	GRH	60	70	10	16,66	Improved
19.	HDK	80	90	10	12,5	Improved
20.	IA	60	70	10	16,66	Improved
21.	KPI	60	75	15	25	Improved
22.	KTM	75	80	5	6,66	Improved
23.	LN	75	75	0	0	Constant
24.	LDM	50	60	10	20	Improved
25.	NCD	60	75	15	25	Improved
26.	PZA	55	90	35	63,53	Improved
27.	RDF	70	65	-5	-7,14	Descended

28.	RS	50	60	10	20	Improved
29.	SR	75	70	-5	-6,66	Descended
30.	SPK	50	60	10	20	Improved
31.	VR	55	65	10	18,18	Improved
<b>Total</b>		<b>1930</b>	<b>2215</b>	<b>280</b>	<b>492,9</b>	
<b>Average</b>		<b>62,25</b>	<b>71,45</b>	<b>9,03</b>	<b>15,9</b>	

In this research, pre-test and post-test I had done individually.

It was aimed to know the ability of the students' reading skill before and after the treatment. From the result of pre-test and post-test I, we knew that there was an

improving from the students' result score. It could be seen from the average in pre-test 62,25 and post-test I 71,45. Although there was improving of the students' achievement, cycle I was not successful yet because only 15 students (48,38%) who passed in post-test 1. It can be concluded that cycle I was not successful yet because the indicator of success was not reached yet and the researcher had to revise the teaching and learning process in the next cycle.

Therefore, this research would be continued in the next cycle.

#### **b. Cycle II**

The cycle II was similar with cycle I. It divided into planning, acting, observing, and reflecting. It would be explained more as follow:

##### 1) Planning

Based on observation and reflection in cycle I, it showed that cycle I was not successfully yet. Therefore, the researche and

collaborator tried to revise the several problems that appeared in cycle I and arranged the planning for continuing in cycle II. The researcher prepared the lesson plan, material, media, answer sheet, observation sheet and the test for post-test II.

2) Acting

The description of the teaching and learning process of cycle II was not different from the previous cycle. In each treatment, the researcher tried to make the students more active. The implementation of this step was conducted in two meetings, namely: treatment and post-test.

The treatment in cycle II was conducted on April 11th, 2023. It was started by greeting and asking the students condition. The researcher as a teacher explained the material about narrative text. The teacher asked to the students to mention about definition of narrative text, generic structure, social function, and language features. Moreover, the teacher divided the students in pairs as in previous cycle based on their score in reading skill in post-test I. In the end of meeting, the teacher closed the meeting and gave motivation to the students to study hard and try to read more in order to their got good scores especially in English subject.

After giving the treatment twice in cycle II, the researcher conducted post-test II on April 11th, 2023. It was same type with the first cycle 1. After the students finished the test, they collected the

answer sheet to the teacher. The result of post-test II could be seen on the table below :

**Table 4.10.**  
**Post-Test II Score**

<b>NO.</b>	<b>NAME</b>	<b>POST-TEST II</b>	<b>NOTE</b>
1.	AS	80	Complete
2.	AP	75	Complete
3.	AFS	75	Complete
4.	AF	85	Complete
5.	ARK	80	Complete
6.	ANAS	80	Complete
7.	AQA	75	Complete
8.	AAN	80	Complete
9.	ADL	85	Complete
10.	BRZ	80	Complete
11.	BPS	80	Complete
12.	DNA	80	Complete
13.	DE	70	Incomplete
14.	ER	75	Complete
15.	FRK	85	Complete
16.	FSA	60	Incomplete
17.	FZD	75	Complete
18.	GRH	70	Incomplete
19.	HDK	90	Complete
20.	IA	75	Complete
21.	KPI	75	Complete
22.	KTM	80	Complete
23.	LN	75	Complete
24.	LDM	75	Complete
25.	NCD	75	Complete

26.	PZA	95	Complete
27.	RDF	75	Complete
28.	RS	70	Incomplete
29.	SR	75	Complete
30.	SPK	80	Complete
31.	VR	75	Complete
<b>Total Score</b>		<b>2405</b>	
<b>Average</b>		<b>77,74</b>	
<b>Highest Score</b>		<b>95</b>	
<b>Lowest Scroe</b>		<b>65</b>	

**Table 4.11.**  
**Students' Mark of Post-test II of Reading Skill**

No.	Score	Explanation	Frequency	Percentage
1.	$\leq 75$	Fail	4	12,90%
2.	$\geq 75$	pass	27	87,09%
Total			31	100%

Based on the table above, it could be seen that the students' average score in post-test II was 77,74. The highest score was 95 and the lowest score was 65. Most of the students could improve reading skill. It means that cycle II was successful.

### 3) Observing

In this step, the researcher presented the material by cooperative integrated reading and composition strategy . In learning process, there were also four indicators used to know

the students' activities like in learning process previously. Based on the result of the observation sheet in cycle II, the researcher indicated that learning process in cycle II was successful.

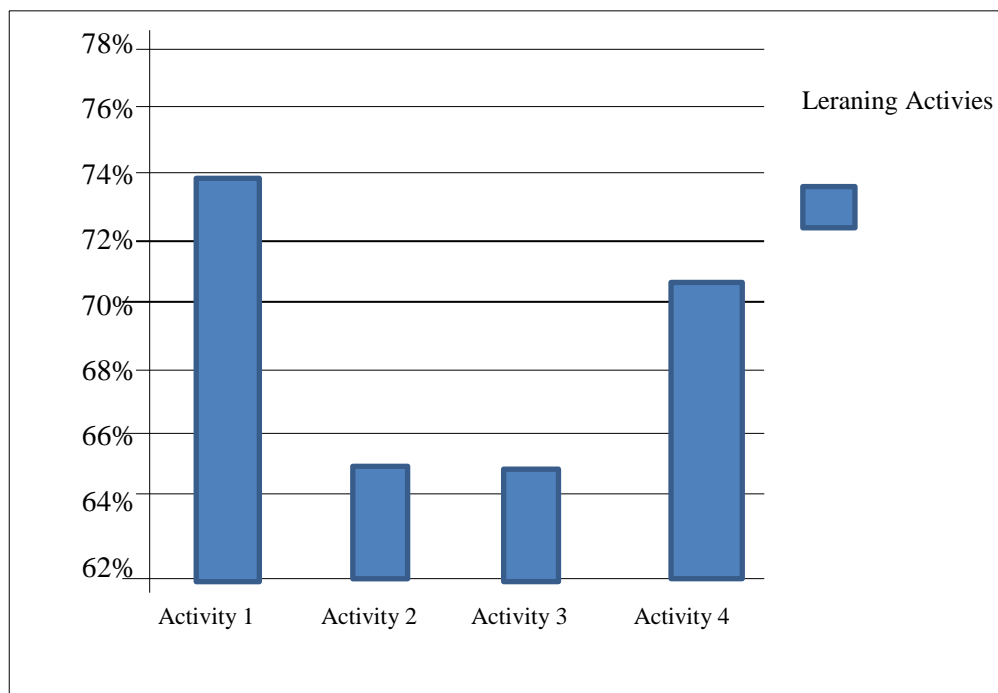
The result score of students' learning activities observation, as follow:

**Table 4.12**  
**The Students' Learning Activities in Cycle II**

No.	Students Activities	Frequency	Percentage
1.	Paying attention to the teacher's explanation	23	74%
2.	Asking/answering question from the teacher	20	65%
3.	Being active in the class	20	65%
4.	Being able to do the task	22	71%
<b>Total of Students</b>		<b>31</b>	

**Figure 4.4**

**The Percentage of Students' Learning Activities in Cycle II**



The graphic above showed that the students' learning activity in cycle II was improved. The students' learning activity that had high percentage were the students pay attention of the teacher explanation 74%, then, the students ask/answer the question from the teacher 65% and the students active in the class 65%, and the last the students able do the task 71%. Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 70%.



**Table 4.13.**  
**Students' score at post-test I and post-test II**

No.	Name	Post-Test 1 Score	Post-Test II Score	Improving	Improving Percentage	Explanation
1.	AS	75	80	5	6,66	Improved
2.	AP	65	75	10	15,38	Improved
3.	AFS	65	75	10	15,38	Improved
4.	AF	80	85	5	6,25	Improved
5.	ARK	65	80	15	23,07	Improved
6.	ANAS	70	80	10	14,28	Improved
7.	AQA	75	75	0	0	Constant
8.	AAN	90	80	10	11,11	Improved
9.	ADL	55	85	30	54,54	Improved
10.	BRZ	75	80	5	6,66	Improved
11.	BPS	80	80	0	0	Constant
12.	DNA	70	80	10	14,28	Improved
13.	DE	65	70	5	7,69	Improved
14.	ER	75	75	0	0	Constant
15.	FRK	75	85	10	13,33	Improved
16.	FSA	60	60	0	0	Constant
17.	FZD	75	75	0	0	Constant
18.	GRN	70	70	0	0	Constant
19.	HDK	90	90	0	0	Constant
20.	IA	70	75	5	7,14	Improved
21.	KPI	75	75	0	0	Constant
22.	KTM	80	80	0	0	Constant
23.	LN	75	75	0	0	Constant
24.	LDM	60	75	15	25	Improved
25.	NCD	75	75	0	0	Constant
26.	PZA	90	95	5	5,55	Improved
27.	RDF	65	75	10	15,38	Improved

28.	RS	60	70	10	16,66	Improved
29.	SR	70	75	5	7,14	Improved
30.	SRK	60	80	10	16,66	Improved
31.	VR	65	75	10	15,38	Improved
Total		2215	2405	195	297,54	
<b>Average</b>		<b>71,45</b>	<b>77,74</b>	<b>8,80</b>	<b>9,59</b>	

Based on the result above, it could cooperative integrated reading and composition could improve for the students' reading skill because there was improving from average in post-test I 71,45 became 77,74 in post-test II. In the cycle II, most of the students could develop their writing ability. It means that cycle II was successful. Therefore, the researcher concluded that the research was successful because the indicator of success had been achieved in this cycle. It means that it would be stop in this cycle.

## **B. Interpretation**

### 1. Cycle I

In this research, a researcher gave the students pre-test individually for the purpose to know the students' reading skill before giving a treatment. In the pre-test, there were only 10 students (32,25%) who passed the pre-test and 21 students (67,74%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 50 and the highest score was 80.

After did the pre-test, the researcher gave the treatment to the students in cycle I. The treatment was conducted by teaching the students

using Think-Aloud strategy. Furthermore, the researcher gave the post-test in the next meeting and the post-test was named post-test I. Afterwards, by analyzing the result of post-test I, the researcher concluded that there were 15 students (43,38%) students passed the post-test I. The lowest score was 60, the highest score was 90, and the average score was 71,45. From the result of students' score in pre-test and post-test I, there was an improving from the students' result score. It could be seen from the average in pre-test 62,25 and post-test I 71,45. Although there was improving of the students' achievement, cycle I was not successfully yet because only 15 students (48,38%) who passed in post-test I. It means that in the cycle I, the students' achievement could improve enough but it was not successful because the indicator of success was not reached yet.

## 2. Cycle II

After analyzing the students' score in the post test of cycle I, the researcher had to conduct the next cycle because only 15 students 48,38% passed the test and got score  $\leq 75$ . In the next cycle, the researcher gave the treatment twice then post-test II. Furthermore, the researcher analyzed the result of post-test II and concluded that there were 27 students (87,09%) passed the test because they got score  $\geq 75$ . In this post-test, the lowest score was 65, the highest score was 95, and the average score was 77,74.

From the result of the students' score from post-test II, it could be concluded that there were improve scores. The improve score could be

seen on the average score. The average score in the post-test I and post-test II were 71,45 and 77,74. In the pre-test, post-test I, and post test II, the total students who got score  $\geq 75$  were 10, 15 and 26 students. Because the achievement of students had improved enough and the indicator of success was reached, the research was successful and could be stopped in cycle II.

### 3. Students' Score Pre-test, Post-test Cycle I, and Post-test Cycle II

English learning process was successfully in cycle I but the students' average score was low. While, the score of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average score was higher than cycle I. The following table of illustration score in cycle I and cycle II as below:

**Table 4.14**  
**Students' Score Pre-test, Post-test Cycle I, and Post-test Cycle II**

No.	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score
1.	AS	50	75	80
2.	AP	60	65	75
3.	AFS	50	60	75
4.	AF	80	80	85
5.	ARK	55	65	80
6.	ANAS	60	70	80
7.	AQA	75	75	75
8.	AAN	75	90	80
9.	ADL	50	55	85
10.	BRZ	75	75	80
11.	BPS	75	80	80
12.	DNA	50	70	80
13.	DE	50	65	70

14.	ER	65	75	75
15.	FRK	55	75	85
16.	FSA	75	60	60
17.	FZD	55	75	75
18.	GRH	60	70	70
19.	HDK	80	90	90
20.	IA	60	70	75
21.	KPI	60	75	75
22.	KTM	75	80	80
23.	LN	75	75	75
24.	LDM	50	60	75
25.	NCD	60	75	75
26.	PZA	55	90	95
27.	RDF	70	65	75
28.	RS	50	60	70
29.	SR	75	70	75
30.	SPK	50	60	80
31.	VR	50	65	75
<b>Total Score</b>		<b>1930</b>	<b>2215</b>	<b>2405</b>
<b>Average</b>		<b>62,25</b>	<b>71,45</b>	<b>77,74</b>

Based on the result of pre-test, post-test I and post-test II, it was know that there was a improving the students reading skill by Think-Aloud strategy score. It could be seen from the average 62,25 of pre test ,in post test I the average is 71,45 and average in post test II became 77,74. Therefore, the researcher concluded that the research was successful because the indicator of success in this research has been achieved.

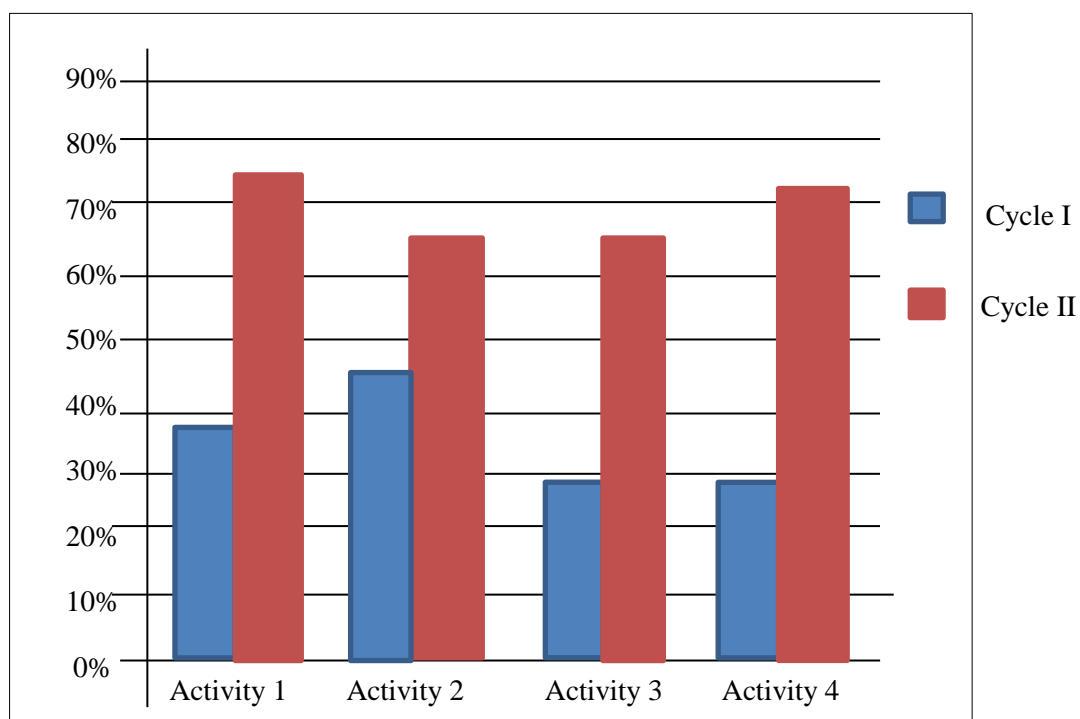
#### 4. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was achieved from the whole students' learning activities on observation sheet. The table improvement of it as follow:

**Table 4.15.**  
**The Table of Students' Activities in Cycle I and Cycle II**

No.	Students' Activities	Cycle I		Cycle II		Improving
		F	Percentage	F	Percentage	
1.	Paying attention to the teacher's explanation	12	39%	23	74%	<b>Improved</b>
2.	Asking/answering question from the teacher	14	45%	20	65%	<b>Improved</b>
3.	Being active in the class	9	29%	20	65%	<b>Improved</b>
4.	Being able to do the task	9	29%	22	71%	<b>Improved</b>

**Figure 4.5.**  
**The Percentage of Students' Learning Activities in Cycle I and Cycle II**



Based on the data had achieved, it can be explained as follow:

a) Paying attention to the teacher's explanation

The students' attention to the teacher explanation from the first meeting to the next meeting was increased. In cycle I was only 39% and in cycle II 74%, it was improved 35%.

b) Asking/answering question from the teacher

The students who ask/answered question from the teacher was increased from the first meeting to next meeting. It showed when the teacher gave the question to the students, they were brave to answer although not all the question could be answered well. For this activity was improved 20%, from cycle I 45% and cycle II 65%.

c) Being active in the class

The active students in class were improved. It could be seen on the cycle I 29% and cycle II 65%, it was improved 36%. Based on the data above, it could be concluded that the students felt comfort and active with the learning process because most of the students shown good improving in learning activities when About-Point was applied in learning process from cycle I up to cycle II.

d) Being able to do the task

The students who had done the task were improved. It could be seen on the cycle I 29% and cycle II 71%, it was improved 42%. Then, based on the explanation of cycle I and cycle II, it could be



inferred that the use of Invented Think-Aloud Strategy improve the students' reading skill. There was progress average grade from 62,25 to 71,45 and to 77,74.

### **C. Discussion**

In teaching reading at the junior high school 5 of metro especially of students class VIII 1 in the problems of the student to express their idea in reading. The researcher Think-Aloud strategy to improve the students' reading skill. The researcher used this strategy to organize idea students and made students more active in reading text also interested in learning English.

There is a positive improving about students' learning activities using Think-Aloud strategy. Therefore Think-Aloud strategy hopefully is usefull in the learning activities. Based on the explanation of cycle I and cycle II, it could be inferred that the use Think-Aloud Strategy could improve the students' reading skill. There was progress average score from pre test 62,25%, post test I 71,45% and post test II become 77,74%. We could be seen that here was an improving on the average score and total of the students who passed the test from pre-test, post-test I to post-test II.

Moreover, the standard criteria with the score minimum was 75 in this research, in the post-test I there was 15 students or (48,38%) passed the test with the average 71,45 and in the post test II was students 27 students or (87,09%) who passed the test with average 77,74. From the explanation, the researcher concluded that the research was successful and it could be stopped

in the cycle II because the indicator of success (75% of students got score  $\geq 75$ ) was reached.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### **A. Conclusion**

Based on reseach finding and interpretation, the researcher would like to point out the conclusions as follows:

There was improving of students average score from pre test 62,25 to post test I 71,45 became 77,74 in post test II. In cycle 1, there weren 15 students passed the test. Moreover, in cycle II there were 27 students who passed the test. Result of cycle II already reached the indicator of success that was 75% students fulfill the standar criteria with the score minimum was 75. Therefore, the research could be stopped in cycle II.

The result of the students activities in cycle I and cycle II was improve, sucs as, Paying attention to the teacher's explanation from 39% become 74%, Asking/answer ing question from the teacher from 45% become 65%, Being active in the class from 29%, become 65%, Being able to do the task from 29%, become 71%, the result of students activities in cycle I and cycle II, there are improving about students' learning activities. It means that by using Think-Aloud strategy in reading, the students' activities have improved from the first meeting till cycle II.

It means that by using Think-Aloud strategy in reading, the students'

activities have improved from the first meeting till cycle II. The conclusion this research was successful and it could be stopped in the cycle II, because the indicator of succes (75% of students got score  $\geq 75$ ) was reached.

### **B. Suggestion**

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

1. The students are suggested to be more active in learning English so they can comprehend the material that teacher given and improve their knowledge especially in reading skill.
2. It is suggested for the English teacher to use Think-Aloud strategy as alternative strategy in the classroom because this strategy is effective to improve the students reading skill in the teaching and learning process.
3. The teacher is expected to give motivation to the students in order to be excited in English learning since many students regard that English is difficult subject to learn. Based on the observation of the class, the students more active after the teacher gives motivation to the students.
4. It is suggested for the headmaster in order to facilitation the teachers to use this strategy because it is effective in teaching the material for the teacher.

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# **APENDIXES**

## RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMP  
Kelas/Semester : VIII/2  
Mata Pelajaran : Bahasa Inggris  
Judul Materi : Narrative Text  
Jumlah Pertemuan : 1 x 30 Menit

<b>Standar Kompetensi</b>	<b>Kompetensi Dasar</b>
Memahami makna dalam essay pendek sederhana berbentuk Narrative Text untuk berinteraksi dengan lingkungan sekitar.	Membaca nyaring bermakna teks essay pendek sederhana berbentuk Narrative Text dengan ucapan, tekanan, dan intonasi yang berterima yang berkaitan dengan lingkungan sekitar.

<b>Indikator Pencapaian Kompetensi</b>	<b>Tujuan Pembelajaran</b>
<ul style="list-style-type: none"><li>• Membaca nyaring dan bermakna teks essay berbentuk Narrative Text.</li><li>• Mengidentifikasi berbagai makna teks dalam Narrative Text.</li><li>• Mengidentifikasi tujuan komunikatif teks Narrative.</li><li>• Respond and express the meaning in Narrative text accurately, fluently, and acceptable.</li><li>• Respond the meaning and rhetorical steps in Narrative text, fluently, and acceptable.</li><li>• Understand and use the new vocabulary.</li></ul>	<ul style="list-style-type: none"><li>• Siswa mampu mengungkapkan makna dalam teks narrative dan mampu menggunakan simple past tense dalam kehidupan sehari-hari.</li><li>• Siswa mampu merespon makna dan arti dari text Narrative secara accurately, fluently and acceptable.</li><li>• Siswa mampu merespon arti dan rhetorical steps didalam Narrative text. Siswa dapat mengerti dan menemukan kosakata baru.</li></ul>

### Materi Ajar

1. Teks sederhana berbentuk Narrative Text.
2. Pengertian teks narrative. Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. An

important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

3. Tujuan teks narrative The Purpose of Narrative Text is to amuse or to entertain the reader with a story.
4. Jenis-jenis teks narrative.

There are many kinds of Narrative Text:

- **Legend** : Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.
- **Fable** : The smartest Parrot and The story of Monkey and Crocodile.
- **Fairy Tale** : Cinderella, Snow White, The story of Rapunzel and Painting the Wall.

5. Generic structure dalam teks narrative.

A Narrative text will consists of the following structure:

- **Orientation** : introducing the participants and informing the time and places.
- **Complication** : describing the rising crises which the participants have to do with.
- **Resolution** : showing the way of participant to solve the crises, better or worse. Or solution to the problems.

6. Language features dalam teks narrative.

- Past tense (killed, drunk, etc)
- Adverb of time (Once upon a time, one day, etc)
- Time conjunction (when, then, suddenly, etc)
- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Alibaba, etc)
- Action verbs. A verb that shows an action. (killed, dug, walked, etc)
- Direct speech. It is to make the story lively. (Snow White said, "My name is Snow White). The direct speech uses present tense.

**Alokasi Waktu :**

<b>Waktu</b>	<b>Bentuk Kegiatan/Tugas</b>
10 Menit	Sesuai deangan kegiatan pembelajaran
10 Menit	Siswa menentukan makna teks pendek
10 Menit	Siswa menceritakan text di depan kelas



**Metode Pembelajaran / Model-Model Pembelajaran :**

1. Tanya Jawab.
2. Speaking
3. Readingf the story

<b>Kegiatan</b>	<b>waktu</b>	<b>Alat/Bahan Yang Digunakan</b>
<b>A. Pendahuluan</b> <ul style="list-style-type: none"><li>• Menyiapkan siswa secara psikis dan fisik.</li><li>• Mengucapkan salam dan memberikan salam dan menanyakan kabar pada siswa.</li><li>• Menanyakan pelajaran,hari,tanggal,tahun.</li></ul>	2,5 Menit	Laptop, LCD
<b>B. Kegiatan Awal</b> <ul style="list-style-type: none"><li>• guru mengajukan pertanyaan-pertanyaan kepada siswa yang berkaitan dengan materi yang akan di pelajari.</li><li>• Guru menyampaikan judul materi yang akan dibahas</li><li>• Guru menyampaikan tujuan dari teks narrative.</li><li>• Guru menyampaikan generic structure dalam teks narrative.</li><li>• Guru memperkenalkan teks narrative.</li><li>• Setelah selesai menjelaskan guru menanyakan pemahaman murid</li></ul>	10 Menit	
<b>C. Kegiatan Inti</b> <ul style="list-style-type: none"><li>• Siswa mencari voceb baru pada lembaran yang berisi text narrative <b>Malin Kundang</b>. Yang di berikan guru.</li><li>• siswa menerjemahkan dan memahami text <b>Malin Kundang</b></li><li>• guru meminta seorang siswa menceritakan text <b>Malin Kundang</b>.</li></ul>	15 Menit	Selebaran
<b>D. Kegiatan Penutup</b> <ul style="list-style-type: none"><li>• guru memberi motivasi kepada siswa agar selalu semangat belajar</li><li>• guru mengucapkan salam penutup.</li></ul>		

**Malin Kundang**

Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman.

Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back.

After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her away.

Distraught and finally realizing he son's wickedness, Malin Kundang's mother gave up on her son's acknowledging her and prayed to her god to punish her son for his behavior.

The day after his mother's prayer, Malin Kudang sailed out of the village. Shortly thereafter, the ships was met by a violent storm. Malin Kundang believed the storm was his god's and nature's ways of punishing him for his mistreatment of his mother.

He felt guilty about his behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Malin Kundang was turned into coral. In other, the ship, the crew, and he become rock formations that are still standing.

## **GUIDELINES**

### **DATA COLLECTION TOOLS**

#### **IMPROVING STUDENT'S READING SKILL BY USING THINK-ALLOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO**

##### **A. Pre-Test**

**Read the text below**

##### **Malin Kundang**

Once upon a time, on the north coast of Sumatera lived a poor woman and his son, who called Malin Kundang. His Father eventually died, and his mother lived alone as a poverty-stricken old woman.

Malin Kundang grew up as a skillful young boy. He always helps his mother to earn some money. One day, Malin Kundang decide going to overseas and promise to come back.

After several years had gone by, Malin Kudang finally decide to return to his village. He arrived wearing fine clothes and traveling on one of his ships. Someone arriving in such splendor was uncommon to the villagers, so many of them went down to the harbor to view the sight.

One of the villagers recognized Malin Kundang form a scar that he had received while playing as a child. Upon recognizing the mark, the villager went to tell Malin Kundang's mother that her son had returned. Excitedly, she went to the shore and recognized her son the minute her eyes fell on him.

When the older woman called him her son, he refused to believe that he head such an old woman as a mother. His disbelief was heightened when his wife questioned why he had not told her that he had an elderly, poor mother.

In an alternate translation, Malin Kundang was on the ship with just his crew. When his mother attempted to embrace him, he was too embarrassed by her ragged appearance to acknowledge her and instead, had one of them carry her

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He felt guilty about his behavior towards her, asked for forgiveness, and began to pray. However, his repentance was too late, for the ship was destroyed at sea. But, in some translations of the tale, Malin Kundang was turned into coral. In other, the ship, the crew, and he become rock formations that are still standing.

### **Questions**

- 1. Why did Malin Kundang and his mother have to live hard?**
- 2. Give an example that Malin Kundang was a healthy, diligent, and strong boy!**
- 3. How did the merchant allow Malin Kundang to join him in the sail?**
- 4. What happened many years after Malin Kundang join the sail?**
- 5. How did the local people react when they saw Malin Kundang landing on the coast?**
- 6. What did Malin Kundang's mother do when she heard that Malin Kundang landed on the coast?**
- 7. What made Malin Kundang's mother sad and angry?**
- 8. What did she do when Malin Kundang denied that she was his mother?**
- 9. How did the curse happen?**
- 10. What is the moral of the story?**

## **Key Answer**

1. *Because his father had passed away when he was a baby.*
2. *He usually went to the sea to catch fish. After getting fish he would bring it to his mother, or sell the caught fish in the town.*
3. *Malin Kundang helped the merchant defeat the pirates who attacked the merchant's ship and To thank him, he allowed Malin Kundang to sail with him.*
4. *He became wealthy.*
5. *The local people recognized that it was Malin Kundang, a boy from the area. The news that Malin has become rich ran fast in the town.*
6. *She ran to the beach to meet the new rich merchant*
7. *Because Malin denied that she was her mother and he yelled at her.*
8. *She cursed Malin Kundang that he would turn into a stone if he didn't apologize to her.*
9. *A thunderstorm came in the quiet sea, wrecking his huge ship. He was thrown out to a small island and turned into a stone.*
10. *The moral of the story is that we have to respect our parents, especially our mother.*

## **B. Post-Test**

**Read the text below**

### **Sangkuriang**

Once upon a time in west java, lived a writer king who had a beautiful daughter. Her name was Dayang Sumbi. She liked weaving very much. Once she was weaving a cloth when one of her tools fell to the ground. She was very tired, at the same time she was too lazy to take it. Then she just shouted out loudly.

Anybody there! Bring me my tool. I will give you special present. If you are female. I will consider you as my sister if you are male, I will marry you suddenly a male dog, its name was Tumang came. He brought her the falling tool. Dayang Sumbi was very surprised. She regretted her words but she could not deny it. So she had marry Tumang and leave her father. Then they lived in a small village. Several months later they had a son. His name was Sangkuriang. He was a handsome and healthy boy.

Sangkuriang liked hunting very much, especially deer. He often hunting to the wood using his arrow. When he went hunting , Tumang was always with him. One day Dayang Sumbi wanted to have deer's heart so she asked Sangkuriang to hunt for a deer. Then Sangkuriang when to the wood with his arrow and his faithful dog. Tumang, but after several days in the wood Sangkuriang could not find any deer. Then where all disappeared. Sangkuriang was exhausted and desperate. He did not want to disappoint her mother so he killed Tumang. He did not know that Tumang was his father. Tumang's heart to her mother. But Dayang Sumbi knew that it was Tumang's heart. She was so angry that she could not control her emotion. She hit Sangkuriang at his head Sangkuriang was wounded. There was a scar in his head. She also repelled her son. Sangkuriang left her mother in sadness.

Many years passed and Sangkuriang became a strong young man. He wandered everywhere. One day he arrived. at his own village but he did not realize it. There he met Dayang Sumbi. At the time Dayang Sumbi was given an eternal beauty by God so she stayed young forever. Both of them did know each other. So they fall in love and then they decided to marry. But then Dayang Sumbi recognized a scar on Sangkuriang's head. She knew that Sangkuriang was his son. It was impossible for them to marry. She told him but he did not believe her. He wished that they marry soon. So Dayang Sumbi gave very difficult condition. She asked Sangkuriang to build a lake and a boat in one night! She said she needed that for honeymoon.

Sangkuriang agreed. With the help of genie and spiritis, Sangkuriang tired to build them. By midnight he had completed the lake by building a dam in Citarum river. Then he started making the boat. It was almost dawn when he almost finished it. Meanwhile Dayang Sumbi kept watching on him. She was very worried when she

knew this. So she made lights in the east. Then the spiritis thought that was already dawn. It was time for them to leave. They left Sangkuriang alone. Without their help he could not finish the boat.

Sangkuriang was angry. He kicked the boat. Then the boat turned upside down. It, leter, became Mounth Tangkuban Perahu. Which means an upside-down boat. From a distant the mount really looks like an upside down boat.

### Questions

1. What is the story about?
2. According to he story, Tumang was
3. What did Dayang Sumbi look like?
4. What made Dayang Sumbi stay young?
5. Who are the main caracters in the story?
6. What moral value can we learn from the story?
7. "He brought her the falling tool"  
The underline word refers to
8. " if you are male, I will marry you' (paragraph 2)  
the sentence mean that the one who helped Dayang Sumbi became her
9. The complication starts when
10. "once upon a time in west java, Indonesia lived a wise king who had beautiful daughter." (paragraph 1)  
What is the function of the above sentence?

### Key Answer

1. The legend of Tangkuban Perahu
2. Married to Dayang Sumbi
3. She was beautiful
4. God gave her an eternal beauty
5. Dayang Sumbi and Sangkuriang
6. People must keep their words all the time
7. Tumang
8. Husband
9. Dayang Sumbi asked Sangkuriang to build a lake and a boat in one night
10. An orientation



DINAS PENDIDIKAN DAN KEBUDAYAAN  
UPTD SMP NEGERI 5 METRO  
Jl. Budi Utomo Rejomulyo Metro Selatan - Kota Metro



DAFTAR NAMA SISWA KELAS VIII 1  
TP. 2022/2023

BULAN : .....

No	Nama Siswa	L/P	Tanggal																															
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	
1	ADILA SAPUTRI	P																																
2	ADITIA PRATAMA	L																																
3	AHMAD FADHIL SANGJAYA	L																																
4	AHMAD FAISAL	L																																
5	ALBERT RESTU KARNOTO	L																																
6	ALFADILLA NAURA AKMA SUWIT	P																																
7	ANGGUN QUROTA AYUN	P																																
8	APRILIA ARADANINGRUM	P																																
9	ARFINA DWI LESTARI	P																																
10	BAHTIAR RAFIF ZAIN	L																																
11	BUNGA PUTRI SALSABILLA	P																																
12	DAFA NAUFAL AZMI	L																																
13	DANI ERLANGGA	L																																
14	EMBUN RINJANI	P																																
15	FAIRUZ RIFKY KHOSY	L																																
16	FAIRUZ SHAFI ANDINI	P																																
17	FAJRI ZADA DAFIAN	L																																
18	GILBERT RAYNALD HASUNGUN	L																																
19	HARDIKA DITA KHARISMA	P																																
20	IDHAM ARRIRI	L																																
21	KHAIRA PUTRI IRAWAN	P																																
22	KARISA TRI MAHARANI	P																																
23	LISA NURHAYATI	P																																
24	LUKMAN DWI MAWAHDI	L																																
25	NANDA CLARA DEWINTA	P																																
26	PUTRI ZHAFIRA A ZZAHRA	P																																
27	RAFA DWI FITRIAN	L																																
28	RUDI SETIAWAN	L																																
29	SYAHLA RAFIQA	P																																
30	SYAKILA PUTRI KAMILA	P																																
31	VIOLA FRIANTISARI	P																																

Laki-laki (L) 14  
Perempuan (P) 17  
Jumlah 31

ALPA :  
IZIN :  
SAKIT :

Metro, 2022  
Wali Kelas

NIP





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**IAIN METRO**

Nama : Ratih Rahmadanti  
NPM : 1901051053


Jurusan : TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Hal-hal yang dibicarakan	Tanda Tangan Mahasiswa
1.	Jumat 31/2023 13	Dr. Mahrus As'ad, M.Ag	Ace Proporsia 30/23 3	
2.	Senin 27/2023 5	Dr. Mahrus As'ad, M.Ag	Bab IV V - Sertakan sumber yang jelas (Sertakan footnote)	

Mengetahui  
Ketua Jurusan TBI,

  
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Dosen Pembimbing,

  
**Dr. Mahrus As'ad, M.Ag**  
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NPM : 1901051053

Program Studi: TBI  
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1	Senin 23/05/2023	Dr. Mahrus As'ad, M.Ag	1. The concept of reading Skill 2. Some basic skills of Reading 3. Some indicator of Reading skill 4. Think Aloud-Strategy in improving Reading Skill 5. Hypothesis  Ratih Rahmadanti As'ad Mahrus	

Mengetahui/  
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Nomor : B-1592/In.28/D.1/TL.00/04/2023  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMP NEGERI 5 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-1593/In.28/D.1/TL.01/04/2023, tanggal 05 April 2023 atas nama saudara:

Nama : **RATIH RAHMADANTI**  
NPM : 1901051053  
Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMP NEGERI 5 METRO, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENTS READING SKILL BY USING THINK-ALLOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 05 April 2023  
Wakil Dekan Akademik dan  
Kelembagaan,



**Dra. Isti Fatonah MA**  
NIP 19670531 199303 2 003



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Nomor: B-1593/In.28/D.1/TL.01/04/2023

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Semester : 8 (Delapan)  
Jurusan : Tadris Bahasa Inggris

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

Mengetahui,  
Pejabat Setempat

Dikeluarkan di : Metro  
Pada Tanggal : 05 April 2023

Wakil Dekan Akademik dan  
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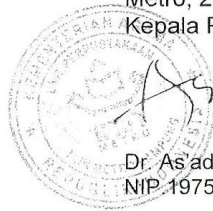
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*As'ad*  
Dr. As'ad, S. Ag., S. Hum., M.H., C.Me.  
NIP. 19750505 200112 1 002



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Yang bertanda tangan di bawah ini, Ketua Program Studi Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa

Nama : Ratih Rahmadanti  
NPM : 1901051053  
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Jurusan/Prodi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 25 Mei 2023

Ketua Prodi TBI

**Andianto, M.Pd**

NIP. 198711022015031004

# IMPROVING STUDENT'S READING SKILL BY USING THINK-ALOUD STRATEGY IN EIGHT GRADE AT JUNIOR HIGH SCHOOL 5 METRO

by Ratih Rahmadanti 1901051053

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**Submission date:** 26-May-2023 09:23AM (UTC+0700)

**Submission ID:** 2102078970

**File name:** 114\_Ratih\_Rahmadanti\_Turnitin\_2.docx (664.08K)

**Word count:** 11248

**Character count:** 57233



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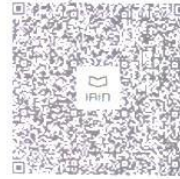
### KARTU RENCANA STUDI

Nama : RATIH RAHMADANTI  
NPM : 1901051053  
Semester : 8  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Pembimbing Akademik : Yeni Suprihatin, M.Pd  
Tahun Akademik : 2022/2023  
IP Sebelumnya : 1,14

KOLOM DI BAWAH DIISI PA	
Kredit yang direncanakan	10 SKS
IP Semester Lalu	1,14
Tanda Tangan PA	

No	Kode Mata Kuliah	Mata Kuliah	SKS	Smtr	Kelas	Keterangan
1	IAIN.18.1.09	Kuliah Pengabdian Masyarakat (KPM)	4	7	A	Program
2	IAIN.18.1.10	Skripsi	6	7	A	Program
Jumlah			10			

Metro, 13 Januari 2023  
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## DOCUMENTATION







## CURICULUM VITAE



The author named Ratih Rahmadanti Usually called Ratih was born in Metro on November 12 2001. Born and raised in Metro, South Metro District, Metro City, Lampung Province. Is the fourth child of four siblings. Author Lives with parents in Metro. The author completed his formal education at SD Negeri 3 Metro Selatan in 2007-2013, SMP Negeri 5 Metro in 2013-2016, SMA Negeri 6 Metro in 2016-2019.

In 2019 the author then continued to higher education at IAIN Metro, Department of English Tadris, Faculty of Tarbiyah and Teacher Training in 2019 through the UM-PTKIN route until now.

Currently the author is studying at IAIN Metro semester 8. It is hoped that the author can complete the final assignment of the course correctly and accurately. In order to be able to make both parents happy and be able to realize the ideals of becoming a successful person and being a useful person for others.