AN UNDERGRADUATE THESIS

**THINK ALOUD METHOD TO IMPROVE
THE STUDENTS'ABILITY IN READING SKILL
AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG**

**BY:
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**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2023 M**

AN UNDERGRADUATE THESIS

THINK ALOUD METHOD TO IMPROVE
THE STUDENTS' ABILITY IN READING SKILL
AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

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

BY:
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STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H / 2023 M

APPROVAL PAGE

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NOTIFICATION LETTER

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              of Syifa Mahmudah

To :
The Honorable of the Head of Faculty of
Tarbiyah and Teacher Training
State Islamic Institute of (IAIN) Metro

Assalamu'alaikum, Wr. Wb

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

Name   : Syifa Mahmudah
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Title   : THINK ALOUD METHOD TO IMPROVE THE STUDENTS'
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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

Wassalamu'alaikum Wr. Wb

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                Saudari Syifa Mahmudah

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di-Tempat

Assalamu'alaikumWr.Wb.

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

Nama   : Syifa Mahmudah
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Judul Skripsi : THINK ALOUD METHOD TO IMPROVE THE STUDENTS' ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas penerimaannya kami ucapkan terimakasih.

Wassalamu'alaikumWr.Wb.

Metro, 13 Juni 2023
Pembimbing

Mengetahui,
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RATIFICATION PAGE
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An Undergraduate thesis entitled: "THINK ALOUD METHOD TO IMPROVE THE STUDENTS' ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG ", written by Syifa Mahmudah, student number 1901052032, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Friday, June, 23rd 2023 at 10.00 – 12.00 a.m.

BOARD OF EXAMINERS:

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ABSTRACT

THINK ALOUD METHOD TO IMPROVE
THE STUDENTS' ABILITY IN READING SKILL
AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

By:
SYIFA MAHMUDAH

The main purpose of this research was to analyze the improve students reading skill by using think aloud method. The focus on this research is reading skill of English students at the eighth graders SMP IT Insan Mulia Batanghari East Lampung. The students faced difficulties to understand the meaning of the word and develop their ideas in recount text.

This research was carried to discuss Think Aloud as a method to improve the students' reading skill. This research was Classroom Action Research (CAR). The population of this research was the eighth graders students. The sample of this research was the Class VIII that consists of 22 students. In this research the students were given pre-test before treatment and post-test after treatment. In collecting the data, the researcher used, test (pre-test, post-test I, cycle I and post-test II, cycle II), observation and documentation.

The result of the research showed that using Think Aloud Method had positive improvement in the reading skill at the eighth graders SMP IT Insan Mulia Batanghari East Lampung. It can be proved by the students' average score in pre-test was 33 and in post-test I was 65 became 83 in post-test II. It means that the using of Think Aloud Method can improve the students' reading skill especially in recount text at the eighth graders SMP IT Insan Mulia Batanghari East Lampung.

Keywords: *Think Aloud Method, Reading Skill, Recount Text, Classroom Action Research*

ABSTRAK

**METODE THINK ALOUD UNTUK MENINGKATKAN
KEMAMPUAN SISWA DALAM KETERAMPILAN MEMBACA
DI SMP IT INSAN MULIA BATANGHARI LAMPUNG TIMUR**

By:
SYIFA MAHMUDAH

Tujuan utama penelitian ini adalah menganalisis peningkatan keterampilan membaca siswa dengan menggunakan metode think aloud. Fokus penelitian ini adalah keterampilan membaca siswa kelas VIII SMP IT Insan Mulia Batanghari Lampung Timur. Para siswa menghadapi kesulitan untuk memahami arti kata dan mengembangkan ide-ide mereka dalam teks recount.

Penelitian ini dilakukan untuk membahas Think Aloud sebagai metode untuk meningkatkan keterampilan membaca siswa. Jenis penelitian ini adalah Penelitian Tindakan Kelas (PTK). Populasi penelitian ini adalah siswa kelas VIII. Sampel penelitian ini adalah siswa kelas VIII yang berjumlah 22 siswa. Dalam penelitian ini siswa diberikan pre-test sebelum treatment dan post-test setelah treatment. Dalam pengumpulan data, peneliti menggunakan tes (pre-test, post-test I, siklus I dan post-test II, siklus II), observasi dan dokumentasi.

Hasil penelitian menunjukkan bahwa dengan menggunakan Metode Think Aloud terdapat peningkatan yang positif pada keterampilan membaca siswa kelas VIII SMP IT Insan Mulia Batanghari Lampung Timur. Hal ini dapat dibuktikan dengan nilai rata-rata siswa pada pre-test adalah 33 dan pada post-test I adalah 65 menjadi 83 pada post-test II. Artinya, penggunaan Metode Think Aloud dapat meningkatkan keterampilan membaca siswa khususnya dalam teks recount di kelas VIII SMP IT Insan Mulia Batanghari Lampung Timur.

Kata Kunci: *Metode Think Aloud, Keterampilan Membaca, Teks Recount, Penelitian Tindakan Kelas.*

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

     Name   : Syifa Mahmudah

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State the undergraduate thesis is originally the result of the researcher's research, in exception of certain parts which are accepted from the bibliographies mentioned.

Metro, 23rd June 2023
The writer,

SYIFA MAHMUDAH
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ORISINALITAS PENELITIAN

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Prodi   : Tadris Bahasa Inggris

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

Metro, 23 Juni 2023
Penulis

SYIFA MAHMUDAH
NPM.1901052032

MOTTO

إِنَّ مَعَ الْعُسْرِ يُسْرًا ﴿ ٦﴾

Surely in difficulties there is easiness.

(Al-insyirah, 6)

DEDICATION PAGE

This undergraduate thesis is dedicated to:

1. My beloved family, especially my parents (Mr. Sutarno and Mrs. Nurhasanah) who always pray and support and believe me endlessly.

2. My lovely brother, sister, nephew and cousin who have given support me anytime and anywhere.

3. My best squad, Lusianti, Deah Septiyawati, Silvia Oprista, Sidqoh Aftina Sabila, Sunyi Rahma Sari and Nova Winda Solehah.

4. My beloved Almamater of State Institute for Islamic Studies of Metro.

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Thanks to Allah SWT. who has given His loving and blessing so the researcher could to finish this an undergraduate thesis entitled **"Think Aloud Method To Improve The Students' Ability In Reading Skill at SMP IT Insan Mulia Batanghari East Lampung***"*. Prayer and peace of Allah SWT may always be upon the Prophet Muhammad, who has guided all creatures from the darkness to the lightness, from stupidly era to the cleverness within Islamic regional.

Furthermore, this research could not be successful without support, guidance, advice, help, and encouragement. Regarding to the an undergraduate thesis, the researcher offers big thanks for:

1. Prof. Dr. Siti Nurjanah, M.Ag., PIA, the rector of State Institute for Islamic Studies of Metro

2. Dr. Zuhairi, M.Pd, the dean of Tarbiyah and Teacher Training Faculty of State Institute for Islamic Studies of Metro.

3. Andianto, M.Pd, the head of English Education Department.

4. Trisna Dinillah Harya, M.Pd, the sponsor who given the researcher, advice and suggestion for this an undergraduate thesis.

5. The headmaster and English teacher of SMP IT Insan Mulia Batanghari who have given the opportunity to conduct this research.

Lastly, the researcher realizes that this an undergraduate thesis is still far from being perfect. The researcher hopes that at least the result of this research could provide an important contribution to teaching learning Department of

English Education. May God always bless us and lead us in His right path. Aamiin.

Metro, 23rd November 2022
The Researcher,

SYIFA MAHMUDAH
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CHAPTER I

INTRODUCTION

A. Background of Study

Language is the most efficient means of verbal communication in the world. Language has an important role in daily activities, without language people can not communicate with other people, with language people can communicate with others. Basically, language is a tool to convey ideas, opinions and human feelings. The international language in today's modern and global communication in English, because English is widely used in any field such as science, technology, business and education. English must be taught to everyone around the world, especially in non-English speaking countries, to be better prepared in preparing the quality of human resources in the future.

In learning English, the students need to master four language skills, namely listening, speaking, reading and writing. Reading is one of skills in English, that makes people to get important information. There are many problems in reading skills faced by the students, because reading skills are not easy. The problem that students experience in reading is that students do not easily understand the contents of the text because, they do not understand the meaning of the vocabulary. In other words, students do not have a lot of vocabulary to remember, therefore they are weak in understanding a text. In accordance with the general problems above about reading, the researcher conduct a pre-survey related on the eighth graders'

reading problem at SMP IT Insan Mulia Batanghari. The researcher conduct the pre-survey, there were problems that the researcher found regarding the reading skills of eighth grade students, that their reading skills were still low or inadequate. The researcher conducted an interview with the English teacher at Insan Mulia, the teacher said that in reading skills students still needed guidance when reading English texts. Students have difficulty in pronouncing English words, because they are still lack in vocabulary and they do not understand how to pronounce it.

The researcher conducts a pre-survey on December 1th, 2022 among the first semester students of the eighth graders at SMP IT Insan Mulia Batanghari East Lampung. The data pre-survey was carried out by researcher, namely giving test assignments to students. The test was given

\Based on the data of pre-survey among the first semester students of the eighth graders at SMP IT Insan Mulia Batanghari East Lampung, it was known that only 27.2 percent of students passed the reading material and 72.8 percent did not pass, with the minimum mastery criterion (MMC) for English is 73, the level of students' reading skills was found to be low, the data can be known as follows:

Tabel 1
The Pre-Survey Data of Students' Reading Score

No	Student's Name	Score	Category
1	AA	80	Passed
2	AM	40	Failed
3	AH	80	Passed
4	AI	40	Failed
5	AS	40	Failed
6	AZ	20	Failed
7	DA	60	Failed
8	FA	60	Failed
9	FA	80	Passed
10	FN	80	Passed
11	HF	80	Passed
12	JI	80	Passed
13	MD	40	Failed
14	MF	60	Failed
15	MR	40	Failed
16	NN	60	Failed
17	RA	60	Failed
18	RF	40	Failed
19	TA	40	Failed
20	WR	60	Failed
21	YK	60	Failed
22	ZW	60	Failed
Total		1260	-
Lowest score		20	Failed
Highest score		80	Passed
Score >73		6	Passed
Score <73		16	Failed

Source: The researcher's data pre-survey on 1th December 2022

The problem of reading skill that was proved by the grade of reading

skill above was summarized in the following table:

Table 2
Table of Pre Survey Data
The Reading Skill Score of The Eighth Graders' at
SMP IT Insan Mulia Batanghari

No	MMC	Number	Presentage	Criteria
1	≥73	6	27,2%	Complete
2	<73	16	72,8%	Incomplete
Total			100%	

It can be seen from the table above that there are 6 students who achieve the Minimum Mastery Criteria (27.2%). Meanwhile, there were 16 students who did not reach the Minimum Mastery Criteria (72.8%). So, all of the students who were able to complete the MMC are than the students who were unable to complete it MMC. It can be concluded that the eighth-grade students at SMP IT Insan Mulia Batanghari have poor reading skills.

Based on the results of the pre-survey it is known that the eighth graders of SMP IT Insan Mulia Batanghari have problems in reading skills. The first problem, students have a limited vocabulary, so they find it difficult to understand the contents of the English text. Second, students have problems to pronounce English words, because they are not confident to practicing reading English text and confused in pronouncing the vocabulary. The last, they cannot understand important information from the text, because they have limited mastery of grammar.

The think aloud method is an effective teaching method for improving reading skill. Think aloud method is a method of learning to think hard or think critically by saying words directly that are in the minds of students about the text of a reading. Think aloud method is designed can help students get difficulties in reading skill. In addition, think aloud method is one of effective method for students to deliver their thoughts or ideas by applying those method in the classroom to get understanding of the text.

Based on background above, the researchers assume that think aloud method seemed to be a good alternative way to improve their reading skill, therefore the researcher would like to conduct the research entitled "Think Aloud Method to Improve the Students' Ability in Reading Skill at SMP IT Insan Mulia Batanghari East Lampung".

B. Problem Identification

Reffering the background above the problem can be identified as follows:

1. The students were difficult in understand content and they do not understand words of the text.
2. The students have low in reading skill.
3. The students have not a lot of vocabulary.
4. The students have low motivation and unconfident to practice reading text.

C. Problem Limitation

There are many problems related to reading skill, but the researcher only focuses on the problem of number 2 that is "The students have low reading skill". The researcher will conduct the research entitled "Think Aloud Method to Improve the Students Ability in Reading Skill at SMP IT Insan Mulia Batanghari East Lampung"

D. Problem Formulation

Based on the background of study above, the researcher formulates the problem as follows:

"Can think aloud method to improve the stundents' reading skill and their learning activities at SMP IT Insan Mulia Batanghari East Lampung?"

E. The Objective and Benefit of Research

1. Objective of the study

   The objective of this research is to know whether think aloud method can improve the students' reading skill and their learning activities

2. Benefit of the study

   The benefits of the study are as follows:

   a. For the students

      The result of this research is expected to be useful for students to increase their understanding in reading skill.

   b. For English teachers

      The result of this research is expected to be useful for English teacher as valuable information in teaching reading skill.

   c. For the headmaster

      This research can be used as the quality improvement of teaching and learning activity of the English subject in SMP IT Insan Mulia Batanghari.

F. Prior Research

   This research will be done by considering some prior research that were done by some previous researchers. The first prior research was

conducted by Satria Adi Pradana[1], "The title of his research is The Analysis of Teaching and Learning Reading Through Think-Aloud Method". This research was carried out at Junior High School. The subject of this research was the eighth graders of Junior High School, numbering 37 students.

The data collected use model qualitative data analysis. In this case, there were three data collecting techniques used to collect the data, observation, interview and questionnaire, after carrying out the learning process using the think aloud method as well as data collection using three interview, observation and questionnaire techniques the result is that the learning process is going well. The observation steps not carried out by the teacher, then some the students still have difficulty remembering information from the text they read. The results of the student questionnaire answered that the think aloud method really helped them in the process of learning to read, because by using think-aloud method reading is easier to be learned.

The second prior research was conducted Syamsul Bahri Ys, Chairina Nasir, Chentenei Lapenia Ningsih Rohiman. The title of their research is "Using the Think Aloud Method in Teaching Reading Comprehension".[2] This research was carried out at Junior High School 17 of Banda Aceh. The subject of this research was the eight graders of Junior

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[1] Satria Adi Pradana. "The Analysis of Teaching and Learning Reading Through Think-Aloud Method", *Journal State Islamic University of Raden Intan Lampung*, No.2/ November 2017.
[2] Syamsul B.Ys Chairina Nasir and Chentenei Lapenia N. R. "Using the Think Aloud Method in Teaching Reading Comprehension", *journal Syiah Kuala University, Banda Aceh, Indonesia,* No.1/2018.

High School 17 of Banda Aceh, numbering 27 students. The data collected use model quantitative research. In this case, the researchers used a one group pre-test – post-test design for this study.

The results of research using the think aloud method showed significant results, because with used the think aloud method can improve 5 aspects of comprehension, identifying, the main idea, the supporting details, identifying references, making inferences, and interpreting vocabulary, so the students learned to use this method. Their results in the post-test were significantly higher than in the pre-test, therefore it can be concluded that there is a significant increase in students' reading comprehension of EFL by using the think aloud method.

In addition, this research has similarities and differences with research conducted by Satria Adi Pradanas' research. The similarity is in the form of the same topic, about the think aloud method. But there is a little difference in the topic, Satria adi pradanas' research focuses on analyzing teaching and learning in reading, while the writers' research focuses on improving students' in reading skill. There are differences related to research methods. The writers' research used a Classroom Action Research method while, Satria Adi Pradana used a Qualitative Research method.

This research and the second prior research have similatities and differences. The similarity between this research and the second research related to the level of education. The writers' research and Syamsul Bahri Ys, Chairina Nasir, Chentenei Lapenia Ningsih Rohiman's research at

Junior High School, but there is differences between the writers' research and the second research related to place to conduct research. The writers' research conducted research at the Insan Mulia Batanghari East Lampung and the second researchs' conducted research at Junior High School 17 of Banda Aceh. The research method that the writers' research used data collected is classroom action research, while the second researcher used quantitative methods.

The third prior research was conducted by Amelia Shoon Wan Chin and Kartini Abd Ghani.[3] The title of their research is "The Use of Think-Aloud in Assisting Reading Comprehension Among Primary School Students". This research was carried out at Primary School in Kuching Sarawak, to collect the data in this research use mixed-method design. The type to collect the data is reading test, questionnaire, survey and interview.

Based on the participants' answer in reading test most of the students could be answer multiple question related to vocabulary, however the most of participants failed to answer questions. The survey responses showed that think aloud method with partners had been more effective to students, but the other students prefer to think-aloud individually. According to the response most of the students respond that think aloud method very help them to understanding English reading text.

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[3] Amelia Shoon W. Chin and Kartini A. Ghani, "The Use Of Think Aloud In Assisting Reading Comprehension Among Primary School Students", *Journal V Of Cognitive Sciences And Human Development,* No. 1/March 2021

This writers' research and the third prior research have similarities and differences. The similarity is in the form of the same topic about Think-aloud method, but there are some differences related to the level of education and research method. The writers' research conduct research at Junior High School, while Amelia Shoon Wan Chin and Kartini Abd Ghani's research was conducted at the Elementary School. The writers' research use classroom action research method to collect the data and Amelia Shoon Wan Chin and Kartini Abd Ghani used mixed-method to collect the data.

Based on the researches above, it can be conclude that all of prior researches have the similarity with the research that will be conducted by the writer. The similarity is in the use of think aloud method in reading, however the difference is about the focus on the topic. The writers' research focuses on improving students' in reading skill, while the second researcher focuses on analyzing teaching and learning EFL in reading. In addition, the difference between the writers' research and the second researcher is related to the data collected research method used. The writers' research collect data using the classroom action research method, while the second researcher used a quantitative research method. The last difference between the writers' research and the third prior research is about level of education and collect the data of research. The writers' research to collect data use classroom action research and the third prior research use mixed-method. The difference about level of education to conduct research, the writers'

research conduct research at Junior High School in Lampung and the third prior research was conducted research at elementary school.

The novelty in this research is that this research uses recount text in reading skill by using think aloud method. In this research, the researcher focuses on improving the students' ability in reading skill by using think aloud method.

CHAPTER II

THEORETICAL REVIEW

A. The Concept of Reading Skill

1. The Definition of Reading Skill

According to Jennifer, Reading is thinking and understanding and getting at the meaning behind a text.[4] It means that reading is a process in which the reader can think and understand the meaning behind a text. In reading many things that can be found by the reader. Like readers can find information from a text and readers can understand the structure of the text and punctuation in a reading text. Therefore, to be able to know the meaning, information, messages and symbols that exist in the text. So as a first step the reader must be able to think and focus so that he can interpret the things contained in the text of a reading.

Then, Karen Tankresley defines reading is a complex process made up of several interlocking skills and processes.[5] It means that reading is accumulation of complex process results between skills and reading processes with detailed explanations. In addition, Reading skill is important for learners to succeed in school as it gives them the

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[4] Jennyfer Serravallo, *Teaching Reading In Small Group* (Porsmouth: Heinemann 2010), p.43.

[5] Karen Tankersley, *Treads of Reading*, (United State of America: Association for Supervision and Curriculum Development, 2003), p.2.

opportunity to improve their language and communication skills.[6] In the other words, with reading skills possessed by students it will be able to facilitate and improve the learning process in communication and reading skills.

Reading not only gets knowledge about the text but also in reading can know and understand grammar, vocabulary, text structure and sentence structure in the reading text. It is in line with the definition of reading stated by Patel and Jain reading means to understand the meaning of printed words Le. written symbols.[7] It means that reading is an activity to understand the meaning about the text. Reading is an important skill that every student must have.

In learning English, reading is one of the skills that must be achieved and mastered by every student. Geofrey defines that reading is a complex skill.[8] It means that reading also involves everything about vocabulary, grammar and text structure. Therefore, reading is an important skill that students must acquire. Because, reading can support the academic process of student learning. The last statement from Grabe defines that reading is the ability to draw meaning from the printed page and interpret this information appropriately.[9] It means that, reading is

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[6] Amini, M., Zahabi, A., Amini, D., & Hosseini, S. S. A. (2020). "A Review of Reading Strategies and Models in Learning and Teaching of English as a Foreign Language". *AJELP: Asian Journal of English Language and Pedagogy,* No.2/July 2020, 15.

[7] M.F Patel and Praveen M. Jain, *English Language Teaching* (Methodes, Tools & Techniques), (Vaishali Nagar : Sunrise, 2008), p.113.

[8] Geoffrey Broughton, et.al., *Teaching English as a Foreign Language*, (London: Routledge, 2003), p.89.

[9] William Grabe and Fredricka L., *Teaching and Researching Reading,* Second Edition (London: New York,2013), p.3.

also one of the abilities that can make inferences of meaning and interpret the information contained in the text.

Based on all defines of reading skill above, the researcher concluded that reading is an important language skill, then reading skills is ability of intepret for understanding the content, words, sentence structure and meaning to know information from a text.

2. **The Purpose of Reading**

William Grabe explains that reading serves a number of purposes, including:[10]

a. Reading to search for simple information

Reading to find simple information is a cognitive process in which the reader can process and remember information into knowledge

b. Reading to skim quickly

Reading to skim quickly is reading skill in understanding the reading text to get important ideas and information in a text.

c. Reading to learn from text

Reading for learning is typically used in academic and professional settings where a person needs to learn a lot from a text. It necessitates the ability to;

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[10] Ibid., p.7-8.

a) Identify and build a rhetorical framework that organizes information in the text

b) Link the text to the reader's knowledge base.

c) Recall the main idea and the many details that detail the main and sub-ideas in the text.

d. Reading to integrate information

Reading for the purpose of integrating information necessitates additional decisions regarding the relative importance of information that is complementary, mutually supporting, or conflicting, as well as the likely reorganization of a rhetorical frame in order to accommodate information from multiple sources.

e. Reading to write and reading critique text

Reading to write and reading to analyze texts could be task variations of reading to integrate information. Both require the ability to select, analyze, and write about textual information.

f. Reading for general comprehension

A skilled fluent reader can read for general comprehension by processing words very quickly and automatically, forming a general meaning representation of the main ideas, and efficiently coordinating many processes in a short amount of time.

It can be concluded that reading has an important purpose in education and life. The first, can add insight and knowledge through

reading. Second, reading can improve concentration and focus and thirdly, you can practice writing well. Not only that, reading can also train communication and interact with others.

3. The Stages of Reading

Reading is usually divided into three stages, such as pre-reading, while reading and post reading. The explain as follows:

a. Pre-reading

Pre-reading activities are direct activities in the form of guidance to prepare students for reading activities. The teacher can do something interesting in order to build students' interest in reading. such as, displaying pictures, movies and discussions.

b. While-Reading

While reading activities are activities related to the exercise of understanding of a text, such as understanding the structure of the text. While-reading activities are more focused on what students do while they are reading. Students can practice reading exercises.

c. Post Reading

Post reading activity is the final stage of reading, students can evaluate the text they have read and expand the knowledge they have learned. This activity usually carries out an activity of

summarizing or writing and thinking critically about the text that has been read.[11]

Based on the statement above, the researcher concluded that stages of reading are a process for carrying out reading activities well. This can train students' willingness to learn to read. Pre-reading is a reading step that can guide students in learning to read. While-reading is an activity related to the practice of understanding a text. Post-reading is the final stage of reading the students can evaluate the text they have read.

4. The Models of Reading

The are some models of reading, as follow:[12]

a. The top-down model

Top-down models assume that reading is primarily directed by reader goals and expectations. In other words, the top-down model is the process of reading activities that can interpret information in a text, based on one's own knowledge.

b. The bottom-up model

Bottom-up models is a reading activity that can determine understanding of information in the text starting from low language to high language. This reading model involves an understanding of syllables, letters, and grammar.

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[11] John S. Hedgcock and Dana R. Ferris, *Teaching Readers of English*, Routledge, Taylor and Francis (2009), p.162.

[12] William Grabe and Fredricka L., *Teaching and Researching Reading,* p.25.

c. The interactive model

The interactive reading model combines two models, namely the top-down and bottom-up models. The reader takes ideas by using two models while reading while understanding perspectives and combining ideas.

Based on the statement above, the researcher concluded that model of reading is a process in which our intelligence and experience are used to draw and organize the text. This procedure for constructing meaning and comprehending the text. The top-down models emphasized working from the text's meaning up. The reader works from the text to its meaning using the bottom-up model, with emphasis on the word and sentence levels. The interactive model is a hybrid of the top-down and bottom-up models.

5. **Types of reading**

According to Patel and Jain, there are four types of reading. There are: reading aloud, silent reading, intensive reading and extensive reading.[13]

a. Reading Aloud

Aloud reading is the way to given expression when someone read the text which has not spoken before. The goals of reading aloud are to try speak loudly and give achievement or better more in speaking ability and to pronunciation of the word. Besides that, aloud reading

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[13] Dr. M.F.Patel and Praveen M. Jain, *English Language Teaching,* 2008. English Language Teaching. Jaipur : Sunrise Publisher (2009), p.115-120.

also gives effectively to understand what the text tells about. So, we can conclude what the meaning of the text after they read.

b. **Silent reading**

silent reading is a reading skill which allows one to read without voicing the words or sentences. Reading silently can improve students understanding because it helps students to concentrate on what they are reading.

c. **Intensive Reading**

Intensive reading is the process to read the text with full concentration and focus on they are reading. It means that students should reading in detail with specific learning. For example, explaining the structure grammar, vocabulary or idioms in detail. The purpose of intensive reading is to focus on context of the text and grammatical structures. So, in this way, students should understand and get a point about the meaning of the text.

d. **Extensive reading**

Extensive reading is the process of reading longer for enjoyment and to develop reading skill as a general. It means that, reading widely but not only focused on one text. You can try to read as much as widely as possible. The purpose of extensive reading will be to train the student to read directly and fluently in the target language for enjoyment, without the aid of the teacher.

6. The Component of Reading

There are five essential components of reading, as follows:

    a. Phonemic awareness

Understanding that spoken words are made up of individual sound units that blend together when words are uttered is known as phonemic awareness.[14] In other words, phonemic awareness is an ability to hear and produce the individual sounds of words, separating or segmenting words into their component sounds.

    b. Phonics

Understanding the relationship between the distinct sounds (phonemes) of the spoken language and the letters (graphemes) of the written language is known as phonics.[15]

    c. Vocabulary

Vocabulary is the meaning and pronunciation of words that we use in communication.[16]

    d. Fluency

Fluency is the ability to read a text accurately, smoothly, quickly, and with expression. Fluent readers can read easily, use expressions, and read and recognize words quickly.[17]

    e. Comprehension

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[14] Karen Tankersley, *Treads of Reading*, p.5.

[15] Ibid., p.31.

[16] Ibid., p.52.

[17] Ibid., p.73.

Comprehension is the center of reading. One of the things what good readers do during the reading process is to associate background knowledge with new information in the text. In other words, comprehension involves the accurate construction of meaning by making connections between what is read and what the reader already knows.[18]

Based on the explanations above, it can be concluded that there are five essential components of reading that must be had by the reader, because an effective reader must be known about solid phonemic awareness and understand how to use phonics skills. The effective reader can understand the text, must have a good vocabulary and effective readers possess strong fluency skills.

7. The Measurement of Reading

The assessment of reading skill can be used to determine how far the students' reading skill should be measured. There are numerous types of reading skill questions, namely:[19]

a. Pronominal Question, Imperatives

Pronominal question is a short question and short answer form. In pronominal questions, assessment depends on students answering and writing short, clear and precise answers. Students

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[18] Ibid., p.90-91.
[19] I.S.P. Nation, *TeachingESL/EFL Reading and Writing*, (New York : Routledge, 2009), p.77-79.

write answers in the form of ideas from the text that match the questions.

    b. True/False, Yes/No, Alternatives Question, Multiple-choice.

In these question forms, all of these questions are answered according to the question instructions. Students do not make their own answers, but they choose answers that are already available in the question. The detailed form of the question corresponds to the general aspects of a text. Multiple choice questions usually have four answers and one of them is the correct answer. The shorter answer isn't always the right answer, and neither is the long answer.

    c. Transfer Information

The teacher can use incomplete information to measure the learner's comprehension. The learners read the text and fill in the diagram with short notes. To fill in the diagram's students should write short notes, after they finish reading.

B. The Concept of Think Aloud Method

1. The Definition of Think Aloud Method

In teaching and learning activities there are many methods that can be applied by teachers. Interesting learning methods, can increase student learning enthusiasm. In accordance with the statement of Block and Israel, the think aloud method is a method for teachers to be able to

improve students' thinking processes in understanding a text they read.[20] The think aloud method requires the subject or student to be able to speak aloud and convey information about the content of a text, while solving a problem or performing a task.[21]

Thinking aloud helps students identify strategies to improve their understanding of text.[22] In other words, the thinking aloud method is an interesting learning strategy, because students can convey opinions or main ideas from a text. This can also increase students' self-confidence in the practice of reading English texts.

Christopher said that the think aloud method is a method that can train spontaneous critical thinking when reading texts.[23] Furthermore, when using the Think Aloud method a person or subject can state or say aloud about something they are thinking about while reading.[24]

Based on the statement above, it can be concluded that the think aloud method is a method that focuses on the process of conveying information, or things that are thought of when reading a text, then can

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[20] Amelia Shoon Wan Chin & Kartini Abd Ghani, "The Use of Think-Aloud in Assisting Reading Comprehension among Primary School Students". *Journal of Cognitive Sciences and Human Development.* No.1/March 2021, 14.

[21] Monique W.M. Jaspersa, et al, "The think aloud method: a guide to user interface design". *International Journal of Medical Informatics,* vol.15/August 2004, 783.

[22] Barbara Blummer, Jeffrey M. Kenton, *Improving Student Information Search,* (Amsterdam, 2014), p.117.

[23] Christopher j. Johnstone and friends, *Using The Think Aloud Method (Cognitive Labs) to Evaluate Test Design for Students with Disabilities and English Language Learners.(*U.S: university of Minnesota 2006), p.2.

[24] Eline Albers, "Usability of The Think Aloud Method: Link Between Verbalizing and A Second Language" *Netherlands University of Twente*, July 2015, 3.

speak aloud and think aloud method is the process of learning to think critically in understanding a text.

2. **The Procedure of Think Aloud**

Below are procedures for teacher to teach by using think aloud method:[25]

a. Choose a text that is interesting for students and choose a text that is short but challenging for students.

b. Divide students into several groups, and each group consist four people.

c. Explain how the think aloud method works and why this method is important in learning and introduce the text to be used.

d. After explain the think aloud method a few times to students, allow students to become more involved in the process.

e. The teacher read the text aloud and stop frequently to share the teacher's thoughts. So, in this stage the teacher gives an example of how to apply the think aloud method. The teacher reads the text aloud and pauses while asking students questions about the text read such as "what do you know about this topic?".

f. The teacher gave the students some time to answer them, and gave feedback to students who needed assistance.

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[25] Nyayu Y.S, 'The Influence Of Think-Aloud Strategy And Reading Interest Toward Reading Comprehension", *IAIN Raden Fatah Palembang*, No.1/April 2018, 5-6.

g. After that, teacher re-read some selected passages aloud while the students read the same text silently. At certain points, the teacher stopped and asked the students to think aloud of the answers to some of teacher questions.

h. Students try to answers question that was given teacher as verbally as directly with think-aloud.

i. Next, ask students to reflect on how thinking aloud has changed their reading habits, this can be done either orally or in writing.

3. The Purpose of Think-Aloud Method

The purpose of think-aloud method as follows:[26]

a. By using think aloud method, teacher could be analyzed about the weakness and strength's ability of students to convey information from text that their read.

b. Using think aloud method has purpose to train students in think critically automatically about the text that their read.

c. Think aloud method has purpose to help learners in how problem solve and their difficulties in learning process.

Based on statements above, the researcher conclude that think aloud method has several purpose to train students to think critically, train

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[26] Jahandar, S., Khodabandehlou, M., Seyedi, G., & Abadi, R. M. D. The 'Think Aloud method in EFL reading comprehension"., *International Journal of Scientific and Engineering,* Vol. 3/September 2012, 2.

students to convey idea and information from text that their read and can improve students in learning process.

4. Advantages and Disadvantages of Think-Aloud Method

The use of learning methods there are advantages and disadvantages. There are several advantages to the think aloud method in learning as follows:[27]

a. The think aloud method has a positive effect on improving learning and understanding of reading English texts.

b. The think aloud method can increase student motivation in the learning process

c. By using the think aloud method, learning becomes more interesting.

d. Some strengths of applying this method were that the students enjoyed the teaching-learning processes more so that conditions in the class became more alive and active.

e. This method is easy to be applied in the teaching-learning processes.

f. Elizabeth Charters states that by using the think aloud method, teachers can directly observe students' thinking processes and observe individual differences in response to a text.[28]

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[27] S. Bahri Ys, C. Nasir & C. L. N. Rohiman, "Using the Think Aloud Method in Teaching Reading Comprehension",. *Journal 5 Syiah Kuala University, Banda Aceh, Indonesia,* No.1 (2018): 151.

[28] Elizabeth Charters, "The use of Think Aloud in Qualitative Research; An Introduction to Think Aloud Methods", *Journal Brock Education,* Vol.12, No.2/2003, 69.

The disadvantages of the think aloud method as follows:

    a. Certain students do not feel happy to cooperate with other friends

    b. When using the think aloud method there is problem found in students that most students do not easily remember information in the text their read.[29]

5. Teaching Reading Using Think Aloud Method

The implementation teaching reading by using think-aloud method, as follows:[30]

1. The teacher selects a shared reading or read-aloud passage and begins reading it aloud.

2. Make predictions. (Show how to develop hypotheses). For example:

"From the title, I predict that this section will tell how fishermen used to catch whales."

"In this next part, I think we'll find out why the men flew into the hurricane."

"I think this is a description of a computer game."

3. Students should develop hypotheses by making predictions about the text.

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[29] Satria A.P, "The Analysis of Teaching and Learning Reading Through Think-Aloud Method", *Journal State Islamic University of Raden Intan Lampung,* No.2/ November, 2017, 12.

[30] Yasemin Sönmez1 , Süleyman Erkam Sulak, "The Effect of the Thinking-aloud Strategy on the Reading Comprehension Skills of 4th Grade Primary School Students", *Universal Journal of Educational Research,* Vol.6, No.1/2018, 169

4. Describe the picture you're forming in your head from the information. (Show how to develop images during reading.) for example: "I have a picture of this scene in my mind. The car is on a dark, probably narrow, road; there are no other cars around."

5. Share an analogy. (Show how to link prior knowledge with new information in text). For example: "This is like a time we drove to Boston and had a flat tire. We were worried and we had to walk three miles for help."

6. Verbalize a confusing point. (Show how you monitor your ongoing comprehension.) "This just doesn't make sense." "This is different from what I had expected."

7. Demonstrate fix-up strategies. (Show how you correct your lagging comprehension.) "I'd better reread." "Maybe I'll read ahead to see if it gets clearer." "I'd better change my picture of the story." "This is a new word to me - I'd better check context to figure it out."

8. Students identify either orally (thinking aloud) or in writing the fix-up strategies that they used

C. The Concept of Recount Text

1. The Definition of Recount Text

There are some definitions about recount text based on some experts. According to Anderson stated that recount text is a piece of text that

retells past events, usually in the order in which they happened.[31] It means a recount text consists something happened in the past events chronologically. Meanwhile, based on Asni et stated recount text is a kind of genre that has social function to retell event for informing or entertaining.[32] So that, recount text is to retell the past story with aim of informing or entertaining the readers.

In other words, recount text is text tells about past experience and a recount text consists something happened in the past events chronologically.

2. Generic structure

a. Orientation

The orientation tells the background information about the story. It introduces the reader with who involved in the story, what, when, and where the events take place.

b. Events

The orientation followed by the events. The function of the events is telling the sequence events happened.

c. Re-orientation or Conclusion

Re-orientation is a closure of the events. It is optional because some recounts are only consisting of orientation and the sequence of events.

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[31] Mark Anderson and Katy Anderson, Text Types in English 2, (South Yarra: Macmillan. 1997), p. 48

[32] Asni, et.all., "An Analysis of Grammatical Errors in Writing Recount Text at the Eighth Grade of SMP Negeri 20 Kota Jambi"., (2018). Vol .2/ no.2: 131-141.

3. Language Features of Recount Text

Anderson divided the language features of recount texts into four, they are: (1) proper nouns to identify those involve in the text, (2) descriptive words to give details about who, what, when, where and how, (3) the use of past tense to retell the events, (4) words that show the order of the events.

<div align="center">Text Organization</div>

Orientation: Last Wednesday, I came late to my school because, I played mobile legend until 1.00 am in the night. Because that I woke up late.

Event: I woke up about 7.00 am and the class would be beginning at 7.10 am. I ran to bathroom to take a bath. I usually had a breakfast after took a bat, but in that day, I forgot where I put the key. So, I went to the school by public transportation. It made me took a longer time. I arrived at school at 7.15 am, I ran to my class but I saw my teacher has stood in front of the class to teach. I entered to my class and of course my teacher was angry to me because I came late.

Reorientation: It was my bad experience and I hoped I would not do that again.

D. Action Hypothesis

Based on the several theories and assumption above, the researcher formulates the action hypothesis "Think aloud method can improve the

students' ability in reading skill and learning activity at SMP IT Insan Mulia

Batanghari in the Academic Year of 2022/2023.

CHAPTER III

RESEARCH METHOD

A. Variables and Operational Definition of Variable

The Research is classroom action research. There are two variables in this research (X) and (Y). Variable (X) is the independent variable (Think Aloud Method) and variable (Y) is the dependent variable (reading skill). The definition of an operational variable is based on the characteristic of the things that are defined. In the meantime, an attribute can be used to define a variable.

There are two operational definitions of variables, which are:

1. Independent Variable

   Independent variable is a variable that affect or cause changes in the existence of a dependent variable. Independent variables that have been selected, controlled, and measured by the author. The independent variable of this study is to use the Think Aloud Method as an interesting method for teaching English in front of the class and can help students learn English more easily.

   Actually, to be able to improve students' English reading skills, using the think aloud method can make students enjoy the learning process more, and also students enjoy understanding lessons more. In addition, the indicators of this variable can lead students to read aloud, read quickly and precisely.

2. Dependent Variable

The dependent variable is the variable that is affected because of the independent variable. The dependent variable in this study is reading skill which is defined as reading fluently according to the pronunciation and tone of reading intonation, and being able to know the meaning of words and sentences in the reading text.

In addition, the data collection technique for this variable is a test. The instrument for this variable using pre-test and post-test questions. The form of questions from the pre-test and post-test consists of 10 questions in the form of multiple choices. The Questions with a score of 0-100, when students can answer all questions correctly, they will get a score of 100, when students can't answer all questions correctly, they will get a score of 0. The total score obtained by students must be in accordance with the MMC, namely 73. The test time given is 45 minutes. In addition, the descriptive text for SMP IT Insan Mulia Batanghari has indicators of involvement, clarity, vocabulary, fluency and comprehension.

B. Research Location

The researcher conducted classroom action research where all activities were carried out in the classroom, located at SMP IT Insan Mulia Batanghari on Jl. Majapahit 41 C Batangharjo, Batanghari District, East Lampung. Researcher conducted research at this school because, researcher

found reading problems at SMP IT Insan Mulia Batanghari based on pre-survey data.

C. Subject and Object of Study

The subject of this study are students of the eighth grade at SMP IT Insan Mulia Batanghari. The number of students is 22 students. This classroom action research will be conducted by applying collaborative study. In this case, the research collaborator is an English teacher, Mr. Wahyudi S. Pd.

Tabel 3
The Number of Students

No	Grade	Sex		Total
		Male	Female	
1	VIII	11	11	22

The object of this study is to be able to find out the increase student in learning outcomes by using the think aloud method. There are several things that can be improved in reading English by using the think aloud method. First, the think aloud method can help students learn to read English texts. Second, students can enjoy to practice English reading texts. Third, the students can improve self-confidence in reading English and students can find new vocabulary in English reading text.

D. The Procedure of Classroom Action Research

1. Classroom Action Research

The research that would be conducted is classroom action research. Simply stated, classroom action research is research conducted in the

classroom with the intention of improving classroom learning so that learning outcomes can be increased.

According to Donald Ary et.al, assert that action research is based on the premise that local conditions vary widely and that the solutions to many problems cannot be found in generalized truths that take no account of local conditions.[33] It means that classroom action research only focuses on education. Moreover, Jean McNiff states Action research is a form of enquiry that enables practitioners everywhere to investigate and evaluate their work[34]. It means that classroom action research is a practitioner's activity to evaluate the learning process in class. Meanwhile, Patrick explanation above, action research is described as cyclic, with action and critical reflection taking place in turn.[35] It means that that classroom action research is a reflection that takes place alternately by reviewing previous activities and planning further activities.

From several theories or explanations above, it can be concluded that classroom action research is research that focuses in education whose activities are carried out in the classroom. In addition, classroom action research is a dynamic process that has aspects of action, observation and reflection in each cycle. Therefore, classroom action

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[33] Donald Ary, et.all., *Introduction to Research in Education 8th Edition*, (Wadsworth, Cengage Learning,2006, 2010), p.512.

[34] Jean McNiff and Jack Whitehead, *Action Research: Principles and Practice*, (New York: Routledge, 2002), p.7.

[35] Patrick J. M. Costello, *Action Research,* (British Library Cataloguing-in-Publication Data, 2003), p.4.

research can evaluate learning activities so as to improve the quality of learning outcomes.

Classroom action research (CAR) has various models but in this research the researcher uses Kemmis and Mc Taggart (1988) research design. According to Kemmis and MC Taggart as cited by Anne Burns (2010) action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[36] This phase can be seen by following figured:
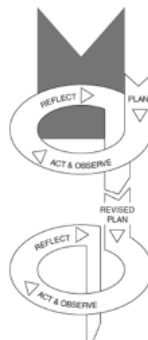
Figure 1. Kemmis and Mc Taggart Model[37]

This figure describes the sequence of the research procedure that begins with planning, followed by action, observation and reflection carried out in each cycle in a spiral system. It means that, if in carrying out the activities of the first cycle you do not get the results achieved or find new problems, then it is likely to be continued with the next cycle stage which has the same phases or stages in the first cycle.

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[36] Anne Burns, *Doing Action Reasearch in English Language Teaching*, (New York: Routledge, 2010), p.32.
[37] Ibid., p.33.

2. The steps in the research

There are four steps in each cycle including of planning, action, observation, and reflection. If the first cycle is failed and the cycle must be reviewed again in the second cycle and so on. That can be illustrated by these procedures as follows:

a. **Cycle 1**

1) Planning

Planning is the process of the first phase in each activity, plans are made to collect information data and plans are developed to take action. Without a plan, research activities will not be arranged systematically.

Planning is made to be a reference in carrying out activities. The following are the steps that researchers will take in planning;

a) The researcher makes and prepared a lesson plan.

b) The researcher prepares learning resources for students.

c) The researcher prepare materials, approaches and techniques teaching.

d) The researcher prepares an observation format.

e) The researcher designed the criteria of success.

2) Action

The second phase, in the activity is to perform the action. Without action, planning is just an imagination that never actually happens. With the action of researchers implementing

plans or practices to collect data. Data collected from various sources.

After the planning stage is complete, the learning process in eighth grade at SMP IT Insan Mulia Batanghari East Lampung. It describe about teaching procedures of the research. There are the steps that the researcher do in the action:

a) Pre teaching activity

1. The researcher started lesson by greeting to the students.

2. The researcher and students prayed together.

3. The researcher checked the attendance of students.

4. The researcher informed to the students about the indicator, competence and objective that should be achieved.

b) While teaching activity

1) The researcher devided the students into some groups. One group consists two people.

2) The researcher explained think aloud to the students about how to apply sequences of think aloud method.

3) The researcher gave the material to students during the discussion by applying think aloud method.

4) The researcher checking their understanding about reading skill.

5) After the students become more proficient in using this method, gradually the researcher transferred the responsibilities to the students to lead the discussion by applying this method.

c) Post teaching activity

1) The researcher gave feedback to the students about the lesson.

2) The researcher and students concluded the learning topic that have been discussed.

3) The researcher greeted the students in the end of the meeting.

3) Observation

In the third phase, observing is the activity carried out by researchers in analyzing data. According to Kemmis and McTaggart this phase involves you in observing systematically the effects of the action and documenting the context, actions and opinions of those involved.[38] In that sense, observations made in the teaching and learning process. The researcher also observed student activities, starting from the classroom situation during the learning process, their participation, and reading skills by using an observation form sheet which recorded all student

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[38] Ibid., p.8.

activities in a structured way that had been made by the researcher.

Researcher also observed all activities carried out by students in order to determine the effectiveness of the learning process that has occurred in order to achieve the goals desired by the researcher and the results can be discussed and concluded in reflecting phase.

4) Reflection

In the fourth phase namely reflection, the researcher tries to analyze and rethink during the learning that has been done. Kemmis and McTaggart states at this point, you reflect on, evaluate and describe the effects of the action in order to make sense of what has happened and to understand the issue you have explored more clearly.[39] In other words, by doing reflection, researchers can find out whether there is influence experienced by students in the learning process.

Not only that, researchers can also obtain information regarding the weaknesses and strengths of the actions taken by researchers. However, if researchers still found problems and weaknesses, researcher must carry out the next cycle of activities using the data collected in cycle one as a reference for improvement.

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[39] Ibid., p.8.

b) Cycle 2

1) Re-Planning

The researcher fixed the problem in the subsequent cycle after discovering the problem in the initial phase first cycle. It is described as follows:

a) The researcher analyzed the results of reflection to be able to solve the problem.

b) The researcher prepared and revised the lesson plan based on the problems found in the previous cycle including the appropriate media, procedures, material to be applied in the action phase.

c) The researcher redesigned the observation format and also reformed the evaluation format to improve plan indicators that had not been achieved in the previous cycle.

2) Action

The researcher followed the same procedures as the previous cycle during the second phase of cycle two, but the researcher also used the revised plan, which included a lesson plan, materials, and an evaluation instrument. The activities are as follows:

a) Pre-teaching activity

1) Before beginning the lesson, the researcher greeted the students.

2) The researcher and students prayed together.

3) The researcher checked the attendance of students.

4) The researcher briefed the students on the necessary indicator, competence, and objective.

b) While teaching activity

1) The researcher devided the students into some groups. One group consists two people.

2) The researcher explained think aloud to the students about how to apply sequences of think aloud method.

3) The researcher gave the material to students during the discussion by applying think aloud method.

4) The researcher checking their understanding about reading skill.

5) After the students become more proficient in using this strategy, gradually the researcher transferred the responsibilities to the students to lead the discussion by applying this method.

c) Post-teaching learning

1) The researcher gave feedback to the students about the lesson.

2) The researcher and students concluded the learning topic that have been discussed.

3) The researcher greeted the students in the end of the meeting.

3) Observation

In the third step, observing is the activity carried out by researchers in analyzing data. Observations made in the teaching and learning process. The researcher also observed student activities, starting from the classroom situation during the learning process, their participation, and reading skills by using an observation form sheet which recorded all student activities in a structured way that had been made by the researcher. Researcher also observed all activities carried out by students in order to determine the effectiveness of the learning process that has occurred in order to achieve the goals desired by the researcher and the results can be discussed and concluded in reflecting phase.

4) Reflection

In the fourth phase namely reflection, the researcher tries to discuss and re-analyze the data that has been collected during the action activities. Phase to the observation phase that has been implemented to be able to find out whether the think aloud method was successful or not successful in the second cycle and also to compare student improvement from cycle one to determine student learning outcomes. Because, if there is an

increase in accordance with predetermined success criteria, then the researcher does not continue the action in the next cycle.

E. Data Collection Technique

In collecting the data, the researcher uses the following technique:

1. Test

The writer to measure both of variables use test as data collection technique in this research. Test of this research consist of pre-test and post-test. The test was using students' reading skill in recount text. the pre-test and post-test have different material but also have same difficulties.

a) Pre-test

Thing to do in the first meeting before doing treatments is pre-test. Do a pre-test to know skill of students about reading before doing the action research.

b) Post-test

The post-test was given after doing treatments in the last meeting. The post-test that was given to find out about whether the treatments gave contribution to students' achievement in the class or not. Then, the post-test as measure tools to know about the improvement of students' reading skill by applying think aloud method.

2. Observation

Observation is systematically recorded rather than stored only in personal memory, and are carefully interpret and analyses, again employing systematic and plan procedures.[40] It means that, observation aims to observe an activity that is taking place in the form of activities, people or individuals involved in the activity. Observations were carried out in a systematic way, namely written by involving a series of teaching strategies and activities.

3. Documentation

Documentation may refer to particular individuals, as with school records and reports about pupils, or may concern more 'macro' issues, as with one of Her Majesty's Inspectorate reports on the physical state of schools, it can have a number of features.[41] It means that, documentation is a data collection technique by selecting, processing, saving written objects in schools such as books, magazines, notes, documents and others. To get the data about school at SMP IT Insan Mulia Batanghari, the research used this technique.

4. The Field Note

In classroom action research used instrument field note to collect the data accurately include descriptions of places, people, objects, acts, activities, events, purposes, time and feelings.[42] In this research, to

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[40] Roger Sapsford, Victor Jupp, *Data Collection and Analysis Second Edition*, (India at Gopsons Papers Ltd, Noida, 2006), p.58.

[41] Ibid., p.273.

[42] Donald Ary, et.all, *Introduction to Research in Education 8th Edition,* p.526.

record the students' activity during the learning process and record all about important things in the school, the researcher used this technique to collect the data.

F. Data Collecting Instrument

1. Reading Skill Test Question

Tools to measure and know the skill and understanding of students in learning is called a test. The researcher applied several reading skills tests. Tests are given to students at the end of the meeting, to determine students' reading abilities and comprehension. The researcher, choose data on student scores with multiple choice tests. The researcher asked the students to answer the questions.

2. Observation Sheet

The researcher used observation sheet, to observe the learning activity and each cycle in order to obtain the desired data. The observation sheet consists of an observation sheet for teachers and an observation sheet for students.

Observed activities as follows:

a) Student attitudes towards teachers and learning environment

b) The quality of student responses to lessons

c) Active and participate in the learning process activities such as contribute with groups

5) Verbal and nonverbal responses of students to the material, types of activities, teaching style.[43]

G. Data Analysis Technique

In this research, to determine students' achievement the researcher conducted a pre-test at the beginning of the meeting and a post-test at the end of the meeting. The researcher uses a simple statistical formula to find out and compare the results of the pre-test and post-test whether there is an increase in learning with the think aloud method. The researcher will analyze the data based on the limitations and research objectives, after the researcher determines the data from the results of the pre-test and post-test. Then the results obtained for class VIII students of SMP IT Insan Mulia Batanghari according to the minimum mastery criteria (MMC) for English subjects were 73. To find the average score, the data was analyzed as follows:

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

Note:

$\bar{x}$ = The mean score.

$\sum x$ = The sum of all scores.

N = The number of students.[44]

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[43] H. Brown Douglas, *Language Assessment Principles and Classroom Practices*, (San Francisco, California, 2003), p.267-268.

[44] Donald Ary, et.all, *Introduction to Research in Education*, p.108-109.

The minimum cycle in classroom action research is two cycles. The researcher to know the result between pre-test and post test will do compare with minimum standard at the school at least 73. So, if from cycle 1, there are students has problems in reading skill and not successful so we conduct cycle 2 and if in cycle 2 all of th students are succesfull. The researcher, does not continue to next cycle.

To calculate the presentage of the students' score, the formula which is used as:[45]

$$P = \frac{F}{N} \; x \; 100\%$$

Note:

P = Percentage of Students Activity

F = Frequency of the correct answer

N = Total of Students

H. Indicators of Success

The indicator of success in this research is the improvement students learning process in reading skills from cycle to cycle. The improvement in teaching learning process students was marked by the achievement of MMC in English lessons for students who obtained a score of 73 with an increase

[45] Timothy C. Urdan, *Statictics in Plain English Third Edition,* (London: Lawrence Erlbaum Associate Publishers, 2015), p.14.

in learning success of 73% at the end of the cycle and 73% actively participated in teaching learning process.

CHAPTER IV

RESULT OF THE RESEARCH AND DISCUSSION

A. Result of The Research

1. The Description of Research Location

a. The History of SMP IT Insan Mulia Batanghari East Lampung

SMP IT Insan Mulia is located on Jl. Majapahit Batangharjo village Batanghari District East Lampung. In the beginning, SMP IT Insan Mulia Batanghari was established on May 5th 2012. The founder of this school is Lampung Independent Human Foundation. The headmaster of SMP IT Insan Mulia Batanghari is Mr. Agus Waluyo, S.Sos.

b. Vision and Mission of SMP IT Insan Mulia Batanghari East Lampung

1) The Vision of SMP IT Insan Mulia Batanghari

Islamic, Achievement, and Independent.

2) The Mission of SMP IT Insan Mulia Batanghari

a) Forming a generation that has straight faith, noble character, and worships correctly based on the Al-Qur'an and As-Sunnah

b) Make the life of school residents Islamic and have noble character.

c) Realizing a superior generation in the academic and non-academic fields.

d) Realizing quality education services and meeting national education standards (SMP)

3) **Purpose of school**

a) Achieving the formation of Muslim individuals who have character and are able to memorize the Al-Qur'an.

b) Producing graduates who master English and Arabic

c) The realization of the lives of school members who apply the values of Islamic teachings in everyday life both at school and outside of school.

d) Achievement of a healthy climate among school members, school committee, and the community.

e) The creation of a clean, beautiful and comfortable school environment to create a conducive learning atmosphere.

f) Producing graduates who are able to compete to continue on to higher education.

c. **The Condition of Teacher SMP IT Insan Mulia Batanghari**

The condition of headmaster, teachers at SMP IT Insan Mulia Batanghari in the academic years 2022/2023 as follows:

1) Headmaster

Headmaster of SMP IT Insan Mulia Batanghari: S1

2) Teachers

There are 33 teachers non civilian government (GTT)

d. The Number of Students' SMP IT Insan Mulia Batanghari East Lampung

The students' quantity of the SMP IT Insan Mulia Batanghari are 147 that can be identified as follows:

Table 4
The students' quantity of SMP IT Insan Mulia Batanghari East Lampung

Explanation	Class			Total
	VII	VIII	IX	
Study Group	2	2	2	6
Male	23	30	21	74
Female	21	25	27	73
Total	**44**	**55**	**48**	**147**

e. Organization Structure SMP IT Insan Mulia Batanghari East Lampung

The organization structure of SMP IT Insan Mulia Batanghari East Lampung in academic year 2022/2023 is drawn as follow:

| Lampung Independent Human Foundation | - - - - - - - | Agus Waluyo, S.Sos Headmaster | - - - - - - - | School Comitee |

| Hendra Kurniawan Treasurer | ←——————→ | Dimas Alfarisyi Administration Coordinator |

| Ganjar Eko Utomo, S.Pdi Vice of Student | | Siti Rohela, S.P Vice of Curriculum |

| Yuntafi'atun Amanah, S Coordinator BP/BK | | Puji Astuti,S.Pd Coordinator Laboratory |

Homeroom Teacher

Teachers

STUDENTS

f. Learning Facilities

SMP IT Insan Mulia Batanghari East Lampung has the suit facilities to support both the learning activity and extracurricular program. It provides some extracurricular such as:

1) OSIS, PMR, UKS, Scouting Movement, KIR.

2) Sport programs like football, and badminton. Specifically, the infrastructure and facilities in SMP IT Insan Mulia Batanghari as follows:

Table 5
Infrastructure in Smp IT Insan Mulia Batanghari East Lampung

No	Names' Infrastructure	Total
1	Office room	1
2	Class room	5
3	Boys room	3
4	Girls room	3
5	Library room	1
6	Laboratory room	1
7	Mosque	1
8	Cooperative room	1
9	Auditorium SMP IT Insan Mulia	-
10	Toilet male	10
11	Toilet female	10
12	Kitchen	2
13	Guard room	1

Table 6
Facilities in SMP IT Insan Mulia Batanghari East Lampung

No	Facility Types	Total	Location	Category
1	Teachers' chair	11	Teachers' room	Good
2	Teachers' table	11	Teachers' room	Good
3	Students' table	147	Classroom	Good
4	Students' table	147	Teachers' room	Good
5	Computer	2	Teachers' room	Good
6	Printer	2	Teachers' room	Good
7	Projector	1	Teachers' room	Good
8	Cupboard	3	Teachers' room	Good
9	Trash box	6	Class	Good
10	Wi fi	1	Guard room	Good
11	Laptop	10	Laboratory	Good
Total		**402**		

2. The Description of Research Data

This research used Classroom Action Research. This research aimed to improvement in reading skill and the study result of eighth grade at SMP IT Insan Mulia Batanghari East Lampung.

a. Pre-Test Activity

The researcher conducted this pre-test on Tuesday, May 24th 2023. The researcher greeted the students. The researcher told the students that the researcher would conduct the research in their class in order to know their reading skill before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. Then, the students' pre-test result can be seen on the table below:

Table 7
The data of Reading Skill Result Pre-Test of the Eighth Grade of SMP IT
Insan Mulia Batanghari East Lampung

No	Students' Name	Score	Category
1	AF	10	INCOMPLETE
2	AB	30	INCOMPLETE
4	AH	10	INCOMPLETE
5	AM	10	INCOMPLETE
3	AP	10	INCOMPLETE
6	AT	20	INCOMPLETE
7	AZ	20	INCOMPLETE
8	BS	30	INCOMPLETE
9	FA	10	INCOMPLETE
10	FF	20	INCOMPLETE
11	FN	80	COMPLETE
12	HF	30	INCOMPLETE
13	MR	30	INCOMPLETE
14	NK	40	INCOMPLETE
15	QN	40	INCOMPLETE
16	RN	80	COMPLETE
17	SS	10	INCOMPLETE
18	TA	40	INCOMPLETE
19	WK	40	INCOMPLETE
20	WR	30	INCOMPLETE
21	YA	40	INCOMPLETE
22	ZW	20	INCOMPLETE
Total		**720**	
Average		**33**	
Highest score		**80**	
Lowest score		**10**	

Table 8
Frequency the Data of Students' Pre-Test in Reading Skill of the Eighth
Grade of SMPT IT Insan Mulia Batanghari East Lampung

No	Score	Frequency	Percentage	Explanation
1	≥ 73	2 students	9,1%	Complete
2	≤ 73	20 students	90,1%	Incomplete
	Total	22 students	100%	

Source: the result score of reading skill pre-test of the eighth-grade class
of SMP IT Insan Mulia Batanghari East Lampung May 24th, 2023

Figure 2
The Percentage of the Students' Score Completeness on Pre-test
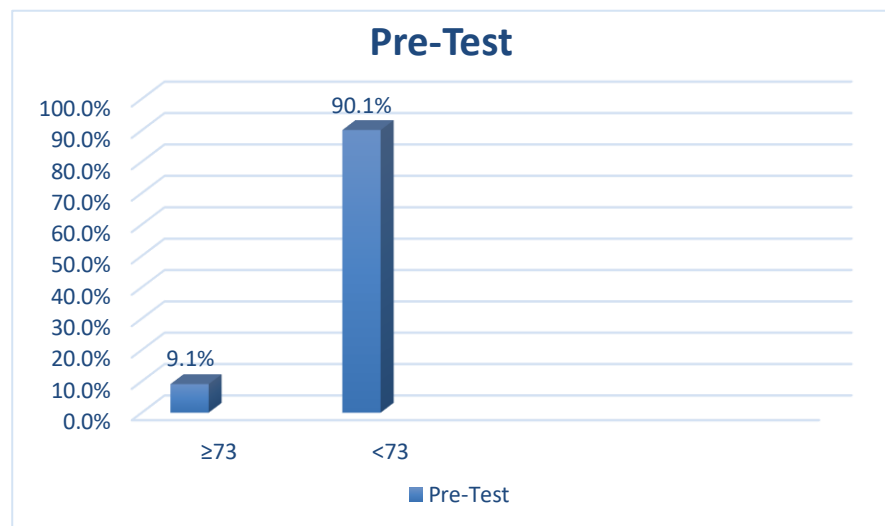
Based on the data above, it could be concluded that 2 students (9,1%) who achieved the minimum passing grade at SMP IT Insan Mulia Batangahri East Lampung least 73. The successful students lower than the unsuccessful students. From the pre-test result, the researcher investigated that students' average grade is 33. So, the result was unsatisfied.

b. **Cycle I**

1) **Planning**

In the planning stage, the researcher and the collaborator prepared several things related to the teaching and learning process such as: prepared the lesson plan, made the instrument that would be examined as post-test in the cycle I, prepared the material, made the observation sheet of the students' activity, identified the problem and found the causes of problem at the beginning and the end of learning activities. The researcher also

planned to give evaluation to measure the students' ability on the given materials.

2) Acting

The second step is acting in this research. The researcher conducts this cycle in two meetings, as follows:

a) The first meeting

The first meeting was conducted on Wednesday May 25th 2023 at 10.40 – 12.00 a.m. and followed 22 studnets. There are steps that the researcher has taken action in the class:

(1) The beginning of teaching learning process, the researcher greets students by saying "Salam and good morning" and all of students answered by saying "Salam and good morning miss" friendly.

(2) Then, the researcher asked their condition first before checking attendance list. "How are you today guys?" they said "I am fine, and you?", "I am fine to" friendly.

(3) The researcher gave some question, before gave the material. For example, "What do you know about recount text?". Some students could answer They said "I don't know" or *"saya tidak tahu"* it by using Indonesian language. It could happen because they usually discussed it in Indonesian language.

(4) The researcher showed slide power point to them, and explained what recount text by using English Language, then the researcher show picture from slide of power point. The picture about story of personal experience and the researcher asks them "What do you think about this picture?"

(5) Then the students answered "Holiday in The Beach". After that, the researcher explanation continued about the types, the purpose, the generic of structure and language features of recount text. Most of students little understand about it.

(6) Next, the researcher divided the students into some groups, each group consist of 4 students.

(7) The researcher gave paper about recount text, and the researcher ask them to discussed about information, purpose and language features of the text.

(8) The students can read the text and discussed with member of their groups. After that, each group could speak aloud about result of their discussed.

(9) The bell rang, after 2 x 40 minutes and the researcher closed the lesson and reminded the students that it would be discussed in the next meeting.

b) The second meeting

The second meeting was carried out on Thursday, May 26th 2023 at 13.40-15.00 p.m. and followed 22 students. There are steps that the researcher has taken action in the class:

(1) The researcher greeted the students and they answered it friendly. "Salam and good morning" and all of students answered by saying "Salam and good morning miss"

(2) The researcher asks the students' condition "how are you guys?" after that they answered "I am fine miss", then the researcher checked the attendance list.

(3) The activity continued by giving some explanation more about recount text.

(4) The researcher also gave them explanation about the definition and rules of think aloud method.

(5) The teacher divided students into some groups, each groups consist four people or three people.

(6) Then, the researcher gave them paper about recount text. The type of the recount text is personal recount.

(7) The researcher starts to apply Think aloud method. At the beginning the researcher read-aloud the text. "A week before that day I had been preparing everything. Then at that day I was ready for my holiday."

(8) The researcher made predictions about the text "from the title, "I predict that this section will tell holiday in Yogyakarta".

(9) After that the researcher ask to students "how about you guys, what do you think about this text and this sentence?", then all of the groups had to prepared answer the question.

(10) The students from group 3 answered as verbally *"Topik dari teks tersebut membahas tentang persiapan untuk berangkat liburan ke Yogyakarta"*.

(11) The students still answered the question by using Indonesian. Then, the researcher gave them answered with using English.

The purpose of this step to stimulate students to think critically. Then, all of the groups had to prepared answer the question. Then, at the end of this meeting the researcher gave post-test cycle 1 with the similar task on pre-test before. The students had to answered the question of multiple choice based on the material recount text. The researcher gave them time 40 minutes to answered the question. The students did it seriously. It seemed that the students' score will be improved. The score of post-test cycle 1 can be seen on the table below:

Table 9
The Students' Score Reading Skill of Post-Test 1 in Cycle 1

No	Students' Name	Score	Category
1	AF	50	COMPLETE
2	AB	70	INCOMPLETE
3	AH	80	INCOMPLETE
4	AM	50	COMPLETE
5	AP	50	INCOMPLETE
6	AT	70	INCOMPLETE
7	AZ	80	COMPLETE
8	BS	90	INCOMPLETE
9	FA	80	COMPLETE
10	FF	60	INCOMPLETE
11	FN	70	INCOMPLETE
12	HF	40	INCOMPLETE
13	MR	20	INCOMPLETE
14	NK	70	INCOMPLETE
15	QN	50	INCOMPLETE
16	RN	80	COMPLETE
17	SS	60	INCOMPLETE
18	TA	80	COMPLETE
19	WK	70	INCOMPLETE
20	WR	60	INCOMPLETE
21	YA	80	COMPLETE
22	ZW	80	COMPLETE
	Total	1440	
	Average	65	
	Highest Score	90	
	Lowest Score	20	

Table 10
Frequency the Data of students' post-test I in reading skill of the eighth grade of SMP IT Insan Mulia Batanghari East Lampung

No	Score	Frequency	Percentage	Category
1	≥ 73	8 students	36,3%	Complete
2	≤ 73	14 students	63,7%	Incomplete
	Total	22	100%	

Source: the result score of reading skill post-test in cycle 1 of the eighth grade class of SMP IT Insan Mulia Batanghari East Lampung May 25th, 2023.

Figure 3
The Percentage of the Students' Score Completeness on Post-Test I
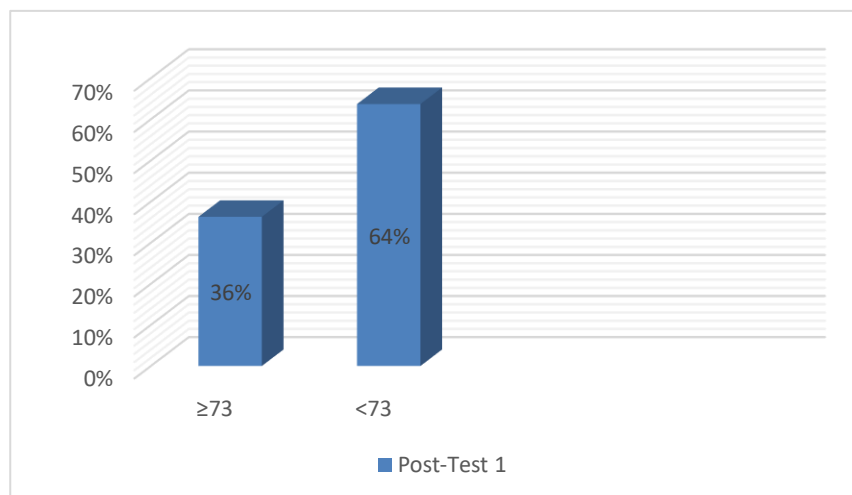
Based on the data above, it can be seen that just 8 students passed in the post-test 1. It was be higher than the students' score in pre-test. The minimum mastery criteria (MMC) were 73. By looking the result of pre-test and post-test, it showed that the students' score increased from average in pre-test before was 33 and the average score at post-test in cycle 1 was 65. It was not fulfilling the minimum mastery criteria (MMC) at least 73% students must get 73. Therefore, the researcher had to cycle 2.

3) **Observing**

In observation of researcher action, the collaborator observed the student' activities. The researcher as a teacher gave material about reading text especially recount text by using Think Aloud Method.

While the treatment was being executed, the student 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. The indicators of the students' activities were:

a. Some students were not active in the learning process.

b. Some students were not confidence in sharing ideas.

c. Some of the students still had difficulties in identify the meaning of words and information of the text.

The result of the students" learning activities could be seen as follow:

Table 11
The Observation Result of The Students' Learning Activities in Cycle I

No	Students' activities	Level		
		Never	**Sometimes**	**Always**
1	Paying attention of the teacher explanation	-	-	√
2	Asking/answering the teacher's question	√	-	-
3	Being active in the class		√	
4	Being able to do the task	-	√	
	Total	**1**	**2**	**1**

Source: The students' activity at VIII class of SMP IT Insan Mulia Batanghari East Lampung, Thursday May 25th 2023.

Table 12
The Frequency of Students' Learning Activities in Cycle I

No	Students' Activities Score	Frequency	Percentage
1	Never	1	25%
2	Sometimes	2	50%
3	Always	1	25%
Total		**4**	

Figure 4
The Percentage of Students Activities in Cycle I
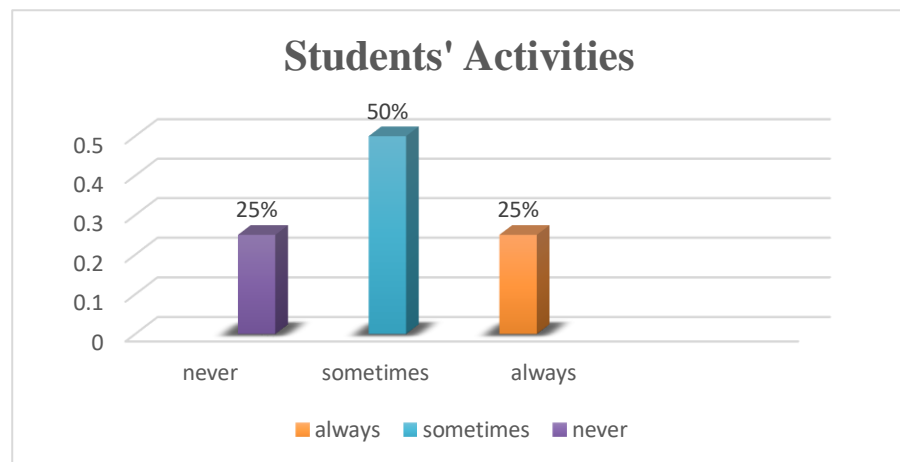
The graphic showed that the students' learning activity was not achieved the percentage that is 73%. There were 1 students activity score (Never 25%), 2 students activities score (Sometimes 50%), and 1 students activity score (Always 25%).

According to the result of observation above, it can be concluded that the learning process was sufficient. The weaknesses in the implementation of the learning process in cycle I were some students made noisy and still confuse with the material was given.

4) Reflecting

From the result observation in learning process in cycle I, at the end of this cycle, the researcher analysed and calculated all the processes like students' pre-test score and the result of students' post-test 1 score. The comparison between pre-test score and post-test I score was as follow:

Table 13
The Comparison of Students' Pre-Test and Post-Test in Cycle I

Interval	Pre-test		Post-test I		Criteria
	Frequency (F)	Percentage (P)	Frequency (F)	Percentage (P)	
≥ 73	2 students	9,1%	8 students	36,3%	Complete
≤ 73	20 students	90,1%	14 students	63,7%	Incomplete
Total	**22 students**		**22 students**		

Based on the result of post-test 1 stated on the table above, the percentage of students who achieve Minimum Mastery Criteria (MMC) is 36,3%. It means that the result of post-test 1 did not achieve the indicator of success 73%. Therefore, the researcher conducted cycle 2. Then, the graph of comparison students reading skill pre-test and post-test I score in cycle I could be seen as follow:

Figure 5
The Comparison of Students' Frequency in Reading Skill Grades
Pre-Test and Post-Test I
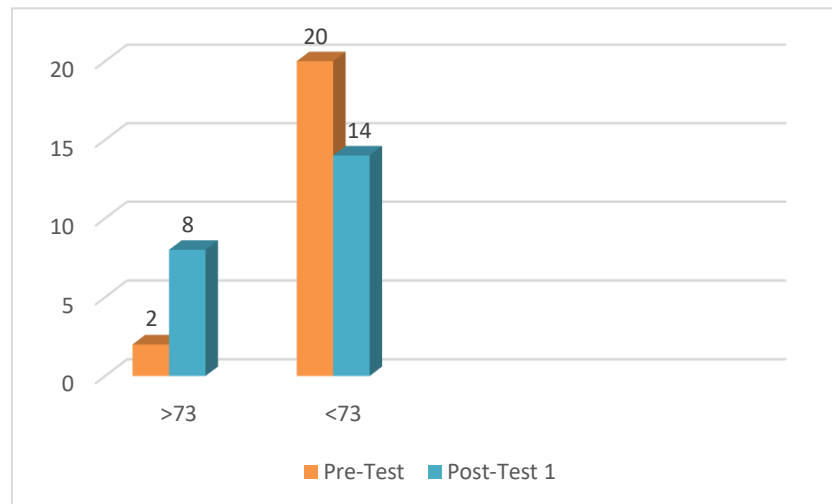
Based on the table and the graphic above, in pre-test it could be seen that total from 22 students, it could be concluded that 9,1% or 2 students get score 73 as Minimum Mastery Criteria (MMC). Then the students who were incomplete Minimum Mastery Criteria (MMC) were 90,1% or 20 students. In post-test I, it could be concluded that 36,3% or 8 students among get score 73, was complete Minimum Mastery Criteria (MMC). Then the students who did not achieve. Minimum Mastery Criteria (MMC) were 63,7% or 14 students get score 73. Average score of pre-tests was 33 and average score of post-tests I was 65. There was improvement, between pre-test and post-test I, but did not fulfill the indicator of success. It could be concluded that the result was unsuccessful, because of the indicator of success could not be achieved yet that was 73% of the total students must be passed the criteria.

c. Cycle II

The action of cycle I was not successful enough, the cycle must be continued to cycle II. Cycle II used to repair the weakness in cycle I. the steps of the cycle II as follows:

1) Planning

Based on the activities in the cycle I, the process at cycle II was focused on the problem on cycle I. The problem that the researcher was found are the students still not confidence to shared their knowledge related to the text that was given, the students not active in the learning process and the students still had difficulties in identify the meaning of words and information of the text. Therefore, in this step the researcher and collaborator prepared the lesson plan, observation sheet of the students' activities. The researcher planned to give the material for students in reading skills by recount text with the think aloud method.

2) Acting

a) The first meeting

The first meeting was conducted on Tuesday, May 30th ,2023 at 10.40 until 12.00 p.m. and followed by 22 students. There are steps that the researcher has taken action in the class:

(1) The meeting was started by saying "Bismaallah" greeting, and checking the attendance list.

(2) At the beginning of the class, the researcher greeted the students friendly. The students answered it friendly also.

(3) The learning process in the cycle II was focused on the weakness of cycle I. The researcher found the students' problems were in identify the meaning of words and information of the text.

(4) The researcher asked about the previous material before the researcher explained more about it.

(5) After that, the researcher explained again what is recount and how to understand it.

(6) Next, the researcher gave a text about personal recount and the title is "Visiting Uncle's House".

(7) The researcher said about the rules of Think Aloud method.

(8) The students divided into several group, each group consist 4 or 3 people.

(9) After that the researcher read-aloud the text "The last semester vacation was an unexpected holiday, because I didn't have any vacation schedule, but my father gave me a surprise. I was very happy and excited to visit my uncle who had not met for two years."

(10) The researcher made predictions about the text "From the title, I predict that this section will tell visiting uncle's house", and what about you guys, what do you think about this text in first paragraph?".

(11) The researcher gave the students time to prepare their answered with their group. The students from fourth group answered in Indonesian *"liburan kerumah paman bersama ayah".* The students still answered the question by using Indonesian, then the researcher gave them answered with using English.

(12) Finally, the bell rang after 2 x 40 minutes. It means that the time was up and the researcher closed the lesson and reminded the students to study again about recount text.

The students looked very enthusiastic to read the text. In this second meeting, the students seemed more active than previous meeting. The students looked very enthusiastic to read the text. In this meeting the students seemed more active than previous meeting.

b) The second meeting

The second meeting was conducted on Wednesday, May 31th 2023 at 10.40 until 12.00 p.m. and followed by 22 students. There are steps that the researcher has taken action in the class:

(1) The meeting was started by greeting "Salam" then, saying "Bismillah" to open the learning process.

(2) The researcher asks the students "how are you guys" the students answered "Alhamdulillah I am fine miss" friendly.

(3) After that the researcher checking the attendance list. At the beginning of the class.

(4) The activity continues by giving some explanation more about recount text and how to apply think aloud method to understanding.

(5) The researcher asked about the previous material before the researcher explained more about it. "Hi guys, do you remember about recount text?" the, the students answer together "Yes, recount text about tell experience in the past".

(6) After that, the researcher explained again what is recount and how to understand it.

(7) Next, the researcher said "Today we going to learn about recount text by using think aloud method" The students have known about the think aloud method, because in the previous meeting the researcher has done explain.

(8) The researcher also gave them explain more the rules of think aloud method.

(9) The students divided into several group, each group consist four or three people.

(10) Next, the researcher gave them a text about personal recount and the title is "My First Experience".

(11) The researcher read-aloud the text "At that time, I was 17 years old. I asked my father to give me a gift which is a motorcycle."

(12) The researcher made predictions about the text "From the sentence, I predict that this sentence talks about the author ask to his father to give motorcycle".

(13) The researcher asks students "What about you guys, what do you think about this sentence?".

(14) The researcher gave the students time to prepare their answered with their group.

(15) The students from fifth group answered in English the name of students is Ahmad, he said "Talk about the author want motorcycle". The researcher gave Ahmad applause because he answered used English and Ahmad very confidence.

(16) Finally, the students read-aloud about the text that was given by the researcher.

(17) The researcher asked to the students whether they have any question about the material.

(18) Then, the researcher gave feedback to the students about their question.

The students looked very enthusiastic to read the text. In this second meeting the students seemed more active than previous meeting. The researcher gave post-test cycle II with the similar task on post-test in Cycle I. The researcher gave 40 minutes to the students to finish their task. The score of post-test cycle II can be seen on the table below:

Table 14
The Students' Score Reading Skill of Post-Test II in Cycle II

No	Students' Name	Score	Category
1	AF	50	INCOMPLETE
2	AB	70	INCOMPLETE
3	AH	100	COMPLETE
4	AM	70	INCOMPLETE
5	AP	100	COMPLETE
6	AT	80	COMPLETE
7	AZ	80	COMPLETE
8	BS	90	COMPLETE
9	FA	90	COMPLETE
10	FF	70	INCOMPLETE
11	FN	80	COMPLETE
12	HF	90	COMPLETE
13	MR	70	INCOMPLETE
14	NK	80	COMPLETE
15	QN	70	INCOMPLETE
16	RN	90	COMPLETE
17	SS	90	COMPLETE
18	TA	80	COMPLETE
19	WK	90	COMPLETE
20	WR	80	COMPLETE
21	YA	100	COMPLETE
22	ZW	100	COMPLETE
Total		1830	
Average		83	
Highest score		100	
Lowest score		60	

Table 15
Frequency the Data of students' Post-Test II in Reading Skill
of the Eighth Grade of SMP IT Insan Mulia Batanghari East
Lampung

No	Grade	Frequency	Percentage	Category
1	≥ 73	17	77,3%	Complete
2	< 73	5	22,7%	Incomplete
	Total	22	100%	

Source: the result score of reading post-test II at Eighth Grade of SMP IT Insan Mulia Batanghari East Lampung on Wednesday May 31th 2023.

Figure 6
The Percentage of the Students' Completeness Score on Post-test II
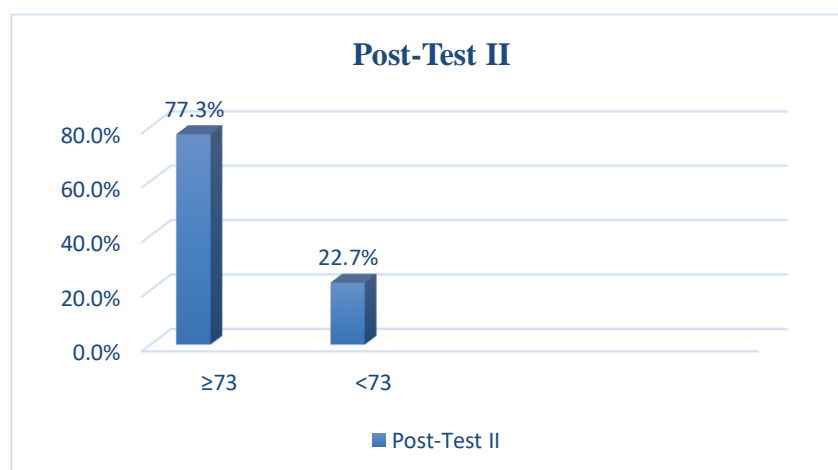
Based on the result above, it could be inferred that 17 students (77,3%) were successful and 5 students (22.7%) were not successful. From the post-test II result, the researcher got the average 83. It was higher than Post-Test I in cycle I.

3) Observing

In this step, there were also four indicators used to know the students' learning 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 grade result of students' learning activities observation, as follow:

Table 16
The Observation Result of The Students' Activities in Cycle II

No	Students' activities score	Level		
		Never	Sometimes	Always
1	Paying attention of the teacher explanation	-	-	√
2	Asking/answering the teacher's question	-	√	-
3	Being active in the class	-	-	√
4	Being able to do the task	-	-	√
	Total	0	1	3

Source: The students' activity at VIII class of SMP IT Insan Mulia Batanghari East Lampung, Wednesday May 31ᵗʰ 2023.

Table 17
The Frequency of Students' Learning Activities in Cycle II

No	Students' Activities Score	Frequency	Percentage
1	Never	-	0%
2	Sometimes	1	25%
3	Always	3	75%
	Total	**4**	

Figure 7
The Percentage of Students' Learning Activities in Cycle II
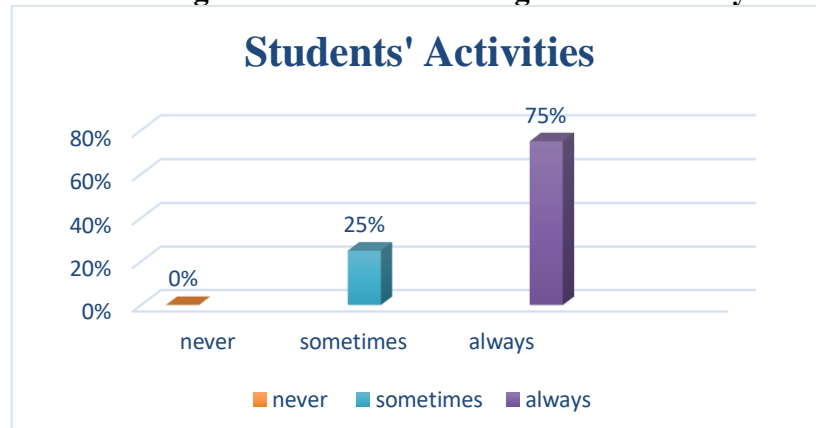
The graphic above showed that the students' learning activity in cycle II was improved. There were zero students' activities score (Never 0%), 1 students' activity score (Sometimes 25%), and 3 students' activities score (Always 75%). Based on the result above, the researcher indicated that learning process in cycle II was success because the students' learning activity achieved percentage that is 75%.

4) Reflecting

From the result of learning process in cycle II the researcher analysed that generally by using Think Aloud Method, the reading skill would improve. At the end of this cycle, the researcher and the collaborator analysed and calculated all the processes like students' post-test II score and observation of students' learning activities. The comparison between students' post-test I score and post-test II score could be compared on the following table:

Table 18
The Comparison Between Post-Test I Score and Post-Test II Score

No	Name Initial	Pre-Test score	Post-Test I Score	Post-Test II score	Improving	Explanation
1	AF	10	50	50	0	Constant
2	AB	30	70	70	10	Constant
3	AH	10	80	100	20	Improved
4	AM	10	50	70	20	Improved
5	AP	10	50	100	50	Improved
6	AT	20	70	80	10	Improved
7	AZ	20	80	80	0	Constant
8	BS	30	90	90	10	Improved
9	FA	10	80	90	10	Improved
10	FF	20	60	70	10	Improved
11	FN	80	70	80	10	Improved
12	HF	30	40	90	50	Improved
13	MR	30	20	70	50	Improved
14	NK	40	70	80	10	Improved
15	QN	40	50	70	20	Improved
16	RN	80	80	90	10	Improved
17	SS	10	60	90	30	Improved
18	TA	40	80	80	0	Constant
19	WK	40	70	90	20	Improved
20	WR	30	60	80	20	Improved
21	YA	40	80	100	20	Improved
22	ZW	20	80	100	20	Improved
Total		720	1440	1830	400	
Average		33	65	83		
Lowest Score		10	20	60		
Highest Score		80	90	100		

Table 19
The Comparison Grade Percentage Between Post-Test I Score and Post-Test II Score

Interval	Pre-Test		Post-test I		Post-Test II		Criteria
	Frequency (F)	Percentage (P)	(F)	(P)	(F)	(P)	
≥73	2	9,1%	8	36,3%	17	77,3%	Complete
<73	20	90,1%	14	63,7%	5	22,7%	incomplete

Based on the table above, it was known that percentage of students who achieve Minimum Mastery Criteria (MMC) is 77,3%. The result achieved indicator of success. Therefore, this research is successful. Then, the graph of comparison students reading skill post-test I and post-test II score in cycle II could be seen as follow:

Figure 8
The Comparison of Students' Frequency in Reading Skill Grades Post-test I and Post-test II
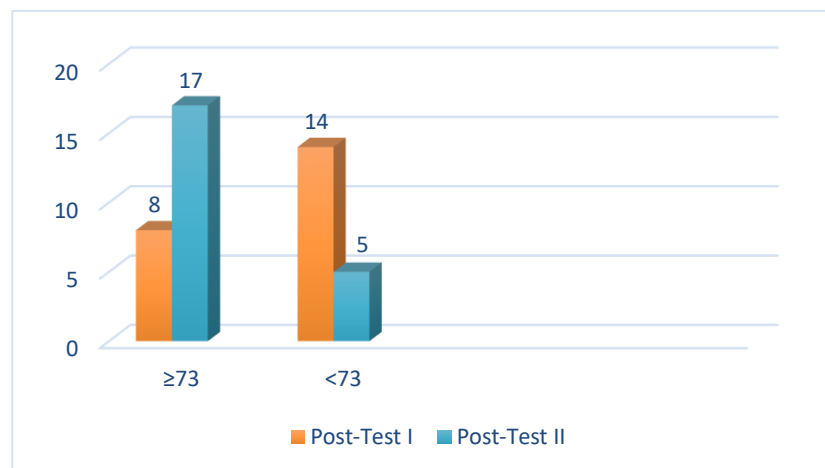
From the table above, it could be seen that the score of the students in post-test II was various. The highest score was 100 and the lowest score is 65. The average score of Post-Test II was 83. Besides, the percentages of students' success of post-test II score were 77,3% or 17 students of the total students that did not complete Minimum Mastery Criteria (MMC) 22,7% or 5 students did not pass Minimum Mastery Criteria (MMC) at least 73. It means that the indicator of success of this research had been achieved that was 73%

students was gotten score 73. It indicated that the students' reading was improved.

Regarding to the result above, it could be inferred that this Classroom Action Research (CAR). It was successful and it would not be continued in the next cycle because of the learning process and the product of learning entirely passed the indicators of success. It means that Think Aloud Method improve the students' ability in reading skill.

B. Discussion

In teaching reading to SMP IT Insan Mulia Batanghari especially in students of class eight, based on the pre-survey there are some problems like some students have a limited vocabulary, so they find it difficult to understand the contents of the English text and the students cannot understand important information from the text. The researcher chooses think aloud method to improve the students' ability in reading skill.

The researcher uses this method so that students can think critically and make students more active and feel confident in reading skills in English. the researcher chose the think aloud method to be used in learning English reading skills. This has been proven by the data that the researchers have presented, that the think aloud method can increase student learning activities in reading skills. Therefore, the think aloud method may be useful in learning English activities.

Based on the explanation of cycle I and cycle II, it can be show that the use of think aloud method could improve the students' ability in reading skill. There is progress from the students gets score 73 from pre-test 9,1% or 2 students, post-test I 36,3% or 8 students and post-test II become 77,3% or 17 students. We can be seeing that is an improving on the students complete score and total of score of the students who passed the least from pre-test, post-test I to post-test II.

Moreover, the minimum mastery criteria were 73 in this research, in the post-test I there is 8 students or 36,3% passed the test with the average 65 and the post-test II is 17 students or 77,3% who passed the test with average 83. From the explanation, the researcher concludes that the research is successful and it can be stopped in the cycle II because the indicator of success 73% of students got score 73 are reached.

The result of the students' activities in cycle I and cycle II are improve. In the cycle I the students' learning activity was not achieved the percentage that is 73%. There were 1 students activitiy score (Never 25%), 2 students activities score (Sometimes 50%), and 1 students activity score (Always 25%). Furthermore, in cycle II the students' learning activity that improved. There were zero students' activities score (Never 0%), 1 students' activitiy score (Sometimes 25%), and 3 students' activities score (Always 75%).

So, it can be concluded that comparison the students' learning activity in cycle I and cycle II, there was an increase on students' score

where cycle I and cycle II. It can be seen the students score between cycle I and cycle II had significance different.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

The researcher would like to describe the conclusion that the eighth-grade students' of SMP IT Insan Mulia Batanghari East Lampung in reading skill ability could be increased by using think aloud method based on the results of the learning process on two cycles, as follows:

Based on the explanation of cycle I and cycle II, it could be inferred that the use of think aloud method could improve the students' ability in reading skill. There was progress average score from the pre-test score was 33, the post-test I average score was 65, and the post-test II average score was 83. The average score and the total number of students who passed the test from the pre-test, post-test I, and post-test II could all be seen to have improved.

In improving the students' ability in reading skill, the researcher used think aloud as a method to train the students' ability in reading skill and made the students more understand recount text in reading also interested in learning English reading. The students' score improved because the students had trained with think aloud as a method.

In addition, think aloud method can improve learning activity at the eighth graders of SMP IT Insan Mulia Batanghari East Lampung. Besides that, this method can increase the students' activities in the learning process.

The teaching reading skill by using Think Aloud as a method could make the students interested in learning process and felt enjoyed.

B. Suggestion

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

1. For English Teacher

   The result of this research could be consideration for the teacher to use think aloud method as an alternative method to implementation in improving reading skill.

2. For the students

   The result of this research could give positive contribution for students to improve their reading skill.

3. For Headmaster

   This research can be used as the quality improvement of teaching and learning generally in English subject in SMP IT Insan Mulia Batanghari East Lampung.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Sekolah	: SMP IT Insan Mulia Batanghari
Mata Pelajaran	: Bahasa Inggris
Kelas / Semester	: VIII / II
Materi Pokok	: Recount text
Alokasi Waktu	: 2 x 40 menit
Pertemuan	: 1,2,3,4

A. Kompetensi Inti:

KI 1   : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2   : Menghargai dan menghayati perilaku jujur, disiplin,tanggung jawab,peduli (toleransi,gotong royong),santun,percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan.

KI 4   : Memahami dan menerapkan pengetahuan (faktual,konseptualdan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan,teknologi,seni,budaya terkait fenomena dan kejadian tampak mata.

KI5   : Mengolah,menyaji dan menalar dalam ranah konkrit (menulis,membaca,menghitung,menggambar dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dengan sudut pandang/teori.

B. Kompetensi Dasar dan Indikator

3.11 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan /kejadian yang dilakukan /terjadi di waktu lampau,sesuai dengan konteks penggunaanya.

Indikator :

3.11.1 Siswa mampu menerapkan struktur teks dan unsur kebahasaan tentang kejadian yang terjadi diwaktu lampau

3.11.2 Siswa mampu menyatakan dan menanyakan tindakan/ kejadian yang dilakukan/terjadi di waktu lampau.

4.14 Siswa mampu menangkap makna teks recount lisan tertulis,pendek dan sederhana tentang kegiatan, kejadian,peristiwa.

Indikator:

4.14.1 Siswa mampu menangkap makna yang terdapat dalam teks recount yang disajikan secara lisan.

4.14.2 Siswa mampu menangkap makna yang terdapat dalam teks recount tertulis

4.14.3 Siswa mampu menangkap tentang kegiatan/peristiwa,kejadian.

4.15 Menyusun teks recount lisan dan tulis, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (personal recount), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, secara benar dan sesuai konteks (C6)

Indikator:

4.15,1 siswa mampu Membuat teks recount, sangat pendek dan sederhana, terkait pengalaman pribadi di waktu lampau (C6).

C. Materi Pembelajaran

- Recount text adalah jenis teks yang menceritakan tentang suatu cerita, tindakan, atau kegiatan. Biasanya, recount text menceritakan kembali kejadian atau pengalaman yang terjadi di masa lalu.

- Fungsi sosial: Teks Recount di gunakan untuk menguraikan suatu kejadian atau peristiwa yang terjadi pada waktu lampau (past tense).

- Language features

    1. Focus on specific participants

    2. Use of past tense

    3. Focus on temporal sequence, uses connectors; first, after that, then, next, finally, and etc.

- Generic Structure

    1. Orientation: - Provides the setting and introduces participants. - It is about setting (when,where, who, what happen) - Menyebutkan orang atau benda yang melakukan atau terlibat, dan juga menyatakan waktu, tempat, dan situasi.

    2. Series of event: - Tell what happened, in what sequence. - Di sampaikan berdasarkan urutan kejadiannya.

    3. Re-Orientation: - Optional- closure of events - Berisi komentar pribadi (merangkum kejadian dan tidak selalu ada).

D. MetodePembelajaran

1. Model   : Discovery Learning

2. Metode   : Think Aloud Method

E. Media, Alat dan sumberPembelajaran

1. Media   : Worksheet/ lembar kerja, LCD proyektor. Slide PPT

2. Sumber belajar   : Buku siswa Siti Wachidah, Asep Gunawan, Diyantari, Yuli Rulani Khatimah. 2016. When English Rings a Bell (Edisi revisi 2016). Jakarta: Kementrian Pendidikan dan Kebudayaan.

F. Langkah – Langkah Kegiatan Pembelajaran

   a. Pertemuan 1

Kegiatan	Deskripsi		AlokasiWaktu
	Siswa	**Guru**	
Pendahuluan	1.Membalas salam 2.Berdoa 3.Menunjukkan kehadiran 4. Membentuk kelompok yang beranggotakan 4 orang 5.Memperhatikan tujuan pembelajaran	1.Mengucapkan salam dan meminta salah satu siswa memimpin doa. 2.Memberikan motivasi dan apersepsi. 3.Memeriksa kehadiran siswa 4.Menginformasikan tujuan pembelajaran	10 menit

| Kegiatan Inti | **1.Observing**
• Menirukan kalimat-kalimat yang diucapkan /dicontohkan oleh guru yang tertulis pada teks
• Mengamati teks yang disajikan oleh guru

2.Questioning
• Menanyakan berbagai hal yang berkaitan dengan | • Menunjukkan gambar yang berkaitan dengan teks

• Memancing siswa untuk bertanya | 60 Menit |

	kalimat-kalimat yang berkaitan dengan gambar **3.*Collecting Data*** • Siswa berdiskusi dengan teman kelompok terkait recount text yang telah diberikan oleh guru. • Mengumpulkan berbagai informasi yang ada didalam yang telah mereka dapatkan dalam teks • Mencari informasi struktur teks yang berkaitan dengan teks dan unsur kebahasaan dalam teks.. • Mencari informasi fungsi sosial teks **4.*Associating*** • Menuliskan kalimat-kalimat atau vocabulary bentuk past tense. 5.***Communicating*** • Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense.	• Membimbing siswa untuk mencari dan mengumpulkan informasi dengan bertanya jawab dengan temanya dari kelompok untuk melengkapi informasi • Guru meminta siswa untuk membaca secara lantang terkait teks tersebut. • Guru meminta siswa menuliskan kalimat-kalimat dalam bentuk past tense • Guru meminta siswa menulis teks dalam bentuk past tense didepan kelas secara bergiliran	
Penutup	1. Guru dan siswa membuat rangkuman/simpulan		10 menit

	2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan 3. Guru memberi umpan balik terhadap proses dan hasil pembelajaran 4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terpogam 5. Menyampaikan rencana pembelajaran pada pertemuan berikutnya		

b. Pertemuan 2

Kegiatan	Deskripsi		AlokasiWaktu
	Siswa	**Guru**	
Pendahuluan	1.Membalas salam 2.Berdoa 3.Menunjukkan kehadiran 4. Membentuk kelompok yang beranggotakan 4 orang 5.Memperhatikan cara kerja metode pembelajaran Think-aloud	1.Mengucapkan salam dan meminta salah satu siswa memimpin doa. 2.Memberikan motivasi dan apersepsi. 3.Memeriksa kehadiran siswa 4.Meminta siswa untuk mempersiapkan kerja dalam kelompok yang beranggotakan 4 orang. 5.Menginformasikan dan menjelaskan cara kerja metode pembelajaran Think-Aloud	10 menit

Kegiatan Inti	1.Observing		60 Menit
	• Mengamati teks yang disajikan oleh guru	• Menunjukkan gambar yang berkaitan dengan teks.	
	2.Questioning	• Memancing siswa untuk bertanya	
	• Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan teks yang disajikan	• Guru meminta siswa untuk aktif dalam menjawab pertanyaan dari teks yang disajikan dengan menggunakan metode Think-Aloud	
	3.Collecting Data		
	• Menjawab pertanyaan terkait teks yang telah disajikan oleh guru dan siswa berdiskusi dengan teman kelompok, • Menjawab secara oral	• Guru meminta siswa menulis kalimat atau vocabulary bentuk past tense.	
	4. Associating • Menuliskan kalimat-kalimat atau vocabulary bentuk past tense.	• Guru meminta siswa untuk membacakan kalimat-kalimat dan vocabulary yang berbentuk past tense.	
	5.Communicating • Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense.		
Penutup	1. Guru dan siswa membuat rangkuman/simpulan 2. Guru dan siswa melakukan refleksi terhadap kegiatan yang		10 menit

	sudah dilaksanakan 3. Guru member umpan balik terhadap proses dan hasil pembelajaran 4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogam 5. Menyampaikan rencana pembelajaran pada pertemuan berikutnya		

c. **Pertemuan 1**

Kegiatan	Deskripsi		AlokasiWaktu
	Siswa	**Guru**	
Pendahuluan	1.Membalas salam 2.Berdoa 3.Menunjukkan kehadiran 4. Melanjutkan pertemuan sebelumnya, siswa membentuk menjadi beberapa kelompok	1.Mengucapkan salam dan meminta salah satu siswa memimpin doa. 2.Memberikan motivasi dan apersepsi. 3.Memeriksa kehadiran siswa 4. Membahas pengalaman tentang penggunaan metode pembelajaran Think-Aloud dan melanjutkan pembelajaran dengan menggunakan metode Think Aloud	10 menit

| Kegiatan Inti | **1.Observing**
• Mengamati teks yang disajikan oleh guru

2.Questioning
• Menanyakan berbagai hal yang berkaitan dengan kalimat-kalimat yang berkaitan dengan teks yang disajikan

3. Collecting Data
• Menjawab pertanyaan terkait teks yang telah disajikan oleh guru dan siswa berdiskusi dengan teman kelompok,
• Menjawab secara oral

4. Associating
• Menuliskan kalimat-kalimat atau vocabulary bentuk past tense.

5.Communicating
• Secara bergantian membacakan kalimat-kalimat yang ditulisnya dalam bentuk kalimat past tense. | • Menunjukkan gambar yang berbeda dengan pertemuan sebelumnya yang berkaitan dengan recount text.
• Memancing siswa untuk bertanya

• Guru meminta siswa untuk aktif dalam menjawab pertanyaan dari teks yang disajikan dengan menggunakan metode Think-Aloud

• Guru meminta siswa menulis teks dalam bentuk past tense.
• Guru meminta siswa untuk membacakan kalimat-kalimat dan vocabulary yang berbentuk past tense | 60 Menit |
| Penutup | 1. Guru dan siswa membuat rangkuman/sim pulan
2. Guru dan siswa melakukan | | 10   menit |

		refleksi terhadap kegiatan yang sudah dilaksanakan		
		3. Guru memberi umpan balik terhadap proses dan hasil pembelajaran		
		4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogam		
		5. Menyampaikan rencana pembelajaran pada pertemuan berikutnya		

d. **Pertemuan 2**

Kegiatan	Deskripsi		AlokasiWaktu
	Siswa	**Guru**	
Pendahuluan	1.Membalas salam 2.Berdoa 3.Menunjukkan kehadiran 4. Memperhatikan tujuan pembelajaran	1.Mengucapkan salam dan meminta salah satu siswa memimpin doa. 2.Memberikan motivasi dan apersepsi. 3.Memeriksa kehadiran siswa 4. Menginformasikan tujuan pembelajaran	10 menit

| Kegiatan Inti | **1.Observing**
• Mengamati stuktur teks yang disajikan oleh guru
2.Questioning
• Menanyakan berbagai hal yang berkaitan dengan cara penulisan Recount Text.
3.Collecting Data
Membuat recount text tentang pengalaman pribadi seperti holiday, experience dan lain-lain.

4. Associating
• Menulis recount text sesuai dengan struktur yang diajarkan | • Menunjukkan Struktur penulisan Recount Text

• Memancing siswa untuk bertanya tentang struktur Recount Text

• Guru meminta siswa menulis teks dalam bentuk past tense. | 60 Menit |

	5.*Communicating* • Secara bergantian siswa maju untuk membacakan hasil teks yang mereka buat.	• Membimbing siswa dalam menulis recount text. • Guru memberi intruksi kepada siswa untuk membaca hasil teks yang mereka buat.	
Penutup	1. Guru dan siswa membuat rangkuman/simpulan 2. Guru dan siswa melakukan refleksi terhadap kegiatan yang sudah dilaksanakan 3. Guru memberi umpan balik terhadap proses dan hasil pembelajaran 4. Melakukan penilaian dan refleksi terhadap kegiatan yang sudah dilaksanakan secara konsisten secara terprogam 5. Melafadkan Hamdallah dan berdoa bersama.		10 menit

G. **Penilaian**

Teknik Penilaian

a. **Pengetahuan**

No.	Indikator	Teknik	Bentuk	Contoh
1.	Disajikan teks peserta didik dapat membaca dan menulis jawaban dengan tepat terkait informasi yang terkandung dalam teks tersebut	Tes tertulis	Pilihan Ganda	1. The purpose of the text is to……… A. tell past events. B. entertain readers. C. describe of the trip to Mountain. D. inform readers about events of the day.

b. **Sikap**

Penilaian observasi dilakukan oleh pendidik

No	Teknik	Bentuk instrument	Waktu pelaksanaan	Keterangan
1.	Observasi	Lembar observasi	Saat pembelajaran berlangsung	Penilaian untuk dan pencapaian pembelajaran (assessment for and of learning)

H. **Rubrik Penilaian**

a. **Penilaian pengetahuan Multiple Choice**

Jumlah soal	Keterangan	Skor
10	Jumlah benar	1
	Jumlah salah	0

Jumlah Skor Minimal   : 10 x 1 = 10

Peniliain   : <u>Jumlah Skor Perolehan</u> x100

                     Skor Minimal

b. Rubric of Reading Skill

No	Criteria	Score
1	**Clarity:** Students can read the text clearly, comprehensible and accurately.	**0-25**
2	**Voice:** Pronunciation, into nation, and accuracy was clear, and expression were used to enhance communication.	**0-15**
3	**Fluency:** Students noted as a facilitator helping the conversation were evident, there may have been a few pauses.	**0-25**
4	**Comprehension:** The students fully understood the text and question asked and answered correctly.	**0-35**
Score		**100**

Metro,   May 2023

Collaborator   **The Researcher**

Wahyudi, S.Pd   **Syifa Mahmudah**
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SILABUS PEMBELAJARAN

Satuan Pendidikan : **SMP IT Insan Mulia Batanghari**

Mata Pelajaran : **Bahasa Inggris**

Kelas/ Semester 2 : **VIII (Delapan)**

Kompetensi Inti

KI 1 : Menghargai dan menghayati ajaran agama yang dianutnya

KI 2 : Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.

KI 3 : Memahami pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.

KI 4 : Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

KOMPETENSI DASAR	MATERI PEMBELAJARAN	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER BELAJAR
3.1 Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial teks *recount* dengan menyatakan dan menanyakan tentang kegiatan,	Teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa - *Fungsi sosial* Melaporkan, meneladani, membanggakan,	Mengamati • Menyalin dengan tulisan tangan yang rapi beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, dengan menggunakan ejaan dan tanda baca dengan benar.	KRITERIA PENILAIAN • Tingkat ketercapaian fungsi sosial teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana.	16 JP	• Buku Teks wajib • Keteladan an ucapan dan tindakan guru mengguna

kejadian, dan peristiwa, pendek dan sederhana, sesuai dengan konteks penggunaannya 4.14 Menangkap makna teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa. 4.15 Menyusun teks *recount* lisan dan tulis, pendek dan sederhana, tentang kegiatan, kejadian, peristiwa, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.	berbagi pengalaman, dsb. – *Struktur text* (gagasan utama dan informasi rinci) a. Memberikan pendahuluan (orientasi) dengan menyebutkan orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan b. Menguraikan urutan kejadian secara kronologis, urut dan runtut. c. Menutup dengan memberikan komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional). Panjang teks: kurang lebih 6 (tiga) kalimat. – *Unsur kebahasaan*	• Membaca dan mendengarkan teks-teks tersebut untuk memahami isi pesannya. • Dengan bimbingan guru, mengidentifikasi fungsi sosialnya, struktur teks (termasuk a.l. gagasan utama dan informasi rinci) dari setiap teks tersebut. Menanya Dengan bimbingan dan arahan guru, menanyakan dan mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari setiap teks tersebut. Mengumpulkan Informasi • Secara kolaboratif, mencari dan mengumpulan beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dari berbagai sumber, termasuk dari internet, film, koran, majalah, buku teks, dsb. • Membaca rujukan dari berbagai sumber, termasuk buku teks, untuk mengetahui fungsi sosial, struktur teks, dan unsur kebahasaan dari teks tentang kegiatan,	• Tingkat kelengkapan dan keruntutan dalam menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. • Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, tanda baca, kerapihan tulisan tangan. • Sikap tanggung jawab, kerjasama, cinta damai, dan percaya diri yang menyertai tindakan menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa dalam teks *recount*. CARA PENILAIAN: SIKAP – Observasi		kan setiap tindakan komunikasi interpersonal/ transaksional dengan benar dan akurat • Contoh teks dari sumber otentik • Sumber dari internet, seperti: - www.dailyenglish.com - http://americanenglish.state.gov/files/ae/resource_files - http://learnengli

	(1) Kata kerja dalam Simple Past tense, Past Continuous Tense
	
	(2) Kosa kata: kata kerja yang menunjuk tindakan atau kegiatan
	
	(3) Adverbia penghubung waktu: *first, then, after that, before, at last, finally*, dsb.
	
	(4) Adverbia dan frasa preposisional penunjuk waktu: *yesterday*, *last month, on Monday, an hour ago*, *immediately*, dsb.
	
	(5) Penggunaan nominal singular dan plural secara tepat, dengan atau tanpa *a, the, this, those, my, their*, dsb secara tepat dalam frasa nominal
		kejadian, dan peristiwa, pendek dan sederhana.
		
		• Membaca semua teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah terkumpul tsb., secara lebih cermat dengan cara mengidentifikasi dan menyebutkan:
		
		  - fungsi sosial setiap teks
		
		  - orang(-orang) yang terlibat, tempat, waktu, dsb dari peristiwa/kejadian/pengalaman yang akan disampaikan
		
		  - urutan kejadian secara kronologis, urut dan runtut
		
		  - komentar atau penilaian umum tentang peristiwa/kejadian/pengalaman yang telah disampaikan (opsional, jika ada)
		
		  - kosa kata, tata bahasa, ucapan, tekanan kata, ejaan, tanda baca yang digunakan
			• Observasi terhadap kesungguhan, tanggung jawab, dan kerja sama siswa dalam proses pembelajaran di setiap tahapan.
			
			• Observasi terhadap kepedulian dan kepercayaan diri dalam melaksanakan komunikasi, di dalam dan di luar kelas.
			
			- Penilaian diri:
			
			Pernyataan siswa secara tertulis dalam jurnal belajar sederhana berbahasa Indonesia tentang pengalaman belajar memahami dan menghasilkan teks *recount* tentang kegiatan, kejadian, dan peristiwa, termasuk kemudahan dan kesulitannya.
			
			PENGETAHUAN
			
			• Tes tertulis
			
			Membaca dan menulis teks *recount*
					sh.britis hcouncil .org/en/
					
					- https:// www.go ogle.co m/

	(6) Ucapan, tekanan kata, intonasi (7) Ejaan dan tanda baca (8) Tulisan tangan *Topik* Peristiwa, kejadian, pengalaman yang terjadi di sekolah, rumah, dan sekitarnya dan yang relevan dengan kehidupan siswa sebagai pelajar dan remaja, dengan memberikan keteladanan tentang perilaku jujur, disiplin, percaya diri, kerjasama, dan bertanggung jawab.	• Secara kolaboratif meniru contoh-contoh yang ada untuk membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana untuk mencapai fungsi sosial yang berbeda-beda, dengan struktur teks, dan unsur kebahasaan yang sesuai konteks. Menalar/Mengasosiasi • Membandingkan fungsi sosial, struktur teks, dan unsur kebahasaan dari beberapa teks *recount* tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang telah dikumpulkan dari berbagai sumber tersebut di atas. • Memperoleh balikan (*feedback*) dari guru dan teman tentang fungsi sosial, struktur teks, dan unsur kebahasaan yang digunakan dalam teks-teks yang mereka hasilkan. Mengomunikasikan • Membuat beberapa teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana yang ada dalam	yang menuntut pemahaman dan pemaparan tentang kegiatan, kejadian, dan peristiwa. KETERAMPILAN • Portofolio - Penilaian melalui karya-karya peserta didik dalam bentuk teks *recount* tentang kegiatan, kejadian, dan peristiwa nyata di lingkungan sekitar yang telah dibuat melalui tahap draf, telaah, perbaikan sampai menghasilkan karya terbaik sesuai dengan fungsi sosialnya. - Kumpulan karya teks *recount* pendek dan sederhana tentang kegiatan, kejadian, dan peristiwa yang telah dibuat. - Kumpulan hasil analisis tentang		

		kehidupan siswa di rumah, kelas, sekolah, dan sekitarnya dalam bahasa Inggris, dengan struktur teks dan unsur kebahasaan yang sesuai dengan fungsi sosial nyata yang hendak dicapai (melaporkan, meneladani, membanggakan, berbagi pengalaman, dsb). • Berupaya berbicara secara lancar dengan ucapan, tekanan kata, intonasi yang benar dan menulis dengan ejaan dan tanda baca yang benar, serta tulisan yang jelas dan rapi. • Membicarakan permasalahan yang dialami dalam membuat teks tentang kegiatan, kejadian, dan peristiwa, pendek dan sederhana dan menuliskannya dalam jurnal belajar sederhana dalam bahasa Indonesia.	beberapa teks *recount* karya peserta didik. - Lembar soal dan hasil tes Observasi: (penilaian yang bertujuan untuk memberikan balikan secara lebih cepat) Observasi terhadap tindakan siswa menggunakan bahasa Inggris untuk menyebutkan dan menanyakan tentang kegiatan, kejadian, dan peristiwa, ketika muncul kesempatan, di dalam dan di luar kelas.		

INSTRUMEN PRE-TEST FOR READING SKILL
DIRECTION
a. Write down your name, Class, and Date completely.
b. Read the story. Then answer the question below.
c. Choose A, B, C or D based on the correct answer.

Name :

Class :

Date :

The following text is for questions 1-5.

Camping

Some years ago, my friends and I climbed the mountain which was not far from our home. We gathered in Diko's home to prepare the food, utensil, tent and others. After all the climber members had gathered, we decided to start to go there at 5 p.m.

Along the ascent, we talked about funny story, sang and sometimes stopped our weakness. Around 6, we stopped to give change everyone to do the maghrib pray. At 7 We continued climbing until 9 nights. Finally, we got the top of the mountain, we prepared to set the tent, for girl prepared the dinner. After finishing all, we went bed.

Next day, we woke up earlier at 4 a.m, it meant to see the sun rise, we were so amazed to see it directly through the mountain. While enjoying the sun rise view, the girls prepared the breakfast and the boys made the out-bond games for us. Around 8, we finished having breakfast and continued having games. There were moving stone game, blowing the balloon and "bakiak". I followed all the games it was so fun.

The time showed 1 p.m, it was time to us to go back from the mountain. We tidied all and walk down the mountain. We felt so happy after climbing the mountain. Many experiences we got there, friendship and what a wonderful world. I hope can get there again next time although I will never know.

1. The text above mainly discusses about….

   A. the writer's trip to Mountain
   B. the writer's first visit to Mountain
   C. the writer's impression about the Mountain
   D. the writer's experience at Mountain

2. The purpose of the text is to………

A. tell past events

B. entertain readers

C. describe of the trip to Mountain

D. inform readers about events of the day

3. Why did they get up early?

A. because they feel tired

B. because they want to breakfast

C. because they want to see the sunrise

D. because they will continue to climb

4. When they did go home?

A. at 5 p.m

B. at 6 p.m

C. at 9 a.m

D. at 1 p,m

5. What did they do during trip to the mountain?

A. Listening to their favorite songs

B. Prepared the dinner

C. They talked about funny story and sang together

D. They played a games

The following text is for questions 6-10

My Vacation

I just returned from my holiday in my uncle's house in Malang. During the time, i visited many interesting places, such as Jatim Park 1 and 2, Museum Angkut, Batu Night Spectacular and Mount Bromo. However, the most memorable is my trip to mount Bromo. However, the most memorable is my trip to Mount Bromo. It is the most exotic place i've ever seen.

At that time i went with my uncle's family. We went there by car in middle of night and arrived at around 3:30 a.m. There were already many people there. They all wore thick jackets, gloves and beanies, so did we. It was so cold that we were going to freeze. Soon, we could adapt to the weather. Later on, we moved to Penanjakan Peak to see the sunrise. Later on, we withnessed such a magnificent sunrise. Luckily, the weather was so fine that we all could see that shinning golden ball very clearly.

Then, we walked up to the top of Mount Bromo. It was really hard because we had to walk through thick sand desert while it was rather cold. Arriving at the top, it was so amazing! Trush me, you should go there one day. What a wonderful place! Overall, my last holiday is the best moment of my life. I wash i have another chance to explore Malang City.

6. What is the next mainly about?

   A. The writer's experience in Mount Bromo.
   B. The writer's impression about the sunrise.
   C. The writer's unforgettable holiday in Malang.
   D. The writer's trip to climb a mount for the first time.

7. What is the main idea of the second paragraph?

   A. The place was full of visitors.
   B. The writer went to Bromo by car.
   C. The writer arrived at her destination.
   D. The weather at the moment a was very cold.

8. From the text we know that…

   A. the writer went Bromo with her cousin
   B. the sky was cloudy when the morning broke
   C. it is quite easy to pass through the sand
   D. the writer wore a thick jacket and beanie

9. "They all wore thick jackets, gloves and beanies, so did **we**." (Paragraph 2)
   What does the bolded word refer to?

   A. The writer's uncle family
   B. The visitors of Mount Bromo
   C. The writer and her uncle's family
   D. The people who the writer saw on her arrival.

10. The purpose of the text
    is to………

    A. tell past events
    B. entertain readers
    C. describe of the trip
       to Mount Bromo
    D. inform readers
       about events of the
       day

INSTRUMEN POST-TEST 1 FOR READING SKILL
DIRECTION
   a. Write down your name, Class, and Date completely.
   b. Read the story. Then answer the question below.
   c. Choose A, B, C or D based on the correct answer.
Name :
Class   :
Date   :
The following text is for questions 1-5.

My Vacation

Last vacation, I decided to visit the Dani tribe in Baliem Valley to do a little adventure. First, I stopped at Muliama village, which was about 20 kilometres from Wamena to enjoy the Baliem Cultural Festival it was held for several days. People of the Dani were singing, dancing and playing their traditional music in the festival, they painted their faces with pig grease, clay ash and fur. They held their bows, arrows and spears to act as if they were attacking each other. However, no blood was shed. It was all intended only as a threatening show of force.

When the festival ended, I chose to join a trekking trip to the spectacular villages of the Dani. The trip gave me an opportunity to see the real lifestyle of the Dani people. I saw great wooden bridges across the fast-flowing mountain rivers. I also learnt that men and women did not live in one traditional house. Another amazing thing that I learnt was that people missing fingers were a result of a custom whereby both men and women might cut off their fingers if they were left by the loved one.

My eight-day trip to Baliem Valley gave me a remarkable impression of how rich Indonesia's culture is.

1. What did the Dani people do during the festival?

   A. They killed pigs and other cattle.
   B. They made war and killed each other.
   C. They decorated their face with pig grease, clay, ash and fur.
   D. They sang traditional songs and made offerings to the Gods.

2. Why did the people of Dani cut of parts of their fingers?

   A. To heal their diseases.
   B. To express their sadness.
   C. To make people pity them.
   D. To make opponents scared.

3. The text mainly tells us about . . .

A. the writer's experience during his visit to Baliem Valey
B. the Baliem Cultural Festival at Muliama village
C. the writer's experience during the trekking trip
D. D.   the real Dani tribe life-style

4. "<u>It</u> was all intended only . . ."(Paragraph 2) The underlined word refers to....

A. the weapon
B. the festival
C. the village
D. the valley 35.

5. "The trip gave me an <u>opportunity</u> to see. . . . (Paragraph 3) The underlined word has a similar

A. understanding
B. evidence
C. chance
D. view

The following text is for questions 6-10.

A Young Cockroach

It was nine in the evening. I was on my way to my bedroom after brushing my teeth. As I was passing the living room, I saw my brother, Aldo, lying on the floor watching TV. He always did that every night. He refused to go to bed and chose to sleep in front of the television. I decided not to say anything and directly went to bed.

I was half asleep when I heard a scream from the living room. It was about two in the morning. I jumped out of bed and rushed towards the voice. In the living room, I found Aldo crying. His right hand was on his right ear. He said, "Help, help, help. It hurtsl" Then, he told me that an insect had entered his ear. I was quite sorry for the insect. I figured out it was an ant. I imagined how miserable the ant was.

Since Aldo couldn't stop crying, I decided to take him to the hospital. Soon after cur arrival, a doctor in charge examined Aldo's ear. He, then, used a pair of pincers to take the insect out. I was so surprised to see the insect. It wasn't an ant. It was a young cockroachl Gosh! It was as big as a baby's little finger. From then on, Aldo never slept in front of the television any more.

6. What happened to Aldo?

A. An insect bit him.
B. He felt pity for the insect.
C. An insect entered his ear
D. He was imagining an insect.

7. How did the doctor help him?

    A. He took the insect out, using pincers.
    B. He used pincers to kill the insect.
    C. He repaired the pincers.
    D. He charged Aldo.

8. "It was as big as a baby's little finger." (Paragraph 3) The underlined word refers to . . .

    A. the ant
    B. Aldo's ear
    C. the young cockroach
    D. the baby's little finger

9. What is the main idea of paragraph three?

    A. The insect was not an ant
    B. Aldo was taken to the hospital.
    C. The insect was a young cockroach
    D. A doctor used a pair of pincers to take the insect out.

10. What was the author's reaction when he saw the insect in Aldo's ear?

    A. Shocked
    B. Sad
    C. Happy
    D. Amused

INSTRUMEN POST-TEST 2 FOR READING SKILL
DIRECTION
   a. Write down your name, Class, and Date completely.
   b. Read the story. Then answer the question below.
   c. Choose A, B, C or D based on the correct answer.

Name :
Class :
Date   :

The following text is for questions 1-5.

A trip to Mount Fuji

July 2016, I went to West Tokyo by plane. It was my first journey to Japan. I took a trip to Mount Fuji. I stayed at Sakura's house. She is my friend in Japan. We were a classmate at Senior High School. Sakura's house has a big garden with lots of green flowers and beautiful sand. It was so perfect element of a traditional wooden house.

On Sunday morning, I started a journey to the Mountain. At Shizuoka Prefecture, I met Yamato. He was my guiding to Mount Fuji. We took sushi for breakfast. Oh my God, It was delicious. At 9:00 am. local time, we prepared and checked our stuff to continue this journey. I couldn't say anything when I looked at the beautiful scenery from the foot of the mountain. Yamato looked and smiled at me. He said in Japan language "Kore Wa subarashīdesu." It means that it was amazing. Then, I replayed "Hai,-sōdesu." It means that yes, it was.

We reached the top of the mountain after a long and tiring trip. I screamed to blow up my emotion and said thanks to God for this beautiful life. We enjoyed the view from the peak and waiting for the next day. The day that I couldn't forget. It was called "Hatsu Hinode" It means that it was my first time to see the sun rises in Mount Fuji.

Finally, I, Yamato and the other traveler went home by the blessing of Mount Fuji. That was a very pleasant moment that I ever got.

1. When did the writer go to Tokyo?

    A. The writer went to Tokyo in June 2016.
    B. The writer went to Tokyo in July 2015.
    C. The writer went to Tokyo in August 2016.
    D. The writer went to Tokyo in July 2016.

2. How did the writer go there?

    A. The writer went to Tokyo by bicycle.
    B. The writer went to Tokyo by motorcycle.
    C. The writer went to Tokyo by plane.
    D. The writer went to Tokyo by car.

3. Where did the writer stay in Tokyo?

    A. The writer stayed at traveler's house
    B. The writer stayed at Fuji's house
    C. The writer stayed at Yamoto's house
    D. The writer stayed at Sakura's house

4. What did they take for their breakfast?

    A. They took tempura for their breakfast.
    B. They took sushi for their breakfast.
    C. They took bread for their breakfast.
    D. They took meatball for their breakfast.

5. What is the meaning of Kore Wa subarashīdesu?

    A. It means that it was awesome.
    B. It means that it was spectacular.
    C. It means that it was amazing.
    D. It means that it was nice.

The following text is for questions 6-10

My Holiday with My Friend

Last week my friend and i were bored after two weeks of holidays, so we rode our bicycles to a beach, which is only five kilometres from where we live. When we arrived at the beach, we were surprised to see only a few visitors there. After having a quick dip in the ocean, which was really cold, we realised why there were not many people there. it was also quite windy.

After we bought several hot chips at the take-away store nearby, we rode our bicycles down the beach for a while, on the hard, damp part of the sand. We had the behind us. Unwittingly, we were many miles down the beach. Before we made the long trip back, we decided to paddle our feet in the water for a while, and then sit down for a rest.

While we were sitting on the beach, just chatting, we realised that all the way back we would be riding into the strong wind. When we finally arrived home, we were both totally exhausted!

6. The text mainly tells us about….

    A. the situation at the beach
    B. the writer and his friend's reason to a beach
    C. the writer and his friend's long holiday.
    D. the writer and his friend's vacation at a beach

7. At that time the beach was ….

    A. quiet
    B. sunny

C. crowded
D. very clean

8. From the text it can be concluded that ….

   A. the water of the beach is quite warm
   B. the beach is very close to the writer's house
   C. the writer felt tired because of cycling hard
   D. there was no food stall opened at the moment

9. People rarely went to the beach…. the water was very cold.

   A. so
   B. but
   C. and
   D. since

10. How did they feel when they got home?

    A. Happy
    B. Tired
    C. Funny
    D. Surprised

LIST OF PRESENCE

POST-TEST I

ATTENDANCE LIST OF POST-TEST 1

CLASS : VIII

DATE : May 25th 2023

NO	NAME	SIGNATURE	
1	Hirzu Fahmil Akbar	1.	
2	Ali ahmad muchlis Arrusyid		2.
3	Wisky Reysaputra Willyas	3.	
4	Agatan Ardi Prasetya		4.
5	Ahmad al-Hanif	5.	
6	Zuhal Wahyu Ngimudin		6.
7	Yuki Alfarizi	7.	
8	Tegur Athaya Virzu		8.
9	Daisy Adam fillah	9.	Minimal inggres.
10	Alfif Zufanmi		10.
11	Madani Revi Yantu	11.	
12	Ayesha baleegha roslia putri		12.
13	Rahma Naurila khusna	13.	
14	Bella Seifia		14.
15	Salwa Syahidah	15.	
16	Farah Faiha Fifyi		16.
17	Qathrunnada	17.	
18	Alzena Fadya 2.5		18.
19	Afifah Thohiroh	19.	
20	Mula Karima		20.
21	Febiola novieta aza'hea	21.	
22	Wilda Kumala P		22.

LIST OF PRESENCE

POST-TEST II

ATTENDANCE LIST OF POST-TEST 2

CLASS : VIII

DATE : May, 31th 2023

NO	NAME	SIGNATURE	
1	Ali ahmad muchlis ARRAc.yiD	1.	
2	Hirzu Fahmil Akbur		2.
3	Wisky reysaputra W	3.	
4	ROATEM ardi p		4.
5	Ahmad	5.	
6	Yuki		6.
7	Teyur	7.	
8	Afif Zulfahmi		8.
9	Arann	9.	
10	Zahal		10.
11	Madani	11.	
12	Febiola Noviera aza'liea		12.
13	AFIFAH THOHIROH	13.	
14	Wilda kumawa Pembayun		14.
15	Naila Karima	15.	
16	Alzena Fadya		16.
17	Nada	17.	
18	Farah.		18.
19	Salwa Syahidah	19.	
20	Bella Safia		20.
21	rahma nayrila khusna	21.	
22	Ayesha baleegha rosua putri		22.

STUDENTS' SCORE OF PRE-TEST

STUDENTS' SCORE OF POST-TEST I

STUDENTS' SCORE POST-TEST II

Observation sheet of Students' Activities in the classroom

Cycle I

No	Students' activities	Level		
		Never	**Sometimes**	**Always**
1	Paying attention of the teacher explanation	-	-	√
2	Asking/answering the teacher's question	√	-	-
3	Being active in the class		√	
4	Being able to do the task	-	√	

Observation sheet of Students' Activities in the classroom

Cycle II

No	Students' activities score	Level		
		Never	**Sometimes**	**Always**
1	Paying attention of the teacher explanation	-	-	√
2	Asking/answering the teacher's question	-	√	-
3	Being active in the class	-	-	√
4	Being able to do the task	-	-	√

The Condition of Teachers and the Official Employers
at SMP IT Insan Mulia Batanghari East Lampung

No	The subjects' Teacher	Total
1	Indonesian education	2
2	English education	2
3	Arabic education	2
4	Mathematics	1
5	Islamic education	1
6	Art	1
7	Counseling Guidance	1
8	Communication Technology	1
9	Natural science	1
10	Physical Education	1
11	Local language	1
12	Staff TU	2
13	Extracurricular	6
14	Library	1

The Students Quantity of SMP IT Insan Mulia Batanghari East Lampung

Explanation	Class			Total
	VII	VIII	IX	
Study Group	2	2	2	6
Male	23	30	21	74
Female	21	25	27	73
Total	**44**	**55**	**48**	**147**

Source: Documentation of SMP IT Insan Mulia Batanghari

DOCUMENTATION

Profil SMP IT Insan Mulia Batanhari East Lampung

The students do the question of pre-test

Documentation

Tritment in cycle I

The teachers explain how to apply think aloud method

The students' understanding and discuss about the text by think aloud method

Documentation

Post-Test in Cycle I

Documentation

Tritment in Cycle II

Teacher explain more about recount text and how to apply think aloud method

The student answers the question by using think aloud method

Documentation

Post-Test in Cycle II

FIELD NOTES

	Meeting	Note students' attitude
Cycle I	1ST Meeting	➢ Most students still confused in following their learning group. ➢ Most students still nervous to sharing their ideas. ➢ Most students do not understand the learning material. ➢ Some students made the vibes class noisy.
	2nd meeting	➢ Some students have been interested in group learning. ➢ Some students were confidence to sharing their ideas. ➢ Some students have begun to understand the learning material. ➢ Some students make the class atmosphere more active.
Cycle II	1st meeting	➢ Some of the students feel enjoyed to following the learning group. ➢ Most of the students were confidence to sharing their idea. ➢ Most of the students have begun to understand the learning material ➢ Most of the students make the class atmosphere more active.
	2nd meeting	➢ Most of the students more active in the learning group ➢ Most of the students feel enjoyed the new learning method. ➢ Most of the students were confidence to sharing their ideas to the other ➢ Most of the students could do task easily.

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INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Syifa Mahmudah
NPM : 1901052032

Program Studi : TBI
Semester : VII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
l	Senin, 05 desember 2022	✓	Ace ch. I.	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama: Syifa Mahmudah   Jurusan   : TBI
NPM: 1901052032   Semester : VIII

No	Hari/Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Dosen
1.	12/1 - 23	✓	Acc ch I, & III.	
			.	

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 198711022015031004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Syifa Mahmudah
NPM : 1901052032

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 8/5·23	∨	- Revise grammar. - Revise Freld note - Revise assesment - Revise source of score.	
2.	Senin 15/5 - 23	∨	Acc IPD	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Syifa Mahmudah
NPM : 1901052032

Program Studi : TBI
Semester : VIII

No	Hari/ Tanggal	Pembimbing	Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
1.	Senin 5 Juni	✓	Revise ch. IV elaborate more the result of your research.	
2.	Selasa, 13 juni	✓	Acc IV & V Acc Munaqosyah	

Mengetahui
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004

Dosen Pembimbing

Trisna Dinillah Harya, M.Pd.
NIP. 19830511 200912 2 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

Nomor   : B-1935/In.28.1/J/TL.00/05/2023
Lampiran : -
Perihal   : **SURAT *BIMBINGAN SKRIPSI***

Kepada Yth.,
Trisna Dinillah Harya (Pembimbing 1)
(Pembimbing 2)
di-
      Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama	:	**SYIFA MAHMUDAH**
NPM	:	1901052032
Semester	:	8 (Delapan)
Fakultas	:	Tarbiyah dan Ilmu Keguruan
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THINK ALOUD METHOD TO IMPROVE THE STUDENTS` ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

Dengan ketentuan sebagai berikut :
1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
   a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
   b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 03 Mei 2023
Ketua Jurusan,
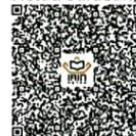
Andianto M.Pd
NIP 19871102 201503 1 004

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Nomor   : B-2422/In.28/D.1/TL.00/05/2023
Lampiran : -
Perihal   : **IZIN RESEARCH**

Kepada Yth.,
KEPALA SMP IT INSAN MULIA
BATANGHARI LAMPUNG TIMUR
di-
        Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-2423/In.28/D.1/TL.01/05/2023, tanggal 22 Mei 2023 atas nama saudara:

Nama	:	**SYIFA MAHMUDAH**
NPM	:	1901052032
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 IT INSAN MULIA BATANGHARI LAMPUNG TIMUR, dalam rangka meyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THINK ALOUD METHOD TO IMPROVE THE STUDENTS` ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG".

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

Wassalamu'alaikum Wr. Wb.

Metro, 22 Mei 2023
Wakil Dekan Akademik dan
Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

SEKOLAH MENENGAH PERTAMA SWASTA ISLAM TERPADU
SMPS IT INSAN MULIA BATANGHARI LAMPUNG TIMUR
NIS: 20460 NSS: 202120402164 NPSN: 69762730 No.Izin Operasional 420/11120/11 SK-01/2012
Alamat: Jl. Majapahit 41 C BatangharjoKec. Batanghari Lampung Timur KodePos 34181

Nomor   : 420/60/SMPIT.IM/V/2023
Lamp   : -
Perihal : **Surat Balasan Research**

Yang bertanda tangan dibawah ini, Kepala SMPS IT Insan Mulia Batanghari Kabupaten Lampung Timur, memberi izin kepada :

Nama   : SYIFA MAHMUDAH
NPM   : 1901052032
Program Studi   : Tadris Bahasa Inggris
Program   : Sarjana (SI)
Judul   : "THINK ALOUD METHOD TO IMPROVE THE STUDENTS' ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EASTLAMPUNG."

Telah di izinkan untuk melaksanakan Research di SMPS IT Insan Mulia Batanghari dalam rangka menyusun Skripsi.

Demikian surat izin research ini kami buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Batanghari, 23 Mei 2023
Kepala SMPIT Insan Mulia Batanghari

AGUS WALUYO, S.Sos
NPA. 76081112005

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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S U R A T T U G A S
Nomor: B-2423/In.28/D.1/TL.01/05/2023

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

Nama	:	**SYIFA MAHMUDAH**
NPM	:	1901052032
Semester	:	8 (Delapan)
Jurusan	:	Tadris Bahasa Inggris

Untuk :
1. Mengadakan observasi/survey di SMP IT INSAN MULIA BATANGHARI LAMPUNG TIMUR, guna mengumpulkan data (bahan-bahan) dalam rangka meyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THINK ALOUD METHOD TO IMPROVE THE STUDENTS` ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG".

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

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

Dikeluarkan di : Metro
Pada Tanggal : 22 Mei 2023

Mengetahui,
Pejabat Setempat

AGUS WALUJO, S. SOS

Wakil Dekan Akademik dan Kelembagaan,

Dra. Isti Fatonah MA
NIP 19670531 199303 2 003

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
UNIT PERPUSTAKAAN
NPP: 1807062F0000001
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Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-809/In.28/S/U.1/OT.01/06/2023

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

Nama	: SYIFA MAHMUDAH
NPM	: 1901052032
Fakultas / Jurusan	: Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2022 / 2023 dengan nomor anggota 1901052032

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 13 Juni 2023
Kepala Perpustakaan

Dr. As'ad, S. Ag., S. Hum., M.H., C Me.
NIP. 19750505 200112 1 002

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
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Telepon (0725) 41507; Faksimili (0725) 47296; *Website*: www.tarbiyah.metrouniv.ac.id; *e-mail*: tarbiyah.iain@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

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

Nama   : Syifa Mahmudah
NPM   : 1901052032
Program Studi : Tadris Bahasa Inggris (TBI)

Telah menyelesaikan administrasi peminjaman buku pada Program Studi Tadris Bahasa Inggris.

Demikian keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Metro, 13 Juni 2023
Ketua Program Studi TBI

Andianto, M.Pd
NIP. 1987 1102 201503 1 004

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
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Nomor : B-3955/In.28/J/TL.01/08/2022
Lampiran : -
Perihal : **IZIN PRASURVEY**

Kepada Yth.,
Kepala Sekolah SMP IT INSAN
MULIA BATANGHARI
di-
    Tempat

Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami, atas nama :

Nama	:	**SYIFA MAHMUDAH**
NPM	:	1901052032
Semester	:	7 (Tujuh)
Jurusan	:	Tadris Bahasa Inggris
Judul	:	THINK ALOUD METHOD TO IMPROVE STUDENTS IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

untuk melakukan prasurvey di SMP IT INSAN MULIA BATANGHARI, dalam rangka meyelesaikan Tugas Akhir/Skripsi.

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

Wassalamu'alaikum Wr. Wb.

Metro, 23 Agustus 2022
Ketua Jurusan,

Andianto M.Pd
NIP 19871102 201503 1 004

JARINGAN SEKOLAH ISLAM TERPADU (JSIT) INDONESIA
SEKOLAH MENENGAH PERTAMA SWASTA ISLAM TERPADU
SMPSIT INSAN MULIA BATANGHARI LAMPUNG TIMUR
NIS: 20460 NSS: 202120402164 NPSN: 69762730 No IzinOperasional: 420/11120/11.SK-01/201:
Alamat: Jl. Majapahit 41 C BatangharjoKec. Batanghari Lampung TimurKodePos: 34181

Nomor : 420/36/SMPIT.IM/XI/2022
Lamp : -
Perihal : **Surat Keterangan Pra Survey**

Yang bertanda tangan dibawah ini, Kepala SMP IT Insan Mulia Batanghari Kabupaten Lampung Timur, dengan ini menerangkan bahwa :

Nama : **SYIFA MAHMUDAH**
NPM : 1901052032
Program Study : Tadris Bahasa Inggris
Judul : THINK ALOUD METHOD TO IMPROVE STUDENTS IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI

Menyatakan dengan sebenarnya bahwa **telah melaksanakan *Pra* Survey** di SMP IT Insan Mulia Batanghari. Demikian surat keterangan ini kami buat dengan sebenar-benarnya agar dapat digunakan sebagaimana mestinya.

Batanghari, 21 November 2022
Kepala SMP IT Insan Mulia Batanghari

Agus Waluyo, S.Sos
NPA. 76081112005

THINK ALOUD METHOD TO IMPROVE THE STUDENTS'ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

by Syifa Mahmudah 1901052032

AN UNDERGRADUATE THESIS

**THINK ALOUD METHOD TO IMPROVE
THE STUDENTS'ABILITY IN READING SKILL
AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG**

BY:

SYIFA MAHMUDAH
Student Number.1901052032

**TARBIYAH AND TEACHER TRAINING FACULTY
ENGLISH EDUCATION DEPARTMENT**

**STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
1444 H/ 2023 M**

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THINK ALOUD METHOD TO IMPROVE THE STUDENTS'ABILITY IN READING SKILL AT SMP IT INSAN MULIA BATANGHARI EAST LAMPUNG

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Exclude quotes	On	Exclude matches	< 1%
Exclude bibliography	On		

CURRICULUM VITAE

The name of the researcher is Syifa Mahmudah. She was born in Sumbergede, on May 27 th 2001. She is the fifth daughter of Mr. Sutarno and Mrs. Nurhasanah. She has sister and brother. She is the youngest childern. Her parents lives in East Lampung. She was enrolled her study at SDN 1 Giriklopomulyo on 2007 until 2013. In line with her focus on the study, she continued her study at SMPN 1 Sekampung on 2013 and graduated on 2016. She decided to continue her study at MA Muhammadiyah Metro Boarding School and took religion on 2016 until 2019. Then, at the same year she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro