IMPROVING STUDENTS' READING COMPREHENSION THROUGH THINK ALOUD STRATEGY AT GRADE VIII MTsN SIPIROK

A THESIS

Submitted to the State Institute for Islamic Studies Padangsidimpuan as a Partial Fulfillment of the Requirements for the Degree of Graduate of Islamic Education Scholar (S.Pd.I) in English

Written by:

NUR HAYATI
Reg. Number: 10 340 0066

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN
2015

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Written by:

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Reg. Number: 10 340 0066

Advisor I

Eka Sustri Harida, M.Pd.
NIP.19750917 200312 2 002

Advisor II

Yusni Sinaga, S.Pd., M.Hum.
NIP.19700715 200501 2 010

ENGLISH EDUCATION DEPARTMENT

TARBIYAH AND TEACHER TRAINING FACULTY
STATE INSTITUTE FOR ISLAMIC STUDIES
PADANGSIDIMPUAN

2015

LETTER OF AGREEMENT

Term   : A Thesis

                 a.n. Nur Hayati

Appendix   : 7 (Seven) Examplars

Padangsidimpuan, March, 12th 2015

To:

Dean Tarbiyah and Teacher
Training Faculty

In –

          Padangsidimpuan

Assalamu'alaikum Wr. Wb.

After reading, studying, and giving advices for necessary revises on thesis belongs to Nur Hayati, entitled **"Improving Students' Reading Comprehension through Think Aloud Strategy at Grade VIII MTsN SIPIROK"**, we approved that the thesis has been acceptable the complete and fulfill the requirement to fulfill for the degree of Graduated of Islamic Education (S.Pd.I) in English.

Therefore, we hoped that the thesis will soon be examined in front of the Thesis Examiner Team of English Department Tarbiyah and Teacher Training Faculty IAIN Padangsididmpuan. Thank you.

Wassalamu'alaikum Wr. Wb.

Advisor I

Eka Sustri Harida, M.Pd.
NIP. 19750917 200312 2 002

Advisor II

Yusni Sinaga, S.Pd., M.Hum.
NIP. 19700715 200501 2 010

DECLARATION OF SELF THESIS COMPLETION

The name who signed here:

Name	: NUR HAYATI
Registration Number	: 10 340 0066
Faculty/Deparment	: Tarbiyah and Teacher Training Faculty / TBI-2
The Title of a Thesis	: **Improving Students' Reading Comprehension through Think Aloud Strategy at Grade VIII MTsN SIPIROK**

I hereby declare that I have arranged and written the by thesis by myself, without asking for illegal help from others except the guidance from advisors, and without doing plagiarism as it is required in students' ethnic code of IAIN Padangsidimpuam article 14 Verse 2.

I do this declaration truthfully. If there is deceitfulness and incorrectness degrading to this declaration in the future, I will be willing to get punishment as it is required in students' ethnic code of IAIN Padangsidimpuan, article 19 verse 4, that is to cancel academic degree disrespectfully, and other punishment regarding norms and legal low.

Padangsidimpuan, March 10th 2015
Declaration maker,

NUR HAYATI
Reg. No. 10 340 0066

AGREEMENT PUBLICATION OF FINAL TASK
FOR ACADEMIC CIVITY

As academic civity of State Institute for Islamic Studies Padangsidimpuan, the name who signed here:

Name   : Nur Hayati
Reg. No   : 10 340 0066
Faculty/Department : Tarbiyah and Teacher Training Faculty/TBI-2
Kinds   : Thesis

A development of science and knowledge, I hereby declare that I present to the State Institute for Islamic Studies Padangsidimpuan **Non-exclusive Royalty Right** on my thesis entitled:

"IMPROVING STUDENTS' READING COMPREHENSION THROUGH THINK ALOUD STRATEGY AT GRADE VIII MTsN SIPIROK"

With all sets of equipments (if needed). Based on this Non-exclusive Royalty Right, the State Institute for Islamic Studies Padangsidimpuan has the right to save, to format, to organize in database form, to keep and to publish my thesis as for as I am determined as writer and owner of its creative right.

Above all, this statement is made truth heartedly to be used properly.

Made in: Padangsidimpuan
Date   : 9   April 2015
Signed

NUR HAYATI
Reg. No. 10 340 0066
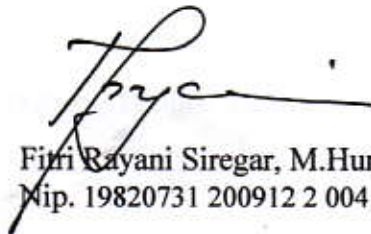
EXAMINERS

SCHOLAR MUNAQOSYAH EXAMINATION

Name : NUR HAYATI
Reg. No : 10 340 0066
Thesis : IMPROVING STUDENTS' READING COMPREHENSION THROUGH TROUGH THINK ALOUD STRATEGY AT GRADE VIII MTsN SIPIROK.

Chief,   Secretary,

Dr. Lelya Hilda, M.Si.   Fitri Rayani Siregar, M.Hum
Nip. 19720920 200003 2 002   Nip. 19820731 200912 2 004

Members,

Dr. Lelya Hilda, M.Si.   Fitri Rayani Siregar, M.Hum
Nip.19720920 200003 2 002   Nip. 19820731 200912 2 004

Eka Sustri Harida, M.Pd   Yusni Sinaga, S.Pd., M.Hum
Nip. 19750917 200312 2 002   Nip.19700715 200501 2 010

Proposed :
Place   : Padangsidimpuan
Date   : April, 9th 2015
Time   : 09.00 WIB until finish
Result/Mark   : 75.25 (B)
IPK   : 3.20
Predicate   : "Very Good"

LEGALIZATION

Title of thesis : **IMPROVING STUDENTS' READING COMPREHENSION THROUGH THINK ALOUD STRATEGY AT GRADE VIII MTsN SIPIROK**

Written By : NUR HAYATI

Reg.Number : 10 340 0066

Faculty/Department : Tarbiyah and Teacher Training Faculty/ English Education Department

The Thesis had been accepted as a partial fulfillment of the requirements for the

degree of Islamic Education Scholar (S.Pd.I)

Padangsidimpuan, 18 Mei 2015
Dean

Hj. ZULHIMMA, S. Ag., M. Pd.
NIP. 19720702 199703 2 003

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَٰنِ الرَّحِيمِ

Praised be to Allah swt, the most Creator and Merciful who has given me the health, time knowledge and strength to finish the thesis entitled "Improving Students' Reading Comprehension through Think Aloud Strategy at Grade VIII MTs N SIPIROK". Besides, peace and greeting be upon to the prophet Muhammad saw who has brought the human from the darkness era into the lightness era.

It is pleasure to acknowledgement the help and contribution to all of lecturers, institution, family and friends who have contributed in different ways hence this thesis is processed until it becomes a complete writing. In this process of finishing this thesis, I got a lot of guidance and motivation from many people. Therefore, in this chance I would like to express my deepest gratitude to the following people:

1. Mrs. Eka Sustri Harida, M.Pd., as the first advisor and Mrs. Yusni Sinaga, S.Pd., M.Hum as the second advisor who have guided, supported and suggested great patience

    to finish this thesis as well.

2. The Rector of IAIN Padangsidimpuan, Dr. H. Ibrahim Siregar, M.CL, who has given chance and time. Therefore, I could learn and got some knowledge from IAIN Padangsidimpuan.

3. Mrs. Hj. Zulhimma, S. Ag., M. Pd., the Dean of Tarbiyah and Teacher Training Faculty.

4. Mrs. Rayendriani Fahmei Lubis, M. Ag., the Chief of English Education Department

    and also as my beloved advisor academic who gladly supported and counseled me still

    finishing this thesis.

ix

5. All lecturers and all the academic cavities of IAIN Padangsidimpuan who had been giving so much knowledge and helped I studied in this beloved institute.

6. My beloved parent, (Bapak Sabar and Mama Kasini) who taught me how to survive in leading the life and always be patient and sincere to guard me in all of conditions, my two elder brothers (Edi Harianto and Bambang Hermanto) and my elder sister (Rosida) who always give their materials, prays, motivation, and moral encouragement to finish my study. Thanks for everything.

7. IAIN Padangsidimpuan Librarian (Yusri Fahmi, S. Ag., M. Hum), for their cooperative and permission to use their books.

8. My lovely friends Citra Dewi Purnama, Desi Afridah Lubis, Ummi Kartini and all of my friends in TBI-2 and also all of my friends in IAIN Padangsidimpuan, thank for your help patience and care to support me from starting till finishing my thesis as well. Good luck for you.

9. All of the people who have helped me to finish my study that I cannot mention one by one.

I realize this thesis cannot be considered perfect without critiques and suggestion. Therefore, it is such a pleasure for me to get critiques and suggestion from the readers to make this thesis better.

Padangsidimpuan, 9 April 2015

Researcher

NUR HAYATI
Reg. No. 10 340 0066

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Name   : NUR HAYATI

Reg. No.   : 10 340 0066

Faculty/Department : Tarbiyah and Teacher Training Faculty / TBI-2

Title of Thesis : IMPROVING STUDENTS' READING COMPREHENSION THROUGH THINK- ALOUD STRATEGY AT GRADE VIII MTsN SIPIROK

ABSTRACT

This research is talking about improving students' reading comprehension through think aloud strategy at grade VIII MTs N SIPIROK. Most of Students are low achievement in reading comprehension, students did not have good strategy in reading, students were passive in the class, and students had lack of motivation. This research purposed to describe the students' achievement in reading comprehension and to identify the factors which influence students' reading comprehension by using think aloud strategy at grade VIII MTs N SIPIROK.

The method used in this research is classroom action research, by implementing the Kemmis design which consisted four steps. Those are planning, acting, observing, and strategy. In this research, the researcher used two reading tests and two cycles. Moreover, the participants of this research are the class of VIII-2 consisted of 29 students and also there was collaboration with an English teacher. Meanwhile, the data are derive among from reading tests, observation notes, and also interview.

Based on the research result, showed the improvement mean score of the students. The first test in the first cycle was 66.72 (31.03%),and second test in the second cycle was 80.86 (86.20%). It can be concluded that the mean score in the second cycle was higher than the first cycle. Based on observation notes stated that the student got improvement and the students were more active and interested in learning reading comprehension. Related to the interview result, it could be known that the students' reading comprehension had improved. It asserted that by using think aloud strategy improve students' reading comprehension.

APPENDIX I

I. IDENTITAS

    Satuan Pendidikan   : MTs NEGERI SIPIROK

    Mata Pelajaran   : Bahasa Inggris

    Kelas/Semester   : VIII / II

    Tema   : Personal Life

    Aspek/Skill   : Reading

    Alokasi waktu   : 2 x 40 Minutes

    Teknik   : Think Aloud Strategy

    Tahun Pelajaran   : 20014/2015

II. STANDAR KOMPETENSI: Membaca

    Memahami makna dalam esai pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR :

    Merespon yang terdapat dalam teks tulis fungsional pendek

    Sangat sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar

IV. INDIKATOR :

  a. Mengidentifikasi gagasan utama (main idea) dalam text

  b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

  c. Menemukan informasi baru (new information) dalam text

  d. Mengidentifikasi kata (vocabulary) dalam text

V. TUJUAN PEMBELAJARAN:

    Pada akhir pembelajaran siswa dapat:

a. Mengidentifikasi gagasan utama (main idea) dalam text

b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

c. Menemukan informasibaru (new information) dalam text

d. Mengidentifikasi kata (vocabulary) dalam text

Karakter siswa yang diharapkan : Dapat dipercaya (Trustworthiness)

Rasa hormatdan perhatian(Respect)

Tekun (diligence)

VI. MATERI PEMBELAJARAN

a. Bacaan deskriptif"My Grandma" and "Brownie"

My Grandma

My grandma is a tidy old woman. She is now 80 years old. Her hair is long and wavy. She combs it every day. She always put thing on the right place. Her clothes are always clean and neat.

She lives alone, and she always makes up her own bed. She cleans up the house. She also cooks her own meal every day

Brownie

I have a pet, it is a dog and I call it brownie. Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot, it treats the other animals in our house gently, and it never eats. shoes. Brownie is really a sweet and friendly animal.

VII. STRATEGI PEMBELAJARAN

- Think Aloud Strategy

VIII.   LANGKAH – LANGKAH MATERI PEMBELAJARAN

Kegiatan	Alokasiwaktu
a. Kegiatanpendahulaun 1. Greeting 2. Warming up 3. Penjelasanmateri yang akan di bahas	10 MENIT
b. Kegiatan inti 1. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari 2. Guru meminta siswa untuk membaca teks yang sedang dipelajari "My Grandma" and "Brownie". 3. Guru mengaplikasikan strategy think aloud kepada siswa, yang meliputi: a. Choose a trade book that is grade-level appropriate for the topic of study; b. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students; c. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features; d. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place; e. Verbalize predictions, confusing parts, or	55 MENIT

connections with prior knowledge to help show comprehension of the text (in an effort to lead children to make predictions);	
f. Close the lesson with a strong connection to the book, or short review of the purpose of the story.	
c. Kegiatan penutup 1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini 2. Guru dan siswa bersama- sama menyimpulkan pelajaran	15 M E N I T

IX. SUMBER BELAJAR

   a. Soegeng H.S. 2002, Effective English: PT. Tiga Serangkai Pustaka Mandiri

   b. Teks yang berkaitan dengan bahan ajar

   c. Kamus Bahasa Inggris

   d. Internet

X. PEDOMAN PENILAIAN

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen soal
▪ Mengidentifikasi gagasan utama (main idea) dalam text ▪ Mengidentifikasi gagasan pendukung (supporting sentence) dalam text ▪ Menemukan informasi baru (new information) dalam text ▪ Mengidentifikasi kata (vocabulary) dalam text	TesTulis	Pilihan Ganda	Choose the best answer based on the text. (a, b, c, d)

Questions:

➢ **(My Grandma Text, No. 1-4)**

1. What is the reading passage told about?

    a. Great Grandma's life

    b. Grandma's life

    c. Grandma and the grandson

    d. Grandma and her house

2. She comb it every day, it refers to?

    a. Her house

    b. Her hair

    c. Her bedroom

    d. Her clothes

3. What does she do for her bedroom?

    a. She always tidies it up

    b. She always make anything messy on the bedroom

    c. She seldom tidies up the bedroom

    d. She only cleans her bedroom twice a week

4. She lives alone. This sentence means…?

    a. She lives with a grandson

    b. There is no one gives with her

    c. Sometimes she stays with her daughter

    d. There are a maid who help her daily life

➢ **(Brownie, No. 5-8)**

5. How is brownie's body?

    a. It has fluffy brown fur

    b. It has thin body and white fur

    c. The body is like Dalmatian

    d. It has ft body and black fur

6. What is the topic of the text?

    a. Brownie is a pet

b. Brownie is a cat

c. Brownie plays with my cat

d. Every day it eats soft food like

7. It is small, fluffy, and cute. It refers to?

   a. Cat

   b. Chinese

   c. Soft

   d. Brownie

8. Where did the descendant of that cat come true

   a. They came from Turkey

   b. They came from America

   c. They came from China

   d. They came from Korea and China

XI. PENILAIAN

NilaiSiswa : $\frac{\textbf{Skor Perolehan}}{\textbf{Skor Maksimal}}$ **X 100,** Max Score, 100

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

Sapianapsah S.Pd.I   Nur hayati
                                                               103400066

            An. WKM MTs N SIPIROK

            Ahmad Ikhsan Pakpahan, S.Pd.
            Nip.19680713 200591 1 007

SIKLUS I (CYCLE I)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP)
(Second Meeting)

I.   IDENTITAS

Satuan Pendidikan   : MTs NEGERI SIPIROK

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII / II

Tema   : Personal Life

Aspek/Skill   : Reading

Alokasi waktu   : 2 x 40 Minutes

Teknik   : Think Aloud Strategy

Tahun Pelajaran   : 20014/2015

II. STANDAR KOMPETENSI: Membaca

Memahami makna dalam esai pendek sederhana berbentuk

descriptive untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR   :

Merespon yang terdapat dalam teks tulis fungsional
pendek

Sangat sederhana secara akurat, lancer, dan berterima yang

berkaitan dengan lingkungan sekitar

IV. INDIKATOR   :

a.   Mengidentifikasi gagasan utama (main idea) dalam text

b.   Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

c.   Menemukan informasi baru (new information) dalam text

d.   Mengidentifikasi kata (vocabulary) dalam text

V.   TUJUAN PEMBELAJARAN:

Pada akhir pembelajaran siswa dapat:

a.   Mengidentifikasi gagasan utama (main idea) dalam text

b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

c. Menemukan informasibaru (new information) dalam text

d. Mengidentifikasi kata (vocabulary) dalam text

Karakter siswa yang diharapkan :   Dapat dipercaya (Trustworthiness)

Rasa hormatdan perhatian(Respect)

Tekun (diligence)

VI. MATERI PEMBELAJARAN

a. Bacaan deskriptif"

Raflesia Arnoldi

Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.

This enormous and rare flower grows in the forest of Southeast Asia, including the Philipines. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole. At the base of the flower there is a part which has needles and contains the reproduction parts of the flowers.

My Hometown

Alexandria is the second biggest city in my country Egypt, and I live in this city. It is a beautiful city and people there are very kind and polite. Tourists like to visit my city because it is on the sea. When I walk down the Kormash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees.

In the spring, the lowers grow in many colors: yellow, red, and blue. The most beautiful scene is the white birds. In the winter, a very big flocks of bird migrates to this place. I watch them while they skillfully fish from the sea. The bird watches the fish, and they wait patiently for a long time. When the fish come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful in the world.

VII. STRATEGI PEMBELAJARAN

- Think Aloud Strategy

VIII.   LANGKAH – LANGKAH MATERI PEMBELAJARAN

Kegiatan	Alokasiwaktu

a. Kegiatanpendahulaun
 	
  1. Greeting
 	
  2. Warming up
 	
  3. Penjelasanmateri yang akan di bahas
	10
	M
	E
	N
	I
	T

b. Kegiatan inti
 	
  1. Guru memberikan penjelasan sekilas mengenai judul dan gambaran umum tentang materi/ teks yang akan dipelajari
 	
  2. Guru meminta siswa untuk membaca teks yang sedang dipelajari "Raflesia Arnoldi " and "My Hometown".
 	
  3. Guru mengaplikasikan strategy think aloud kepada siswa, yang meliputi:
 	
    a. Choose a trade book that is grade-level appropriate for the topic of study;
 	
    b. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students;
 	
    c. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features;
 	
    d. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place;
 	
    e. Verbalize predictions, confusing parts, or connections with prior knowledge to help show
	55
	M
	E
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	I
	T

comprehension of the text (in an effort to lead children to make predictions); f. Close the lesson with a strong connection to the book, or short review of the purpose of the story.	
c. Kegiatan penutup 1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini 2. Guru dan siswa bersama- sama menyimpulkan pelajaran	15 M E N I T

IX. SUMBER BELAJAR

    a. Soegeng H.S. 2002, Effective English: PT. Tiga Serangkai Pustaka Mandiri

    b. Teks yang berkaitan dengan bahan ajar

    c. Kamus Bahasa Inggris

    d. Internet

X. PEDOMAN PENILAIAN

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen soal
▪ Mengidentifikasi gagasan utama (main idea) dalam text ▪ Mengidentifikasi gagasan pendukung (supporting sentence) dalam text ▪ Menemukan informasi baru (new information) dalam text ▪ Mengidentifikasi kata (vocabulary) dalam text	TesTulis	Pilihan Ganda	Choose the best answer based on the text. (a, b, c, d)

    Questions:

➢ **(Raflesia Arnoldi Text, No. 1-4)**

1. What is the main topic in the text?
   a. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.
   b. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition.
   c. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.
   d. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms.

2. What is supporting sentences of the text?
   a. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.
   b. Raflesia Arnoldi
   c. Almost all around the world
   d. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.

3. How big the flowers can grow?
   a. Its length up to 3 meters and its weight up to 11 kilograms
   b. Its length up to 3,5meters and its weight up to 11 kilograms
   c. Its length up to 4,5 meters and its weight up to 12 kilograms
   d. Its length up to 5 meters and its weight up to 11 kilograms

4. It does not have any leaves, stem or rots and because of lacking chlorophyll,…..
   The word *it* refers to?
   a. Raflesia Arnoldi
   b. Rots
   c. Stem
   d. Leaves

➢ **(My Hometown, No. 5-8)**

5. What is the paragraph manly discussed?

    a. The beautiful places in Egypt

    b. The atmosphere in kormash

    c. Alexandria is the biggest city

    d. Pyramid is a historical building

6. How is Alexandria when spring?

    a. Many animal reproduce

    b. There is event flowers festival

    c. A very big flock of birds migrates to this palace

    d. The flowers grow in many color: yellow, red and blue

7. Why about many tourist like visiting there?

    a. Because it is near the mountain

    b. Because it is beside of the river

    c. Because it is on the sea

    d. Because it is crowded city

8. "I think it is the most beautiful in the world" the word *"it"* in this sentence refers to ___?

    a. Egypt

    b. Winter

    c. Spring

    d. Alexandria

XI. PENILAIAN

NilaiSiswa :　　　　　$\frac{\text{Skor Perolehan}}{\text{Skor Maksimal}}$ **X 100,** Max Score, 100

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

Sapianapsah S.Pd.I   Nur hayati
                                                    103400066

                An. WKM MTs N SIPIROK

                Ahmad Ikhsan Pakpahan, S.Pd.
                Nip.19680713 200591 1 007

APPENDIX III

<p align="center">SIKLUS II (CYCLE II)</p>
<p align="center">RENCANA PELAKSANAAN PEMBELAJARAN</p>
<p align="center">(RPP)</p>
<p align="center">(Third Meeting)</p>

I.   IDENTITAS

Satuan Pendidikan	:	MTs NEGERI SIPIROK
Mata Pelajaran	:	Bahasa Inggris
Kelas/Semester	:	VIII / II
Tema	:	
Aspek/Skill	:	Reading
Alokasi waktu	:	2 x 40 Minutes
Teknik	:	Think Aloud Strategy
Tahun Pelajaran	:	20014/2015

II.   STANDAR KOMPETENSI   : Membaca

Memahami makna dalam esai pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR   :

Merespon yang terdapat dalam teks tulis fungsional pendek

Sangat sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar

IV. INDIKATOR

a.   Mengidentifikasi gagasan utama (main idea) dalam text

b.   Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

c.   Menemukan informasi baru (new information) dalam text

d. Mengidantifikasi kata (vocabulary) dalam text

V. TUJUAN PEMBELAJARAN:

Padaakhir pembelajaran siswa dapat:

a. Mengidentifikasi gagasan utama (main idea) dalam text
b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text
c. Menemukan informasi baru (new information) dalam text
d. Mengidentifikasi kata (vocabulary) dalam text

Karaktersiswa yang diharapkan : Dapat dipercaya (Trustworthiness)

Rasa hormat dan perhatian(Respect)

Tekun (diligence)

VI. MATERI PEMBELAJARAN

Bacaandeskriptif : " London" and " Hana Garden's"

London

London is Britain's biggest city. It is a way old city and dates beach to Romans. It is a city of beautiful building and churches, and it has many beautiful parks, it also has some of the best museum in the world. London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year.

The city is famous fat its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurant on London. You can get excellent British food and London has many good French an Italian restaurants

```
┌─────────────────────────────────────────┐
│              Hana Garden's                │
│                                           │
│     Hana has a beautiful garden. The garden is located in │
│  front of her house. It is near the gate.  │
│                                           │
│     There are many plants and flowers in the garden. │
│  There are mango and papaya trees in the corner. There are │
│  some flowers around them. They are rose, jasmine, orchid │
│  and so on. Hana likes them very much. She waters every │
│  morning and afternoon.                   │
└─────────────────────────────────────────┘
```

VII. STRATEGI PEMBELAJARAN

- Think Aloud Strategy

VIII. LANGKAH – LANGKAH MATERI PEMBELAJARAN

Kegiatan	Alokasiwaktu
a. Kegiatan pendahulaun 1. Greeting 2. Warming up 3. Penjelasan materi yang akan di bahas	10 M E N I t
b. Kegiatan inti 1. Guru menanyakan kesulitan siswa dalam pada saat menggunakan strategy yang telah di lakukan pada siklus I 2. Guru memecahkan kesulitan dalam belajar yang di alami oleh siswa 4. Guru meminta siswa untuk membaca teks yang sedang dipelajari "London" and "Hana Gorden's". 5. Guru mengaplikasikan strategy think aloud kepada siswa, yang meliputi:	55 M E N I T

a. Choose a trade book that is grade-level appropriate for the topic of study; b. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students; c. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features; d. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place; e. Verbalize predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text (in an effort to lead children to make predictions)	
c. Kegiatan penutup 1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini 2. Guru dan siswa bersama- sama menyimpulkan pelajaran	15 M E N I T

IX. SUMBER BELAJAR

a. Soegeng H.S. 2002, Effective English: PT. Tiga Serangkai Pustaka Mandiri
b. Teks yang berkaitan dengan bahan ajar
c. Kamus Bahasa Inggris
d. Internet

X. PEDOMAN PENILAIAN

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen soal
▪ Mengidentifikasi gagasan utama (main idea) dalam text ▪ Mengidentifikasi gagasan pendukung (supporting sentence) dalam text ▪ Menemukan informasi baru (new information) dalam text ▪ Mengidentifikasi kata v(ocabulary) dalam text	TesTulis	Pilihan Ganda	Choose the best answer based on the text. (a, b, c, d)

QUESTION

➢ (**London Text 1-4)**

1. What is the main ideas of the text?

   a. Britain and the parliament

   b. British food in London

   c. London and the famous places

   d. The tourist in the Britain

2. What are the places that can be found at this city?

   a. The mountain and the beautiful parks

   b. Many buildings, churches and wonderful parks

   c. A lot of beach and luxurious facilities

   d. Many tropical forests and wild animal

3. The synonym beautiful in the text?

    a. Sweet

    b. Ugly

    c. True

    d. False

4. How many visitors come to the London each year?

    a. Less than 5 million a year

    b. There are up to 1 million a year

    c. There are more than eight million visitors a year

    d. Less than a hundred foreigners come true

➢   (**Hana Garden's Text 5-8)**

5. Where is the garden?

    a. It is behind of her house

    b. It is front of her house

    c. It is beside of her house

    d. It is corner of her house

6. How many flowers grow in the garden?

    a. There are more than 3 flowers

    b. There is only jasmine flower

    c. Lotus and orchid

    d. There are no flowers only tress

7. Hana like them very much, the word them refers to?

   a. Garden

   b. Mango tree

   c. All of the flowers

   d. Papaya tree

8. How many times does Hana water the plants and flowers?

 a. She waters them once a day

 b. She never waters them

 c. She waters them in the night

 d. She waters them twice a day

XI. PENILAIAN

   a. NilaiSiswa : $\frac{Skor\ Perolehan}{Skor\ Siswa}$ **X 100,** Max Score, 100

   Mengetahui:
   Guru Bahasa Inggris Kelas VIII-2   Peneliti

   Sapianapsah S.Pd.I   Nur hayati
                                                                   103400066

              An. WKM MTs N SIPIROK

            Ahmad Ikhsan Pakpahan, S.Pd.
            Nip.19680713 200591 1 007

APPENDIX IV

<div align="center">

SIKLUS II (CYCLE II)

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

(Fourth Meeting)

</div>

I.   IDENTITAS

      Satuan Pendidikan   : MTs NEGERI SIPIROK

      Mata Pelajaran   : Bahasa Inggris

      Kelas/Semester   : VIII / II

      Tema   :

      Aspek/Skill   : Reading

      Alokasi waktu   : 2 x 40 Minutes

      Teknik   : Think Aloud Strategy

      Tahun Pelajaran   : 20014/2015

II. STANDAR KOMPETENSI   : Membaca

                           Memahami makna dalam esai pendek sederhana berbentuk descriptive untuk berinteraksi dengan lingkungan sekitar

III. KOMPETENSI DASAR   :

                           Merespon yang terdapat dalam teks tulis fungsional pendek

                           Sangat sederhana secara akurat, lancer, dan berterima yang berkaitan dengan lingkungan sekitar

IV. INDIKATOR

    a. Mengidentifikasi gagasan utama (main idea) dalam text

    b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

    c. Menemukan informasi baru (new information) dalam text

d. Mengidantifikasi kata (vocabulary) dalam text

V. TUJUAN PEMBELAJARAN:

Padaakhir pembelajaran siswa dapat:

a. Mengidentifikasi gagasan utama (main idea) dalam text

b. Mengidentifikasi gagasan pendukung (supporting sentence) dalam text

c. Menemukan informasi baru (new information) dalam text

d. Mengidentifikasi kata v(ocabulary) dalam text

Karaktersiswa yang diharapkan : Dapat dipercaya (Trustworthiness)

Rasa hormat dan perhatian(Respect)

Tekun (diligence)

VI. MATERI PEMBELAJARAN

Bacaan deskriptif :

Bali Island

Bali is an island rich in culture, art ceremonies and gentle, friendly people. It a world famous vocation spot, it offers many things to tourist and visitors. Remains of distinctly Indonesia – Hindu civilization are found almost exclusively in Bali. Festival ceremonies and special are found almost every day. Travel agents and hotels can supply information about specific events, for example, the performance of Legong, Pendet, Ramayana, Barong, Kecak and others.

Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry. There are also flight from Surabaya and Yogjakarta to Denpasar. Going by bus from Jakarta to Denpasar is also possible, especially if you go with a tour group.

Once you arrive in Bali, there are several ways to travel around the island. Taxis and rented cars (with or without drivers) are available through hotels and travel agents. Tour agencies and most hotels offer bus tours to major points of interest. Motorcycle and bicycle are available for rent through agencies in Denpasar, Kuta Beach and Sanur Beach. Oplets pass through areas and offer inexpensive.

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of java island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative, economy, cultural activities an is major commercial and transportation hub within Asia – with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year around. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of kota is a banking retail and residential neightboard with a large Chinese population. Merdeka square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka the presidential Palace, the National Museum and Istiqlal Mosque.

VII. STRATEGI PEMBELAJARAN

- ▪ Think Aloud Strategy

VIII. LANGKAH – LANGKAH MATERI PEMBELAJARAN

Kegiatan	Alokasiwaktu
a. Kegiatan pendahulaun 1. Greeting 2. Warming up 3. Penjelasan materi yang akan di bahas	10 M E N I t
b. Kegiatan inti 1. Guru menanyakan kesulitan siswa dalam pada saat menggunakan strategy yang telah di lakukan pada siklus I 2. Guru memecahkan kesulitan dalam belajar yang di	55 M E N I

alami oleh siswa
 	
3. Guru meminta siswa untuk membaca teks yang sedang dipelajari "Bali Island" and "Jakarta City".
 	
4. Guru mengaplikasikan strategy think aloud kepada siswa, yang meliputi:
 	
   a. Choose a trade book that is grade-level appropriate for the topic of study;
 	
   b. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students;
 	
   c. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features;
 	
   d. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place;
 	
   e. Verbalize predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text (in an effort to lead children to make predictions)
	T

c. Kegiatan penutup 1. Guru menanyakan tentang kesulitan siswa dalam belajar hari ini 2. Guru dan siswa bersama- sama menyimpulkan pelajaran	15 M E N I T

IX. SUMBER BELAJAR

    a. Soegeng H.S. 2002, Effective English: PT. Tiga Serangkai Pustaka Mandiri

    b. Teks yang berkaitan dengan bahan ajar

    c. Kamus Bahasa Inggris

    d. Internet

X. PEDOMAN PENILAIAN

Indicator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Instrumen soal
▪ Mengidentifikasi gagasan utama (main idea) dalam text ▪ Mengidentifikasi gagasan pendukung (supporting sentence) dalam text ▪ Menemukan informasi baru (new information) dalam text ▪ Mengidentifikasi kata v(ocabulary) dalam text	TesTulis	Pilihan Ganda	Choose the best answer based on the text. (a, b, c, d)

QUESTION

➢ (**Bali Text 1-4)**

1. How long does from Jakarta to Bali by jet?

    a. One hour

    b. One hour and twenty minutes

    c. Twenty minutes

    d. Twenty five minutes

2. What is the main idea in the third paragraph?

    a. Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry.

b. Bali is an island rich in culture, art ceremonies and gentle, friendly people.

c. Once you arrive in Bali, there are several ways to travel around the island.

d. Oplets pass through areas and offer inexpensive.

3. The word "it" in the first paragraph line 2 refers to

a. Island

b. Tourist

c. Bali

d. Jet

4. Which of the following is stated in the text?

a. Tourist and visitor are not offered many things in Bali

b. Travel agent or hotels can supply information about specific events, for example the performance of Legong, Pendet, Yapong

c. It is possible if we are going to Bali by bus from Jakarta to Denpasar

d. There are not flight from Surabaya and Yogyakarta to Denpasar

➢ (**Jakarta City Text 5-8)**

5. What is the main idea of this passage?

a. Jakarta has commercial area

b. Jakarta and its capital

c. Jakarta is the capital of Indonesia

d. Monument National in Jakarta Indonesia

6. How is Jakarta's climate?

a. Its climate is cool

b. Dry every year

c. It has a wet climate

d. For every year, its climate is hot and humid

7. What is the name of place on Jakarta having?

    a. Sunda Kelapa

    b. Glodok

    c. Raden Saleh

    d. Jl. Merdeka

8. The word "it" in the first paragraph line 1 refers to

    a. Climate

    b. Chinese population

    c. Jakarta

    d. Sunda Kelapa

XI. PENILAIAN

   a. NilaiSiswa : $\dfrac{\text{Skor Perolehan}}{\text{Skor Siswa}}$ **X 100,** Max Score, 100

Mengetahui:

Guru Bahasa Inggris Kelas VIII-2   Peneliti

Sapianapsah S.Pd.I   Nur hayati
                                               103400066

An. WKM MTs N SIPIROK

Ahmad Ikhsan Pakpahan, S.Pd.
Nip.19680713 200591 1 007

APPENDIX V

FIRST TEST

Class   : VIII

Petunjuk   :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia

2. Jawab pertanyaan- pertanyaan di bawah ini

3. Bacalah dengan teliti petunjuk mengerjakan soal

4. Pilihlah jawaban yang tepat dengan member tanda silang (X) pada salah satu jawaban

5. Test ini disertakan dengan teks ny secara langsung

6. Waktu yang tersedia 40 menit

QUESTION

Question 1-4: This text below is for question number 1 up to 4. Choose the best answer based on the text.

> ### Raflesia Arnoldi
>
> Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.
>
> This enormous and rare flower grows in the forest of Southeast Asia, including the Philipines. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole. At the base of the flower there is a part which has needles and contains the reproduction parts of the flowers.

9. What is the main topic in the text?
   e. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.
   f. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition.
   g. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.
   h. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms.

10. What is supporting sentences of the text?

    e. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.

    f. Raflesia Arnoldi

    g. Almost all around the world

    h. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.

11. How big the flowers can grow?

    e. Its length up to 3 meters and its weight up to 11 kilograms

    f. Its length up to 3,5meters and its weight up to 11 kilograms

    g. Its length up to 4,5 meters and its weight up to 12 kilograms

    h. Its length up to 5 meters and its weight up to 11 kilograms

12. It does not have any leaves, stem or rots and because of lacking chlorophyll,…..
    The word *it* refers to?

    e. Raflesia Arnoldi

    f. Rots

    g. Stem

    h. Leaves

Question 5-8: This text below is for question number 5 up to 8. Choose the best answer based on the text.

Part of the Plant

A plant is green in living thing which cannot move. The main parts of a plant are root, stem, leaf, seed, etc.

The root is a part of the plant's which is underground. It absorbs water from the soil and supports other parts of plant. The stem is the main support of the plant. It grows branches to transport water upwards to the leaves it is also a store for food.

A leaf is usually flat and grows on branches. The main function of it is to produce food from the sun's energy. Most plants are green and have leaves. However not all the plants are green and have leaves. There are some plants that are not green and they do not have leaves, for example a cactus.

A flower is a part of plant that is specialized for reproduction. It will cause fruits and seed to grow. Seed a capable of producing a new plant.

13. What is text talking about?
    a. Describing building
    b. Describing forest
    c. Describing part of the plant
    d. Describing people

14. What is supporting sentences from the second paragraph?
    a. A plant is green in living thing which cannot move. The main parts of a plant are root, stem, leaf, seed, etc.
    b. The root is a part of the plant's which is underground.
    c. There are some plants that are not green and they do not have leaves, for example a cactus.
    d. Seed a capable of producing a new plant.

15. According to the text, which statement is true?
    a. The stem is not the main support of the plant.
    b. There are some plants that are not green and they do not have leaves, for example a cactus.

c. All the plants are green and have leaves.

d. Most plants are not green and have leaves.

16. The word *it* in the third paragraph line 7 refers to _____?

a. Stem

b. Root

c. Leaf

d. Flower

Question 9-12: This text below is for question number 8 up to 12. Choose the best answer based on the text.

Bali Island

Bali is an island rich in culture, art ceremonies and gentle, friendly people. It a world famous vocation spot, it offers many things to tourist and visitors. Remains of distinctly Indonesia – Hindu civilization are found almost exclusively in Bali. Festival ceremonies and special are found almost every day. Travel agents and hotels can supply information about specific events, for example, the performance of Legong, Pendet, Ramayana, Barong, Kecak and others.

Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry. There are also flight from Surabaya and Yogjakarta to Denpasar. Going by bus from Jakarta to Denpasar is also possible, especially if you go with a tour group.

Once you arrive in Bali, there are several ways to travel around the island. Taxis and rented cars (with or without drivers) are available through hotels and travel agents. Tour agencies and most hotels offer bus tours to major points of interest. Motorcycle and bicycle are available for rent through agencies in Denpasar, Kuta Beach and Sanur Beach. Oplets pass through areas and offer inexpensive.

17. Which of the following is stated in the text?

a. Tourist and visitor are not offered many things in Bali

b. Travel agent or hotels can supply information about specific events, for example the performance of Legong, Pendet, Yapong

c. It is possible if we are going to Bali by bus from Jakarta to Denpasar

d. There are not flight from Surabaya and Yogyakarta to Denpasar

18. How many long times from Jakarta to Bali by jet?

a. One hour

b. One hour and twenty minutes

c. Twenty minutes

d. Twenty five minutes

19. The word "it" in the first paragraph line 2 refers to

a. Island

b. Tourist

c. Bali

d. Jet

20. What is the main idea in the third paragraph?

a. Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry.

b. Bali is an island rich in culture, art ceremonies and gentle, friendly people.

c. Once you arrive in Bali, there are several ways to travel around the island.

d. Oplets pass through areas and offer inexpensive.

e.

Question 13-16: This text below is for question number 13 up to 16. Choose the best answer based on the text.

Jakarta City

Jakarta is the capital city of Indonesia. It is centrally located within the country on the northwest coast of java island at the mouth of the Ciliwung river. Jakarta dominates Indonesia's administrative, economy, cultural activities an is major commercial and transportation hub within Asia – with a population of about 9 million, Jakarta has more people than any other cities in Indonesia.

The climate is hot and humid year around. Rainfall occurs throughout the year, although it is the heaviest from November to May. To average annual precipitation in Jakarta is 1,790 mm. the city lies on a flat, low plain and is prone to flooding during periods of heavy rainfall. Kota is city's oldest commercial area. It is located south of the old Sunda Kelapa harbor. Glodok, the south of kota is a banking retail and residential neightboard with a large Chinese population. Merdeka square with Monas (The National Monument) dominates the city's central district. Surrounding the square are Istana Merdeka the presidential Palace, the National Museum and Istiqlal Mosque.

21. What is the main idea of this passage?

    e. Jakarta has commercial area

    f. Jakarta and its capital

    g. Jakarta is the capital of Indonesia

    h. Monument National in Jakarta Indonesia

22. How is Jakarta's climate?

    e. Its climate is cool

    f. Dry every year

    g. It has a wet climate

    h. For every year, its climate is hot and humid

23. What is the name of place on Jakarta having?

    e. Sunda Kelapa

    f. Glodok

    g. Raden Saleh

    h. Jl. Merdeka

24. The word "it" in the first paragraph line 1 refers to

    e. Climate

    f. Chinese population

    g. Jakarta

    h. Sunda Kelapa

Question 17-20: This text below is for question number 17 up to 20. Choose the best answer based on the text.

My Hometown

Alexandria is the second biggest city in my country Egypt, and I live in this city. It is a beautiful city and people there are very kind and polite. Tourists like to visit my city because it is on the sea. When I walk down the Kormash, the largest street, I see the beautiful blue sea and sky, and the beautiful green grass and trees.

In the spring, the lowers grow in many colors: yellow, red, and blue. The most beautiful scene is the white birds. In the winter, a very big flocks of bird migrates to this place. I watch them while they skillfully fish from the sea. The bird watches the fish, and they wait patiently for a long time. When the fish come to the surface, they fly quickly and catch them. In the fall, the city looks like a very old man because the leaves of the trees fall from the trees. That is my city, and I think it is the most beautiful in the world.

25. What is the paragraph manly discussed?

    e. The beautiful places in Egypt

    f. The atmosphere in kormash

    g. Alexandria is the biggest city

    h. Pyramid is a historical building

26. How is Alexandria when spring?

    e. Many animal reproduce

    f. There is event flowers festival

g. A very big flock of birds migrates to this palace

h. The flowers grow in many color: yellow, red and blue

27. How about many tourist like visiting there?

    e. Because it is near the mountain

    f. Because it is beside of the river

    g. Because it is on the sea

    h. Because it is crowded city

28. "I think it is the most beautiful in the world" the word *"it"* in this sentence refers to

    ___?

    e. Egypt

    f. Winter

    g. Spring

    h. Alexandria

THE KEY ANSWER OF FIRST TEST

1. C
2. D
3. A
4. A
5. C
6. C
7. B
8. C
9. B
10. B
11. C
12. C
13. C
14. D
15. B
16. C
17. C
18. D
19. C
20. D

APPENDIX VI

<center>**SECOND TEST**</center>

Class   : VIII

Petunjuk   :

1. Tulis nama, kelas, dan nomor absen pada lembar jawaban yang tersedia

2. Jawab pertanyaan- pertanyaan di bawah ini

3. Bacalah dengan teliti petunjuk mengerjakan soal

4. Pilihlah jawaban yang tepat dengan member tanda silang (X) pada salah satu jawaban

5. Test ini disertakan dengan teks ny secara langsung

6. Waktu yang tersedia 40 menit

QUESTION

Question 1-4: This text below is for question number 1 up to 4. Choose the best answer based on

the text.

> ### Bali Island
>
> Bali is an island rich in culture, art ceremonies and gentle, friendly people. It a world famous vocation spot, it offers many things to tourist and visitors. Remains of distinctly Indonesia – Hindu civilization are found almost exclusively in Bali. Festival ceremonies and special are found almost every day. Travel agents and hotels can supply information about specific events, for example, the performance of Legong, Pendet, Ramayana, Barong, Kecak and others.
>
> Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry. There are also flight from Surabaya and Yogjakarta to Denpasar. Going by bus from Jakarta to Denpasar is also possible, especially if you go with a tour group.
>
> Once you arrive in Bali, there are several ways to travel around the island. Taxis and rented cars (with or without drivers) are available through hotels and travel agents. Tour agencies and most hotels offer bus tours to major points of interest. Motorcycle and bicycle are available for rent through agencies in Denpasar, Kuta Beach and Sanur Beach. Oplets pass through areas and offer inexpensive.

2. How long does from Jakarta to Bali by jet?
   e. One hour
   f. One hour and twenty minutes
   g. Twenty minutes
   h. Twenty five minutes

3. What is the main idea in the third paragraph?

    e. Bali is one hour and twenty minutes away from Jakarta by Jet, or you can flay or go by train to Surabaya, then use the express bus survice from Surabaya to Denpasar via Banyuwangi, where you board Ferry.

    f. Bali is an island rich in culture, art ceremonies and gentle, friendly people.

    g. Once you arrive in Bali, there are several ways to travel around the island.

    h. Oplets pass through areas and offer inexpensive.

4. The word "it" in the first paragraph line 2 refers to

    e. Island

    f. Tourist

    g. Bali

    h. Jet

9. Which of the following is stated in the text?

    e. Tourist and visitor are not offered many things in Bali

    f. Travel agent or hotels can supply information about specific events, for example the performance of Legong, Pendet, Yapong

    g. It is possible if we are going to Bali by bus from Jakarta to Denpasar

    h. There are not flight from Surabaya and Yogyakarta to Denpasar

Question 5-8: This text below is for question number 5 up to 8. Choose the best answer based on the text.

London

London is Britain's biggest city. It is a way old city and dates beach to Romans. It is a city of beautiful building and churches, and it has many beautiful parks, it also has some of the best museum in the world. London is very crowded in summer. It is a popular city with foreign tourists and has more than eight million visitors a year.

The city is famous fat its shopping and has many excellent department stores. London has an excellent underground railway system, so it is easy for tourists to get around. There are plenty of good restaurant on London. You can get excellent British food and London has many good French an Italian restaurants

10. What is the main idea of the text?

    e. Britain and the parliament

    f. British food in London

    g. London and the famous places

    h. The tourist in the Britain

11. What are the places that can be found at this city?

    e. The mountain and the beautiful parks

    f. Many buildings, churches and wonderful parks

    g. A lot of beach and luxurious facilities

    h. Many tropical forests and wild animal

12. The synonym beautiful in the text?

    e. Sweet

    f. Ugly

    g. True

    h. False

13. How many visitors come to the London each year?

    e. Less than 5 million a year

    f. There are up to 1 million a year

    g. There are more than eight million visitors a year

    h. Less than a hundred foreigners come true

Question 9-12: This text below is for question number 8 up to 12. Choose the best answer based on the text.

> **Brownie**
>
> I have a pet, it is a dog and I call it brownie. Brownie is a Chinese breed. It is small, fluffy, and cute. It has got thick brown fur. When I cuddle it, the fur feels soft. Brownie does not like bones. Every day it eats soft food like steamed rice, fish, or bread. Every morning I give her milk and bread. When I am at school, Brownie plays with my cat. They get along well, and never fight maybe because Brownie does not bark a lot, it treats the other animals in our house gently, and it never eats. shoes. Brownie is really a sweet and friendly animal.

14. How is brownie's body?
    e. It has fluffy brown fur
    f. It has thin body and white fur
    g. The body is like Dalmatian
    h. It has ft body and black fur

15. What is the topic of the text?
    e. Brownie is a pet
    f. Brownie is a cat
    g. Brownie plays with my cat
    h. Every day it eats soft food like

16. It is small, fluffy, and cute. It refers to?
    e. Dog

f. Chinese

g. Soft

h. Brownie

17. Where did the descendant of that cat come true

e. They came from Turkey

f. They came from America

g. They came from China

h. They came from Korea and China

Question 13-16: This text below is for question number 13 up to 16. Choose the best answer based on the text.

Raflesia Arnoldi

Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.

This enormous and rare flower grows in the forest of Southeast Asia, including the Philipines. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole. At the base of the flower there is a part which has needles and contains the reproduction parts of the flowers.

13. What is the main topic in the text?

a. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.

b. It does not have any leaves, stem or rots and because of lacking chlorophyll, this plant cannot photosynthesize making it parasite, living on other plants nutrition.

c. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.

d. Its large flowers can grow to 3 meters in diameter and weight up to 11 kilograms.

14. What is supporting sentences of the text?

a. Raflesia arnoldi is rare flower that is well known because of the size of the flower's petals and the smell of rotten meat that it gives out.

b. Raflesia Arnoldi

c. Almost all around the world

d. The flower has five petals red in color and has white spots, which surrounds the middle of the flowers much like a hole.

15. How big the flowers can grow?

a. Its length up to 3 meters and its weight up to 11 kilograms

b. Its length up to 3,5meters and its weight up to 11 kilograms

c. Its length up to 4,5 meters and its weight up to 12 kilograms

d. Its length up to 5 meters and its weight up to 11 kilograms

16. It does not have any leaves, stem or rots and because of lacking chlorophyll,…..

The word *it* refers to?

a. Raflesia Arnoldi

b. Rots

c. Stem

d. Leaves

Question 17-20: This text below is for question number 17 up to 20. Choose the best answer based on the text

Hana Garden's

Hana has a beautiful garden. The garden is located in front of her house. It is near the gate.

There are many plants and flowers in the garden. There are mango and papaya trees in the corner. There are some flowers around them. They are rose, jasmine, orchid and so on. Hana likes them very much. She waters every morning and afternoon.

17. Where is the garden?

e. It is behind of her house

f. It is front of her house

g. It is beside of her house

h. It is corner of her house

18. How many flowers grow in the garden?

e. There are more than 3 flowers

f. There is only jasmine flower

g. Lotus and orchid

h. There are no flowers only tress

19. Hana like them very much, the word them refers to?

e. Garden

f. Mango tree

g. All of the flowers

h. Papaya tree

20. How many times does Hana water the plants and flowers?

b. She waters them once a day

c. She never waters them

d. She waters them in the night

e. She waters them twice a day

THE KEY ANSWER OF SECOND TEST

1. B
2. C
3. C
4. B
5. C
6. B
7. A
8. C
9. D
10. A
11. D
12. B
13. C
14. D
15. A
16. A
17. B
18. A
19. C
20. D

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester : VII-2 / II
Cycles   : I
Meeting   : 1

No	Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total Students
1	Students' active write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
2	Students have motivation when teaching reading comprehension by using think aloud										√			√	√	√															4
3	Students have full attention			√	√	√	√		√	√	√	√	√	√	√	√				√	√				√			√	√		17
4	Students active ask some question					√					√		√	√	√	√				√	√										8

No	Statement	Responses	Total
5	Students can identify main idea	√ √	29
6	Students can identify supporting sentences	√ √	29
7	Students can find new information	√ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √ √	17
8	Students can identify vocabulary in context	√ √ √ √	4
9	Students do all the task	√ √	29
10	Students who have not full attention when teaching reading comprehension by using think aloud	√	1

																√			√	√								
	strategy																												
11	Student's noisier	√															√			√	√								4
12	Student's permission		√															√			√								3
13	Students who do not come (absent)																												

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter : English
Class/ Semester : VII-2 / II
Cycles : I
Meeting : 2

No	Activities	Students																													Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	Students' active write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
2	Students have motivation when teaching reading comprehension by using think aloud			√		√	√				√			√	√	√			√	√				√		√			√	√	13
3	Students have full attention			√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	12
4	Students active ask some			√	√	√	√				√	√	√	√	√	√		√		√	√		√			√	√		√	√	18

#		Total
	question	
5	Students can identify main idea — √	29
6	Students can identify supporting sentences — √	26
7	Students can find new information — √	24
8	Students can identify vocabulary in context — √ √ √ √ √	5
9	Students do all the task — √	29
10	Students who have not full attention when teaching reading comprehension by using think — √	1

#																														
	aloud strategy																														
11	Student's noisier	√														√														2
12	Student's permission		√											√			√													3
13	Students who do not come (absent)																														

APPENDIX IX

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester   : VII-2 / II
Cycles   : II
Meeting   : 3

No	Activities	Students 1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	Total Students
1	Students' active write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
2	Students have motivation when teaching reading comprehension by using think aloud	√	√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	27
3	Students have full attention	√	√	√	√	√	√	√		√	√	√	√	√	√				√	√	√		√	√	√	√	√	√	√	√	24
4	Students active ask some question	√		√	√	√	√	√		√	√	√	√	√	√				√	√	√		√	√		√	√		√	√	21

No	Statement																															Total
5	Students can identify main idea	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		29
6	Students can identify supporting sentences	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√			28
7	Students can find new information	√	√	√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√	√	√		√	√	√	√	√		27
8	Students can identify vocabulary in context	√	√	√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√			√	√	√	√		√	√		24
9	Students do all the task	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√		29
10	Students who have not full attention when teaching reading comprehension by using think aloud										√																					1

	strategy																														
11	Student's noisier	√															√														2
12	Student's permission		√												√																2
13	Students who do not come (absent)																														

Observation Note Sheet
Students' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester   : VII-2 / II
Cycles   : II
Meeting   : 4

No	Activities	Students																													Total Students
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	
1	Students' active write learning material	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
2	Students have motivation when teaching reading comprehension by using think aloud	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
3	Students have full attention	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
4	Students active ask some question	√		√	√	√	√	√		√	√	√	√	√	√		√	√	√	√	√		√	√	√	√	√	√	√	√	25

No	Statement	Observation (√ for 29 students)																													Total
5	Students can identify main idea	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
6	Students can identify supporting sentences	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
7	Students can find new information	√	√	√	√	√	√	√	√		√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	28
8	Students can identify vocabulary in context	√	√	√	√	√	√	√	√		√	√	√	√	√	√		√	√	√	√			√	√	√	√		√	√	24
9	Students do all the task	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	29
10	Students who have not full attention when teaching reading comprehension by using think aloud										√																				1

#																																
	strategy																																
11	Student's noisier	√															√																2
12	Student's permission		√												√																		2
13	Students who do not come (absent)																																

APPENDIX XI

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester   : VIII-2 / II
Cycles   : I

No	Activities	Yes	No
1.	Doing the apperception	✓	
2.	Giving the motivation to the students		✓
3.	Explaining the purpose	✓	
4.	Explaining the steps teaching-learning reading process through think aloud strategy		✓
5.	Connecting learning material to the students' experience through think aloud		✓
6.	Explaining reading material through think aloud strategy	✓	
7.	Giving the example in reading material	✓	
8.	Asking the students to do test and researcher looks after the students during the test time	✓	
9.	After the students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan	✓	
10.	Making the conclusion based on reading material		
11.	Asking the students about reading material	✓	
12.	Giving the motivation to the students in order to apply think aloud strategy in reading comprehension		✓
13.	Giving the information about reading material in the next meeting	✓	

APPENDIX XII

Observation Note Sheet
Teachers' Activity in Teaching Learning Process
Classroom Action Research

Subject Matter   : English
Class/ Semester   : VIII-2 / II
Cycles   : II

No	Activities	Yes	No
1.	Doing the apperception	✓	
2.	Giving the motivation to the students	✓	
3.	Explaining the purpose	✓	
4.	Explaining the steps teaching-learning reading process through think aloud strategy	✓	
5.	Connecting learning material to the students' experience through think aloud	✓	
6.	Explaining reading material through think aloud strategy	✓	
7.	Giving the example in reading material	✓	
8.	Asking the students to do test and researcher looks after the students during the test time	✓	
9.	After the students finish in answering the test, then the researcher will collect their answer to give the assessment that appropriate with lesson plan	✓	
10.	Making the conclusion based on reading material	✓	
11.	Asking the students about reading material	✓	
12.	Giving the motivation to the students in order to apply think aloud strategy in reading comprehension	✓	
13.	Giving the information about reading material in the next meeting	✓	

Appendix XIV

LIST OF INTERVIEW

Interview to the students

(First Cycle)

1. Mengapa anda sering permisi ketika belajar bahasa Inggris?

   (Why are you often permission?)

   Answer:……………………………………………………………………………………

   ………………………………………………………………………………………………….

2. Mengapa anda ribut di kelas ketika belajar bahasa Inggris?

   (Why do you make disturbance in the class when teaching English?)

   Answer:……………………………………………………………………………………

   …………………………………………………………………………………………………

3. Mengapa nilai membaca anda rendah?

   (Why your reading comprehension score is low?)

   Answer:……………………………………………………………………………………

   ………………………………………………………………………………………………….

4. Apakah kesulitan anda dalam mengidentifikasi ide pokok dalam teks?

   (What are your difficulties in identifying main idea in the text?)

   Answer:……………………………………………………………………………………

   …………………………………………………………………………………………………..

5. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung dalam teks?

   (What are your difficulties in identifying supporting sentence in the text?)

Answer:…………………………………………………………………………………………

………………………………………………………………………………………………

6. Apakah kesulitan anda dalam mengidentifikasi informasi baru dalam teks?

(What are your difficulties in indentifying new information in the text?

Answer:…………………………………………………………………………………………

………………………………………………………………………………………………

7. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan dengan teks?

(What are your difficulties in identifying vocabulary in the text?)

Answer:…………………………………………………………………………………………

……………………………………………………………………………………………….

8. Apa yang membuat anda merasa sulit dalam belajar membaca bahasa Inggris?

(What are the factors that make you fell difficulty in learning reading comprehension in English?)

Answer: …………………………...

………………………………………………………………………………………………

LIST OF INTERVIEW

Interview to the students

(Second Cycle)

1. Mengapa nilai membaca anda bisa meningkat?

   (Why do you score in reading comprehension improve?)

   Answer:…………………………………………………………………………………

   …………………………………………………………………………………………….

2. Apakah kesulitan anda dalam mengidentifikasi ide pokok dalam teks?

   (What are your difficulties in identifying main idea in the text?)

   Answer:…………………………………………………………………………………

   …………………………………………………………………………………………...

3. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung dalam teks?

   (What are your difficulties in identifying supporting sentence in the text?)

   Answer:…………………………………………………………………………………

   …………………………………………………………………………………………

4. Apakah kesulitan anda dalam mengidentifikasi informasi baru dalam teks?

   (What are your difficulties in indentifying new information in the text?

   Answer:…………………………………………………………………………………

   …………………………………………………………………………………………

5. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan dengan teks?

   (What are your difficulties in identifying vocabulary in the text?)

   Answer:…………………………………………………………………………………

   …………………………………………………………………………………………..

6. Apa yang membuat anda merasa sulit dalam belajar membaca bahasa Inggris?

   (What are the factors that make you fell difficulty in learning reading comprehension in

   English?)

   Answer: …………………………………………………………….........................

   …………………………………………………………………………………………….

LIST OF INTERVIEW

Interview to the students

(First Cycle)

9. Mengapa anda sering permisi ketika belajar bahasa Inggris?

    (Why are you often permission?)

    Answer:

10. Mengapa anda ribut di kelas ketika belajar bahasa Inggris?

    (Why do you make disturbance in the class when teaching English?)

    Answer:

11. Mengapa nilai membaca anda rendah?

    (Why your reading comprehension score is low?)

    Answer:

12. Apakah kesulitan anda dalam mengidentifikasi ide pokok dalam teks?

    (What are your difficulties in identifying main idea in the text?)

    Ans:

13. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung dalam teks?

    (What are your difficulties in identifying supporting sentence in the text?)

    Answer:

14. Apakah kesulitan anda dalam mengidentifikasi informasi baru dalam teks?

    (What are your difficulties in indentifying new information in the text?

    Answer:

15. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan dengan teks?

(What are your difficulties in identifying vocabulary in the text?)

Answer:

16. Apa yang membuat anda merasa sulit dalam belajar membaca bahasa Inggris?

(What are the factors that make you fell difficulty in learning reading comprehension in English?)

Answer:

LIST OF INTERVIEW

Interview to the students

(Second Cycle)

7. Mengapa nilai membaca anda bisa meningkat?

    (Why do you score in reading comprehension inprove?)

    Answer:…………………………………………………………………………………

    …………………………………………………………………………………………

8. Apakah kesulitan anda dalam mengidentifikasi ide pokok dalam teks?

    (What are your difficulties in identifying main idea in the text?)

    Answer:

9. Apakah kesulitan anda dalam mengidentifikasi kalimat pendukung dalam teks?

    (What are your difficulties in identifying supporting sentence in the text?)

    Answer:

10. Apakah kesulitan anda dalam mengidentifikasi informasi baru dalam teks?

    (What are your difficulties in indentifying new information in the text?

    Answer:

11. Apakah kesulitan anda dalam mengidentifikasi kosakata yang berhubungan dengan teks?

    (What are your difficulties in identifying vocabulary in the text?)

    Answer:

12. Apa yang membuat anda merasa sulit dalam belajar membaca bahasa Inggris?

    (What are the factors that make you fell difficulty in learning reading comprehension in English?)

    Answer:

APPENDIX
PICTURE OF THE RESEACH

PICTURE OF THE RESEARCH

CURRICULUM VITAE

A. Identify

Name : NUR HAYATI

Reg. No : 10 340 0066

Place / Birthday : SIPIROK / Februari, 13th, 1992

Sex : Female

Religion : Islam

Address : Jl. Merdeka, Pasar Sipirok

B. Parents

Father's : SABAR

Mother's : KASINI

C. Educational Background

1. Elementary School : SD Muhammadiyah Sipirok (2004)

2. Junior High School : MTsS Pon. Pes KHA Dahlan Sipirok (2007)

3. Senior High School : SMA N 2 Plus Sipirok (2010)

4. Institute : IAIN Padangsisidimpuan (2015)

CHAPTER I

INTRODUCTION

A. The Background of the Problem

In Indonesia based on the current curriculumKurikulum Tingkat Satuan Pendidikan (KTSP) 2006, the student are not only expected to be able to communicate both in written and oral language, fluently and accurately, but also expected to understand some kinds of functional written texts. Based on curriculum in junior high school will get many reading texts in examination. Therefore, the ability in reading plays a significant rule for them to gain success in the school test[1].

In studying English, there are four skills to be learned, they are listening, speaking, reading and writing. Among of them, reading is considered as the important skills. Reading is used to acquire information and ideas. The students get it based on the text that they have read. The students did not know information and ideas before reading. After the students read, they will get information and ideas. And they can share with others and receive feedback about their thought and ideas. Therefore it takes the reader out of the book and encourages them to make connection, draw conclusion, summarizes thought, and ask questions with other.

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[1]Depdiknas, *Kurikulum 2004; Standar Kompetensi Mata Pelajaran Bahasa Inggris sekolah Menengah Pertama dan Madrasah Tsanawiyah*, (Jakarta: Pusat kurikulum, Balitbang Depdiknas, 2004), p.28

Reading is used to enhance the brain of power. While reading, students would be force to reason out many things which are unfamiliar. When the process of reading happened, students will stimulate the brain and we will develop our ability in solving the problem. Farr says "reading is the heart of education" they often read, they have insight as long. Reading is cognitive process to find some information in written. Therefore, reading is not only look the collection of words, sentence, and paragraph, but reading is process to comprehend and interpreting sign, symbol and written, until messages of the writer is received the reader.[2] Reading can help the students to develop creative and critical thinking skills. Additionally, the students can construct meaning through visual cues and non visual information in the text, such students' experience, as Allah indicates in Surah Az Zumar, verse 9 as follow:

أَمَّنْ هُوَ قَنِتٌ ءَانَآءَ ٱلَّيْلِ سَاجِدًا وَقَآئِمًا يَحْذَرُ ٱلْأَخِرَةَ وَيَرْجُوا۟ رَحْمَةَ رَبِّهِۦ ۗ قُلْ هَلْ يَسْتَوِى ٱلَّذِينَ يَعْلَمُونَ وَٱلَّذِينَ لَا يَعْلَمُونَ ۗ إِنَّمَا يَتَذَكَّرُ أُو۟لُوا۟ ٱلْأَلْبَٰبِ ۞

The meaning:

> (9). Is one who worships devoutly during the hour of the night prostrating himself or standing (in adoration). Who takes head of hereafter, and who places his hope in the mercy of his lord (like who does not)? Say: "are

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[2]Dalman, *Keterampilan Membaca,* (Jakarta: PT Raja Grafindo Persada) p. 5.

does equal, those who know and those who do not know? It is those who are endued with understanding that receive admonition.[3]

Based on verse above, the researcher concluded that people would be a scientist if they read many kinds of books, and they would be noble in the sight of Allah if they have knowledge. Then, the scientist was formed by reading a book and learning, furthermore, the purpose of this verse is a person who has thought will receive the knowledge easily. It means that Allah gives the knowledge to the people who want to study hard in hunting the knowledge. Therefore, Allah gives cognitive thinking so that the human can think and study well in demanding the knowledge.

Reading as a communication through the text includes knowledge, news and story. In education, by reading a passage or story the student will get more knowledge and information. The knowledge or information that they got from reading can be used for communicating or sharing their idea with other students through giving opinion or idea. The interaction among students during reading section will set up the class more active and alive. The researcher thinks that it will bebetter to give variation in teaching reading comprehension by using strategy.

Based on private interview and information from the English teacher Ms. Sapianapsah said that there were still many students who could not comprehend the text when they read. Students did not have good strategy

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[3]Muhammad Taqi-ud-Din al Hilali and Muhammad Muhsin Khan, *Translation of the Meanings of the noble Qur'an in the English Language* (Madinah: King Fadh Complex for the Printing of Holy Qur'an, 1454), p. 840.

in reading or they did not know the strategy in reading process. So, the students did not apply the strategy when they read a book.[4] In addition, the researcher interviewed some students who did not like reading due to some reason, especially reading English textbook. Moreover, problem regards to reading comprehension is happened at the research class.

The researcher also found the other problems that students do not able to read the text well.[5] It is because the students do not understand about the teacher explanation. They are difficult to read, just one by one of the letters can say.Students' interest is lost so that the students are lazy to read and there is no supporting and motivation from their environment. Then, the students still find difficult words when they read. It is because of the lack of vocabularies. So, students do not understand the meaning what they have read. It can be evidenced by giving some question to the students. They cannot answer the question from the text.

The other problems in English teaching process in the school, when the teacher was reading the text, the students just listened and repeated the teacher's reading without they did not understand what was read by the teacher.[6] After finishing reading the text, the teacher had the students

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[4]Sapianapsah as an English Teacher in class VIII, of MTs Negeri Sipirok, *Private Interview* (MTs Negeri Sipirok,:September 30, 2014 at 09.20 a.m)

[5]*Observation Result* (MTs N Sipirok, September 30, 2014 at 10.00 a.m).

[6]*Ibid.*

translate the text just a few students did the task. The teacher also did not build students' background knowledge what the reading text.

Therefore, the researcher is interested to overcome the problems, by choosing the employ think aloud strategy to improve their reading comprehension. Think aloud strategy can make the students to construct the information and verbalize what they have read from the textbook. This strategy is to comprehend paragraph, especially to identify and get the information from the text, think aloud strategy can make deep concentration for the students, and also this strategy can make the students more active in reading activity because it will give time for them to explore their background knowledge in connecting with the text.The researcherconducted classroom action research of which purpose is to improve students reading comprehension. From the explanation above the researcher conducted the title of the research "Improving Students' Reading Comprehension through Think Aloud Strategy at Grade VIII in MTs N SIPIROK".

B. The Identification of the Problem

Based on the background of this research, there were some problems in reading comprehension at grade VIII MTs N Sipirok as following: students had low achievement in reading comprehension, students did not have good strategy in reading or they do not know reading strategy,

students were passive in the class, and the students have lack of reading interest and also lack of motivation in reading.

C. The Focus of the Research

Based on identification above, the researcher focusedon Think aloud strategy to improve the students' comprehension in reading. This research conducted the classroom action research at grade VIII MTs N Sipirok.

D. The Definitions of key Terminologies

Definition of key terminologies as follow:

1. Students Reading Comprehension

   Student is a person who is studying at college or university.[7]Reading is fluent process of readers combining information from a text and their own background knowledge to build meaning[8]. Comprehension is the ability to understand or exercise that train the students to understand a language.[9]So, reading comprehension is the ability to combine information based on the text build meaning. Reading comprehension is process of constructing meaning by coordinating a number of complex processes that include word reading, word, and world knowledge, and fluency.

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[7]A. S. Hornsby, *Oxford Advanced learner's Dictionary,* (New York: Oxford University Press, 2000), p. 429.
[8]David Nunan, *Practical English Language Teaching*, (New York: MC Grew Hill, 2003), p. 68.
[9]A. S. Hornsby, *Op.Cit.,* 263.

2. Think Aloud Strategy

The think aloud strategy is the think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they areusing to understand a text.[10] Therefore, think aloud strategy is one of strategies in reading comprehension until the students can organize the information with their own sentence.

E. The Formulations of the Research

In order to direct the research more clearly, it is better to propound the formulation of the problem. The problem that is going to be discovered in this research as follow: "to what extend think aloud strategy can improve the students' reading comprehension at grade VIII MTs N SIPIROK"?

F. The Objective of the Research

The objective of the research is "to know that think aloud strategy whether can improve students' reading comprehension or not?".

G. The Significance of the Research

The significances of the research are:

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[10]Oster, L. Using the think-aloud for reading instruction. *The Reading Teacher,*(2001) p.64.

1. The result of this research is expected to be useful for English teacher in improving their ability especially in teaching reading by using think aloud.

2. The result of this research is expected to increase students' interest and motivation in learning reading.

3. The result of this research is also expected to develop all information and knowledge for those who are interested in doing research related to this research.

H. The Action of the Indicator

The type of this research is Classroom Action Research (CAR). Action means the activities that have been done. Classroom Action Research is the process of studying a real school or classroom situation to understand and improve the quality of action or instruction.[11] It means that action research is a systematic way for teachers to observe their practice or to explore a problem and a possible course of action through planning, action, observation, and reflection. Action research is any systematically inquiry conducted by teachers, researchers, principles, school counselors, or other stakeholders in the teaching learning environment to get the information about the ways how they teach, and how their students learn.

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[11]Andrew P. Johnson, *A Short Guide to Action Research Second Edition* (America: Pearson Education, 2005), p.21.

Action means the activity that is done by someone. The researcher made the teaching program lesson plan and also strategy that use to teach reading comprehension to the students, in the end of the actions that have been done. In this research, the researcher collaborated with the teacher to become a team work who work together to solve the students' problem in improving reading comprehension through the think aloud strategy.

There are two cycle have been done in the classroom. In the first cycle, students have been gave the text and they have discussed with using think aloud strategy. The students read the text and answer the question based on the text. The second cycle, the teacher asked the students to rewrite the text briefly based on their opinion without looking the text.

Actually, Think aloud strategy could was done by individual and a team. The indicator of Think aloud strategy is to get the information from a text and the students can answer the question based on information in a text. There are some the indicators of action in reading comprehension by using think aloud strategy, they are:

1. Identifying main idea
2. Identifying supporting idea
3. Identifying new information
4. Identifying vocabulary

Moreover, the researcher gave reading test to know how far the students can comprehend the text by using think aloud strategy at grade

VIII MTs Negeri Sipirok. In addition, the researcher used observation notes

and interview to support this research.

CHAPTER II

THEORETICAL DESCRIPTION

A. Reading Comprehension

1. The Definition of Reading

Reading is a skill where the student can read and understand what is written in the book. Reading is a way to get the information from the something that has been written. Reading is one of the most important skills in learning language beside listening, speaking, and writing.

According to David Nunan,

> Reading is a fluent process of readers combining infomation from the text and their own background knowledge to build meaning. The goal of reading comprehension. Strategic reading is defined as the ability of the reader to use a code variety of reading strategies to accompolish a purpose for reading.[1]

From the statement about reading in Islam described in the Qur'an Surah Al-Alaq versus 1-5:

َ اقْرَأْ بِٱسْمِ رَبِّكَ ٱلَّذِى خَلَقَ ۝ خَلَقَ ٱلْإِنسَـٰنَ مِنْ عَلَقٍ ۝ اقْرَأْ وَرَبُّكَ

ٱلْأَكْرَمُ ۝ ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝ عَلَّمَ ٱلْإِنسَـٰنَ مَا لَمْ يَعْلَمْ ۝

The meaning:

a. Read it with (calling) the name of your God who created.
b. He has created human from a clot of blood.
c. Read it, and your God is Merciful.
d. Who taught (the human) through the medium of pen.

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[1]David Nunan, *Practical English Language Teaching* (New York: MC, Graw. Hill, 2003), p. 68.

e. He taught human what he did not know.[2]

Based on the verse above Allah swt, it can be concluded that Allah has given thought to people how to know Him, how to know life, how to study and also how to know everything in the world. Allah swt also gives knowledge through humans' mind, humans' spoken and also humans' written. In this verse, Allah commanded human to read, because by reading human can comprehend something. Therefore, reading gives learning to the students that they will know their creator.

Next, Brown says, "reading is a peocess of negotiating meaning; the reader brings to the text a set of schemata for understanding it".[3] Mc. Whorter says, "reading at first, may appear to be routine activity in which individual words are combined to produce meaning".[4] Henry Guntur Tarigan says "Reading is bringing meaning to and getting meaning from printed or written material".[5] Moreover, "reading is also complex process in which the recognition and comprehension of written symbol are impacted by the perceptual skills, the word analysis skills, the experience, the language background, the mind set and the reasoning ability of the

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[2]Abdullah Yusuf Ali, *The Glorious Qur'an* (Beirut: Dar El Fikr, 2009) p. 558

[3]H. Douglas Brown. *Language Assessment Principles and Classroom Practices* (Pearson education Inc, 2004), p. 189.

[4]Kathelen T. Mc. Whorter, *Efficient and Fleksible Reading* (USA:Harper Collins Publisher,1992), p.23.

[5]Henry Guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa,* (Bandung: Angkasa, 1980), p.8.

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reader".[6] It means that reading is not only read a text but the reader need to analyze the word in a text, language background, and this is also need comprehension when the reader read.

By looking of the above definitions, it can be concluded that reading is communication between reader and writer to construct the meaning or information from the text by using background knowledge.

2. The Importance of Reading

Reading cannot be separated from student environment, because everywhere they also find text. Therefore, reading is very important for student life, not only students but also to all of people. The main importance of reading is not to turn out the reader who enjoy reading and who continue to read even when the homework us over.

According to Hammer,[7] there are some importances of reading for students, such as:

a. Reading is useful for other purposes too; any exposure to English (provided students understand it more or less is good thing for language students).
b. Reading texts prepare good models for English writing.
c. Reading texts also prepare opportunities to study language, such vocabulary, grammar, punctuation, and the way to construct sentences, paragraphs and also texts.
d. Reading can introduce interesting topics, stimulate discussion, and excite imaginative responses and also fascinating lessons.

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[6] A. J. Harris, *How to Increase Reading Ability* (New York: David Mckay Company, 1969), p. 3-7.

[7] Jeremy Harmer, *How to Teach English* (England: Longman, 1998), p. 68.

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Therefore, reading is very important for all of people not only for students` life. In reading, all of people can know everything that happening in the world and also can make to be a critical reader in social life.

3. The Purpose of Reading

Reading is not invariant skill, that there are different types of reading skills which correspond to the many different purposes we have for reading. The purposes are:[8]

a. Reading for details or facts
b. Reading for main idea
c. Reading for sequence or organization
d. Reading for inference
e. Reading to classify
f. Reading to evaluate
g. Reading to compare or contrast

Furthermore, according to David Nunan the purpose of reading as follow:[9]

a. To obtain information for some purpose or because we are curious about some topics
b. To obtain instruction on how to perform some to ask for our work or daily life (e.g. knowing how an appliance works)
c. To act in a play, play a game, play a puzzle
d. To keep in touch with friends by correspondence or to understand business letters
e. To know when or where something will take place or what is available
f. To know what is happening or what has happened (as reported in newspaper, magazines, and reports)

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[8]Henry Guntur Tarigan, *Op. Cit.,* p. 8-10.
[9]David Nunan, *Designing Tasks for The Communicative Classroom* (The United Kingdom: Cambridge University Press,1989),p. 33-34

g. For enjoyment of excitement

Therefore, the purpose of reading is varies. The reader has some purposes to achieve it. Based on those purpose, it is also necessary look the importance of reading in which there is a relationship about the importance of reading.

4. **The Types of Reading**

Several types of reading performance are typically identified, and these will serve as organizers of various assessment tasks:

a. Perspective

Perspective reading tasks involve attending to the components of large stretches of discourse: letter, words, punctuation, and other graphemic symbols.

b. Selective

This category is largely an artifact of assessment formats. In order to ascertain one's reading recognition of lexical, grammatical, or discourse features of language within a very short stretch of language, certain typical tasks are used: picture-cued tasks, matching, true-false, multiple choice, etc.

c. Interactive

Included among interactive reading types are stretches of language several paragraphs to one page or more in which the reader must, in a psycholinguistic sence, interact with the text.

d. Extensive

     Extensive reading, as discussed in this book, applies to texts of more than a page, up to and including professional articles, essays, technical reports, short stories, and books.[10] Extensive reading is the reading for pleasure. The reader wants to know about something. The reader does not care about specific or important information after reading.[11] From the explanation above, it can be concluded that the reader must see it from word for word, sentence, paragraph, punctuation and text so that the information obtained in accordance with the contents of the text.

5. The Definition of Comprehension

     Comprehension is important to understand all of subjects, especially in reading. Many experts explain about definition of comprehension. "Comprehension is the power to understand language (written and spoken)".[12] Heilman Blair Rupley said that comprehension is a multifaceted process affected by a variety of skills.[13] According to Kasihani K.E Suyanto that comprehension is a process in which the

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[10]H. Douglas Brown, *Op. Cit.,* p. 189.

[11]M.F.Patel and Praveen M. Jain, *English Language Teaching (Methods, Tools & Techniques),* (India: Sunrise Publisher &Distributors, 2008), p. 113.

[12]A.S Hornby, *Oxford Advanced Learned Dictionary 7th Edition* (New York: Oxford University Press, 2005), p 429

[13]Heilman,dkk, *Principles and Practices of Teaching Reading 5th Edition,* (United States of America, 1961), p.241.

reader may construct meaning by interacting with the text in reading comprehension, a reader should have knowledge about understanding the reading passage.[14]

Jack C. Richards said that comprehension is the primary purpose for reading (though this is sometimes overlooked when students are asked to read overly difficult text); raising student awareness of main ideas in a text and exploring the organization of a text are essential for good comprehension.[15]

According to Tarigan, comprehension is interpretation of experience that connecting new information with the prior knowledge, and also to answer the cognitive questions.[16] In addition, comprehension is a process in which the reader may construct meaning by interacting with the text.[17] It means that comprehension is to construct meaning from a text by connecting new information with students' experience or their background knowledge.

A study by Davis is generally regarded as the significant attempt to delineate separate comprehension skills. His analysis showed the following five comprehension skills:

    a.   Recalling word meanings (vocabulary knowledge).

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[14]Kasihani K.E Suyanto. *English for Young Learner* (Jakarta: Bumi Aksara, 2008), p.27.
[15]Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching* (New York: Cambridge University Press, 2002), p.277.
[16]Henry Guntur Tarigan, *Metodologi Pembelajaran Bahasa 2* (Bandung: Angkasa, 1991), p. 43.
[17]Abdullah Yusuf Ali, *English for Young Learner* (Jakarta: Bumi Aksara, 2008), p. 27.

b. Drawing inferences from content.
c. Following the structure of a passage.
d. Recognizing a writer's purpose, attitude, tone, moods.
e. Finding answer to questions answered explicitly or in paraphrase.[18]

Thus, comprehension is an ability to understand and also construct the meaning or purpose in written or spoken language as an alternative of the material before answering a question from a text. Comprehension is a process in which the reader may construct meaning by interacting with the text.

6. The Level of Comprehension

Reading with comprehension means reading with understanding the comprehension of written language involves the knowledge of vocabulary, structure and then situation in which language used. In other word, comprehension is the situation on largely comprehension, because the same structure or vocabulary on the combination of them might have different meaning situation.

Heilman, Blair, Rupley said that, there are three level of comprehension[19]

a. Literal Comprehension
Understanding the ideas and information explicitly stated in the passage.
Abilities:
Knowledge of word meanings

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[18]Heilman,dkk, *Op. Cit.* p. 245
[19]*Ibid.,* p. 246.

Recall of details directly stated or paraphrased in own words.

Understanding of grammatical clues - subject, verb, pronouns, conjunctions and so forth.

Recall of main idea explicitly stated.

Knowledge of sequence of information presented in passage

b. Interpretative Comprehension

Understanding the ideas and information not explicitly stated in the passage.

Abilities:

Reason with information presented to understand the author's, tone, purpose, and attitude.

Infer factual information, main ideas, comparisons, cause-effect relationships not explicitly stated in the passage.

Summarization of story content.

c. Critical Comprehension

Analyzing, evaluating, and personally reacting to information presented in a passage.

Abilities:

Personally reacting to information in a passage indicating its meaning to the reader.

Analyzing and evaluating the quality of written information in terms of some standards.

Smith in Wayne Otto said that, there are four level of comprehension:[20]

a. Literal Comprehension

Literal comprehension is generally accepted as the most simple, basic, comprehension skill and one that requires little thinking or reasoning.

b. Interpretation

Definitely involves thinking skill and requires readers to identify ideas and meanings that are not explicitly stated in the written text. Within interpretative level, reader may make generalization determine cause and effect, identify

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[20]Wayne Otto, *How to Teaching Reading* (Philippines:Addison-Wesley Publishing Company, 1979), p.152.

motives, find relationship, predict ending, and make comparison.

c. Critical Reading
When individuals read critically, they evaluate what is read. That is, they examine critically the thought of the writer, which have been identified through the two lower levels of comprehension and judge their validity or worth.
d. Creative Reading
Creative reading going beyond what the author has written, applying ideas from the text to new situation and recombining the authors' ideas to form new creates something new an idea, the solution to a problem, a new way of looking at something from ideas gleaned from the text.

From the explanation above, it can be concluded the readers use strategy to easier comprehending the text, critical reader and creative in reading. It can also enhance understanding of the content information presented in a text.

7. The Definition of Reading Comprehension

The major concern about reading is not how to teach the students to read but how to ensure that the students will continue to read in improving students' comprehension. Reading comprehension is important for the students to become effective reader. According to Goodman in Otto states "reading comprehension is an interaction between thought and language and bases evaluation of success in comprehension on the extent to which the reader' reconstructed message agrees with the writers'

intended message".[21] It means that reading comprehension not only understands the text, but the reader must reconstruct message what the writer grafts in a text.

Then, Tarigan[22] gives the definition of reading comprehension; it is reading activity that interpreting the experience in connecting new information with the prior knowledge, and also to answer the cognitive questions. Research has shown a consistent positive and mutually supportive, relationship prior knowledge and reading comprehension. Therefore, the researcher concludes that reading comprehension is a constructive process the visual information and corrects it with information in the text.

Reading comprehension text must have interacting between the reader and the writer by having the same interpretation upon text. Reading comprehension needs evaluation. Reading comprehension as interaction between thought and language and bases evaluation of success in comprehension on the extent to which the readers reconstructed messages agrees with the writer's intended message.

Evaluation is broader concept than assessment it involves, collecting and interpreting information (which will usually include assessment data) for making decisions about the effectiveness of a particular program. Jack

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[21]*Ibid.,* p. 151.

[22]Henry Guntur Tarigan, *Metodologi Pengajaran Bahasa 2*, (Bandung: Angkasa, 1991), p. 43

says, "Evaluation is concerned with answering question such these".[23] It can be concluded the evaluation for making decision about the effectiveness.

Further, reading comprehension of the students to express thought, telling idea, and sense. So, indicator reading comprehensions are:

a. Identifying main idea

b. Identifying supporting idea

c. Identifying new information

d. Identifying vocabulary in context

8. The Principles in Teaching Reading Comprehension

Principle is one of hand grip for teacher to teach in the classroom. All of subjects have principles in strategies in reading comprehension and teaching reading comprehension. According to Douglas Brown that the principles of strategies in reading comprehension are:

a. Identify your purpose of reading a text.
b. Apply spelling rules and convention for bottom up decoding.
c. Use lexical analysis (prefixes, roots, suffixes) to determine meaning.
d. Guess at meaning (of words, idiom, etc) when you are not certain.
e. Skim the text for the gist and for main ideas.
f. Scan the text for the specific information (name, date, key word).
g. Use silent reading techniques for rapid processing.
h. Use marginal notes, outlines, chart or semantic maps for understanding and retaining information.
i. Distinguish between literal and implied meanings.

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[23]Jack Richards, *Curriculum Development in Language Teaching,* (USA: CAMBRIDGE,2001), p.286.

j.   Capitalize on discourse markers to process relationship.[24]

In addition, Harmer lists those principles in teaching reading comprehension in the classroom as follow:

a.   Actually, reading is not a passive skill. It is and also incredible active occupation to do it successfully. The students should understand what the word mean, see the picture, and also understand the argument
b.   Students need to engaged with what they read
c.   Students should be encouraged to respond to the content of a reading text, not only to the language
d.   Prediction is a major factor in reading
e.   Match the task to the topic[25]

Based on explanation above, many principles in teaching reading comprehension, but the purpose of the experts is same. Principles can be used by teacher to avoid misunderstanding in teaching reading comprehension in the classroom. Therefore, the teacher should know the principles in teaching especially reading.

9. **The Micro and Macro Skill of Reading Comprehension**

In reading, there are some aspects that have to be considered. Brown has summarized all those aspects into main skills; they are the micro and macro skills of reading. Later they can be used in teaching reading as well as assessing reading. Those skills are described as follows:[26]

a.   Micro Skills
Micro skills for reading comprehension are:

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[24]H. Douglas Brown, *Language Assessment Principles and Classroom Practicess* (United Stated of America: Longman, 2004), p.188.
[25]Jeremy Harmer, *Op. Cit.,* p. 70.
[26]*Ibid.,* p. 187-188.

1) Discriminate among the distinctive graphemes and orthographic pattern of English.
2) Retain chunks of language of different lengths in short-term memory.
3) Processing writing at an efficient rate of speed to suit the purpose.
4) Recognize a core of words, and interpret word order patterns and their significance
5) Recognize grammatical words classes (nouns, verbs, etc). system (e. g., tenses, agreement, pluralization), patterns, rules, and elliptical forms.
6) Recognize that a particular meaning may be expressed in different grammatical forms.
7) Recognize cohesive devices in written discourse and their role in signaling the relationship between and among clauses.

b. Macro Skills

Macro Skills for reading comprehension are:

1) Recognize the rhetorical forms of written discourse and their significance for interpretation.
2) Recognize the communicative function of written texts, according to form and purpose.
3) Infer context that is not explicit by using background knowledge.
4) From described events, ideas, etc. infer links and detect such relations as main idea, supporting idea, new information, given information, generalization, and exemplification.
5) Distinguish between literal and implied meaning.
6) Detect culturally specific references and interpret them in a context of the appropriate cultural schemata.
7) Develop and use battery of reading strategies, such as scanning and skimming, detecting discourse markers, guessing the meaning of word from the context, and activating schemata for the interpretation of texts.

In conclusion, it can be said that the earlier micro and macro skills apply more appropriately to imitative and intensive types of reading and at the level of the word, such as cohesive devices, past verb, etc. On the other word, the macro skills covered wider areas of reading, such as the

form and the communicative purpose of a written text, main idea and supporting idea, the literal and implied meaning reading, etc. Thus, it is not only about a word but also it is about the whole written context.

B. Think Aloud Strategy

1. The Background of Think Aloud Strategy

In education, strategy is one of component to teach in the classroom effectively and also actively. Strategy means a plan method of series of activity designed to achieve a particular education goal.[27] Strategies are the tools for active, self-directed involvement that is necessary for developing communicative ability.[28] Therefore, strategies are not only single event but rather a creative sequence of events that learners actively use.

Based on the definition above, it can be concluded that strategy is a plan a method to achieve and develop the communicative ability in the classroom. Therefore, to achieve the desired results, students need to learn how to use a range of reading strategies that match their purposes for reading. Reading strategy means not only knowing what strategy to use, but knowing how to use and integrate a range of strategies.

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[27]Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan* (Jakarta:Kencana Prenada Media Group, 2006), p.124.

[28]David Nunan, *Practical English Language Teaching* (New York: MC, Graw. Hill, 2003), p.76.

Learning strategy is important to improve students reading comprehension. The researcher uses one of learning strategy to improve students reading comprehension it is think aloud strategy at grade VIII MTs N Sipirok.

2. The Definition of Think Aloud Strategy

Think aloud strategy is a strategy in which the students think hard about the text when they reading it or to communicate what they get from the text with own words. Think aloud is instructional strategy is used to demonstrate what a thought process[29]. According to Wilhelm[30] "Think Aloud of reading is creating a record, either through writing or talking aloud, of the strategic decision making and interpretative processes of going through a text, reporting everything the reader is aware of noticing, doing, seeing, feeling, asking and understanding as she reads.

Think-Aloud strategy is particularly effective way for a teacher to share strategic knowledge with students by modeling and dialogue. In using this strategy of teaching, the teacher demonstrates the particular strategy such as inference, visualizing, asking questions, making predictions, or summarizing and explains why that strategy is important

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[29]http://www.esiponline.org/classroom/foundations/thinkaloudpresentation/readalouds.html, it was retrieved on july 26 2014

[30] Wilhelm, J.D. *Improving comprehension with think-aloud strategies*, (New York, NY: Scholastic: 2001), p. 19.

and useful in reading. Wilhelm presents several basic ways to conduct Think Aloud strategy:[31]

a. Teacher does think aloud while the students listen;

b. Teacher does think aloud while the student helps out;

c. Students do think aloud as a large group while teacher and students monitor the process;

d. Students does think aloud in small groups while teacher and students monitor the process;

e. Individual students does think aloud by writing a commentary and then sharing his or her results with teacher or with students and

f. Teacher and students do think aloud orally on the overhead projector, in post it notes, or in a journal.

This process reveals how much they understand a text. The texts should be used that are of immediate interest so that modeling is always done in the context of reading that is meaningful. As students become more adept at this technique they learn to generate their own questions to guide comprehension. The think-aloud helps to enhance students' abilities of the thinking process and understand what they comprehend, and it allows for the reader to connect meaning and understanding with the text.

Based on explanation above, it can be conclude, that the think aloud strategy is a strategy to verbalize what they thinking from read the text.

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[31] *Ibid.*, p. 28

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Think aloud strategy can promote the students thinking with demonstrate what they are thinking. The think-aloud is an excellent way to encourage students to give personal reactions to the text.

3. **The Using of Think Aloud Strategy**

To perform a think-aloud a teacher must model for the students how their thinking strategies occur:[32]

  a. Choose a trade book that is grade-level appropriate for the topic of study;
  b. Preview reading material to find any unfamiliar vocabulary or parts in the story that can confuse students;
  c. Give background knowledge on the topic at hand. Then take a book walk (flipping through the pages) to look at illustrations and nonfiction features;
  d. While reading, pause and make comments about what you are thinking in order to clarify for students how comprehension is taking place;
  e. Verbalize predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text (in an effort to lead children to make predictions);
  f. Close the lesson with a strong connection to the book, or short review of the purpose of the story.

From the procedure above, it can be concluded that the teacher and students can be more to use this strategy. Procedure of think aloud strategy can verbalize your thoughts, the questions you develop, and the process you use to solve comprehension problems. So students know when you are reading and at what points you begin and end thinking aloud.

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[32]http://cie.asu.edu/ojs/index.php/cieatasu/articleview Using the Think-Aloud/890, it was retrieved on july 2014

C. Review of Related Findings

There are some related findings in this research. The first is " *Improving Reading Comprehension through Reciprocal Teaching Technique (A Classroom Action Research at the First Year of Mts. Hidayatul Umam, Cinere Depok)* by Nurulia Dwi Febriani in Deparment of English Education Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University Jakarta 2011.[33] She told that reciprocal teaching can improve the students' reading comprehension.

The second is "*Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournaments (TGT) in SMA Negeri 7 Padangsidimpuan (at Second grade of IPA Class)*" by Sri Afriani Siregar in State College for Islamic Studies 2013.[34] She told that TGT can improve the students' reading comprehension.

The third, thesis of Wahyuning Pratiwi in English Educational Department, State University of Medan 2011.[35] Her thesis about was "*Developing Students' Reading Comprehension of Descriptive Text through Group Work*" (A Classroom Action Research at the First Year of VII-1 class

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[33]Nurulia Dwi Febriani, Improving Reading Comprehension through Reciprocal Teaching Technique (A Classroom Action Research at the First Year of Mts. Hidayatul Umam, Cinere Depok, (*Unpublished Thesis*) Jakarta, UIN Syarif Hidayatullah, 2011.

[34]Sri Afriani Siregar, Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournaments (TGT) in SMA Negeri 7 Padangsidimpuan (at Second grade of IPA Class), (*Unpublished Thesis*), Padangsidimpuan STAIN, 2013.

[35]Wahyuing Pratiwi, "Developing Studentss' Reading Comprehension of Descriptive Text through Group Work(A Classrom Action Research at the First Year of VII-1 class Mts N Pinang Kalijati",(*Unpublished Thesis*), UNIMED 20011.

Mts. N 19 Pinang Kalijati) She told that Group work can improve the students' reading comprehension.

The last, Fifin Tyas Lifawati[36], in Deparment of English Education Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University Jakarta 2011. *The Effect of Think Aloud Strategy toward Students' Reading Skill: Study at 9th Grade SMP Negeri 19 Jakarta in academic year 2010/2011.* The research design was experiment. She said think aloud strategy gave effect on students' reading skill. It is based on analysis result and hypothesis testing showed that both these variables have the effect and hypothesis alternative was accepted.

In conclusion, from the descriptive above, the researcher can be concluded that method can improve the students' reading comprehension. Next, the researcher hopes that think aloud strategy can improve the students' reading comprehension and this research will complete and contribute a previous finding. So that, the researcher interest to make the research about "Improving Students Reading Comprehension through Think Aloud Strategy at eighth grade MTs Negeri Sipirok".

D. Conceptual Framework

The successful of reading comprehension depends many factors. One of them is how the teacher teaches to the students. The suitable method is

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[36]Fifin Tyas Lifawati, "The Effect of Think aloud Strategy toward Students' Reading Skill: study at 9th grade SMP Negeri 19 Jakarta in academic year 2010/2011. *(Unpublished Thesis),* (Jakarta:2011).

very important to teach reading, reading comprehension is defined as the level of understanding of a text. Strategic reading is defined as the ability of the reader to use a wide variety of reading strategies to accomplish a purpose for reading. Then how is the effort of the teacher to overcome the problems that belong to students in learning reading. Therefore, mostly the success of the students in learning the English should be determined by themselves. Beside the students study the English at school, they should study hard at home, that is by repeating again what they are getting at the school from the teacher to recognize or memorize the materials.

Reading is placed in high priority; it could be seen from the curriculums of Indonesia. Senior high school curriculums, junior high school curriculum, even at elementary school emphasize the English teaching on the reading comprehension ability. Therefore reading is the most important language skills for students to study hard, by reading the knowledge of the students would gradually increase.

Less of students' reading comprehension	→	Think Aloud strategy	→	Improving Reading Comprehension
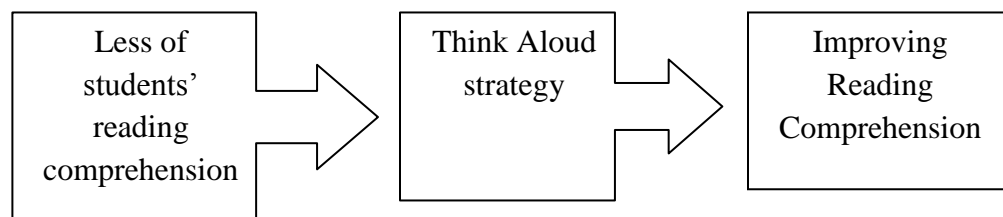
Figure 1. Research Conceptual Framework

E. Hypothesis of Action

The hypothesis is needed to show the researchers' thinking and expectation about outcomes of the research related to this study. The hypothesis of this research is stated that "think aloud strategy can improve students' reading comprehension at eighth grade in MTs. Negeri Sipirok".

CHAPTER III

RESEARCH METODHOLOGY

A. The Place and Schedule of the Research

The place of the research had been done MTs Negeri Sipirok, the located in Sipirok Desa Sialagundi. This research had been taken from September 2014 until March 2015.

B. The Research Design

This research conducted by using CAR (Classroom Action Research).Wallace states that "classroom action research is different from more conventional types of research".[1]It is focused on individual or small group professional practice and it isnot concerned with making general statement. And Andrew P states that "the process of studying a real school or classroom situation to understand and improve the quality of action or instruction".[2] It is systematic and orderly way for teachers to observe their practice or to explore problem and possible course of action. And action research is a type of inquiry that is preplanned, organized, and can be shared with others.

Base on Gay and Airasian "classroom action research is a type of practitioner research that it used to improve the practitioner's practice:

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[1]Michael J. Wallace, *Action Research for Language Teacher,* (USA: Cambridge University Press, 1998), p. 18.

[2]Andrew P. Johnson, *A Short Guide to Action Research* (USA: Pearson Education, 2005) p. 21.

action implies doing or changing something".[3] Practitioner research means that the research is done by practitioners about their own practice. This research is conducted to improve the teacher's practice in the classroom for reading comprehension teaching applied the think aloud strategy.

Classroom action research concerned to four steps; planning, action, observation, and reflection. Planning means the reflection of the action had done. Action means implementation about the content of action in the classroom. The action and the observation cannot be separated each other, because the teacher must do the return observation while writing what was being done. Reflection was to propose what have done.

So, in this research, the researcher join with the teacher to become a teamwork who work together to solve the students' problems in increasing reading comprehension through the think aloud strategy.

C. The Participants

The participants of this research are the VIII grade students of MTs N Sipirok It consists of 29 students. The reason for choosing this class because the research found the problems in students' reading comprehension in MTs N Sipirok. Another participant in this research is an English teacher of MTS N Sipirok her name is Sapianapsah. The researcher observed the activities in the class while the teacher doing an action in this

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[3]L.R. Gay & Peter Airasian, *Education Research: Competence For Analysis and Application* (USA: Prentice Hall, Inc., 2000), p. 593.

class. Then, the teacher also helped the researcher in doing this research as collaborator.

D. The Instrument of Collecting Data

1. Test

Tests are used to find out someone's knowledge or ability in a certain field. Brown stated that "test a method of measuring a person's ability; knowledge or performance in a given domain".[4] It means that test is used to collect the data from the student the data are used to measure the student, achievement or learning mastery. Similarly SuharsimiArikunto states "test is scoring comprehensively to an individual or effort of evaluation program".[5] From the quotation above, it can be concluded test is device or instrument or procedure used to knowledge or measure a certain in ambience certain arrangement. In this study test will use to measure the improvement of the students reading comprehension. Moreover the researcher had some indicators in reading test by think aloud:

a) Students are able to indentify main idea in the text

b) Students are able to identify supporting idea in the text

c) Students are able to find new information in the text

d) Students are able to identify vocabulary in the text

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[4]H. Douglas Brown, *Language Assessment: Principles and Classroom Practices* (San Fransisco, Longman, 2004), p.3.
[5]Suharsimi Arikunto,*Dasar-dasar Evaluasi Pendidikan,* (Jakarta Bumi Aksara, 2006), p33.

Further, reading comprehension of the students to express thought, telling, idea, and sense. So indicator reading comprehensions are:

Table 1
The Indicator of Reading Comprehension Test

No	Indicators	Items	value	score	Total score
1.	Main idea	5	5		25
2.	Supporting idea	5	5	5 items x 5 scores	25
3.	New information	5	5		25
4.	Vocabulary	5	5		25
Total					100

2. Observation

The researcher uses an observation type of field notes. Gay and Airasian "pointed outfield notes are the observer's record of what has seen, heard, experiences and thought about during an observation session".[6] The researcher concludes that observation is done the research directly to the location of the research. Observation is done for looking the students' and the teacher learning and the teaching process in learning English.

3. Interview

The researcher uses the interview to know condition of the students. Hornby stated that "interview is to talk somebody and asked them question at a formal meeting to find out they are suitable for job or

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[6]Gay and Airasian, *Education Research Competences for Analysis & Application,* (U.S.A: Prentice Hall, 2000), p. 219.

study".[7] In this research, the researcher uses the interview to get the information from the source of the data about condition of the students' in learning English. The interview from the English teacher Sapianapsah is about the methods and system that are often used by the teacher to making the student's more comprehensive and improve their English especially the student's reading comprehension. There are data that have been taken from the student, they are:

a) The students' problem to identify the main idea

b) The students' problem to identify supporting idea

c) The students' problem to find the new information

d) The students' problem to identify vocabulary

E. The Research Procedures

In collection the data, the researcher uses tests and interviews. The main data is observed by field notes as the qualitative data. It is used to describe data which are not enable to be counted or measured in an objectively, and are therefore subjectively, the kinds of data is gathered through field notes. The procedure of data collection of the research is conducted within two cycles. First cycle is two meetings; second cycle is two meetings, so there are four meetings in the action research. Each namely: planning, action, observation, and reflection. Planning means

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[7]Hornby, *Oxford Advance Learners Dictionary,Op. Cit*., 788

develop an action plan which is critically done to improvewhat have been happened. Then, the action research is the choice action which is believed as the resolution for the problem. Observation, the third steps in the classroom action research is done comprehensively to figure out the process of the action. Then finally reflections recognize and analyse the action that is conducted in classroom as it isfigured out on the observation notes.This action research followed the model that is developed by Kemis and Robin. It is a famous representation of the action research "spiral" that contained four steps; planning, acting, observing and reflecting. The model is described in the following figure:

Reflect   Plan

CYCLE I

Act and Observe

Revised Plan

Reflect

CYCLE II

Act and Observe   Expected Condition
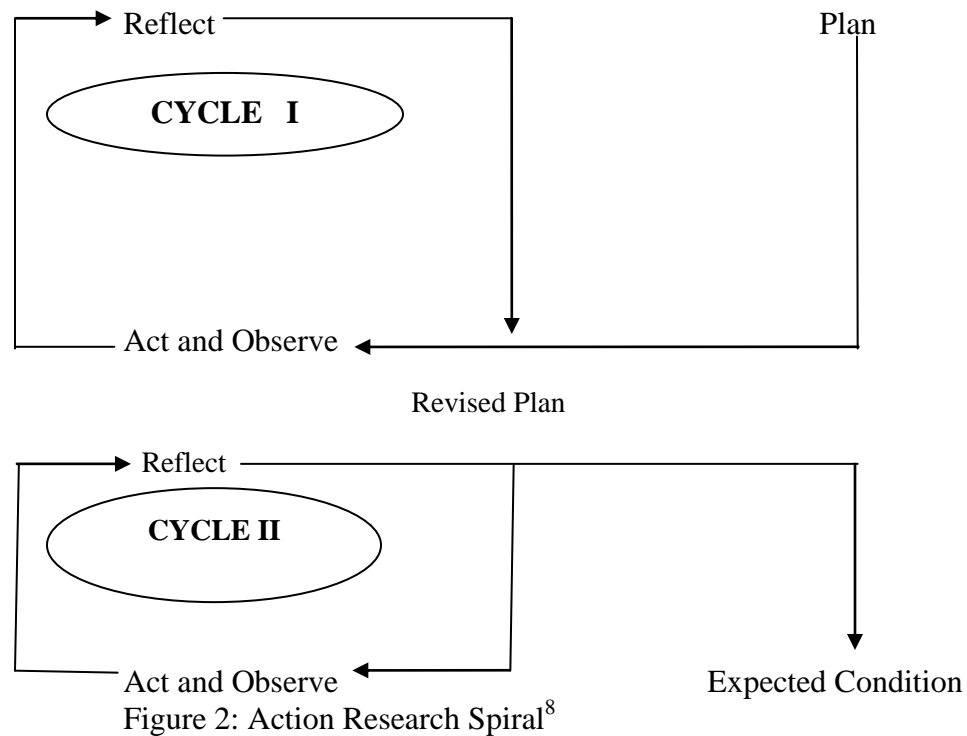
Figure 2: Action Research Spiral[8]

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[8]Ortrun Zuber- Skerrit, *New Direction in Action Research,* (London: The Falmer Press, 1996), p.14

1. **First Cycle**

   The first cycle the researcher conducts for two meeting. Every meeting would be done for eighty minutes. The researcher observes all the activities in the classroom.

   First Meeting

   a. Planning

      1) Arranging the lesson plan that consisted of the step action

      2) Making learning planning approach that using Think Aloud strategy

      3) The topic to do Think Aloud strategy along with first test reading to be given to the student and make an instrument as a tool to see the students reading comprehension

      4) Discussing how Think Aloud strategy to be done in teaching learning

      5) Prepare all material would be needed in learning process such as lesson plan and value criteria

   b. Action

      1) Explaining the purpose of the research and technique think aloud strategy to the student

      2) Giving learning material to the student

3) Teacher asked to students to make group, each group consist of four students.

4) Using think aloud strategy to student in learning process

5) Teacher asked students to discuss about the reading material

6) Teacher gave the information about the topic before the students to read and answer the question. So, they can discuss and make the new answer that has agreed with their partner about the topic

7) Monitoring time allocation with all activity

8) Preparing the solution if have problem when the location

9) Collecting the students discussion result

c. Observation

1) Discussion with the English teacher to observe planning

2) Monitoring think aloud strategy

3) Making note every activity and the different when think aloud strategy using in learning process is done.

4) Discussion with the English teacher about the weakness or the finding activity during observation is done.

d. Reflection

1) Analyzing the finding during the observation

2) Analyzing the weakness and the teacher progress that using think aloud strategy to determine to followed up of activity

3) Reflecting think aloud

4) Reflecting the teacher learning activity

5) Reflecting the student learning activity

6) Evaluating or interpreted the data gotten from class and that any decision for the next meeting

Second Meeting

a. Planning

1) Arranging the lesson plan that consisted of the step action

2) Making learning planning approach that using Think Aloud strategy

3) The topic to do Think Aloud strategy along with first test reading to be given to the student and make an instrument as a tool to see the students reading comprehension

4) Discussing how Think Aloud strategy to be done in teaching learning

5) Prepare all material would be needed in learning process such as lesson plan and value criteria

b. Action

1) Explaining the purpose of the research and technique think aloud strategy to the student

2) Giving learning material to the student

3) Using think aloud strategy to student in learning process

4) Monitoring time allocation with all activity

5) Preparing the solution if have problem when the location

6) Collecting the students discussion result

c. Observation

1) Discussion with the English teacher to observe planning

2) Monitoring think aloud strategy

3) Making note every activity and the different when think aloud strategy using in learning process is done.

4) Discussion with the English teacher about the weakness or the finding activity during observation is done.

d. Reflection

1) Analyzing the finding during the observation

2) Analyzing the weakness and the teacher progress that using think aloud strategy to determine to followed up of activity

3) Reflecting think aloud

4) Reflecting the teacher learning activity

5) Reflecting the student learning activity

6) Evaluating or interpreted the data gotten from class and that any decision for the next meeting

2. **Second Cycle**

This cycle the researcher evaluates all the activity in cycle before and repairing the problem. Conduct two meetings and every meeting would be done eighty minutes

Third Meeting

a. Planning

1) Analyzing the reflecting result

2) Preparing all materials would be needed in the teaching learning process as lesson plan and value criteria

3) Encoding the problem and progress in the learning process

b. Action

1) Giving motivation to students

2) Giving the explanation and hint about the passages and the key word that applied

3) Giving the information about the passages. Therefore, every student could answer the test correctly

4) Using think aloud to students in learning process

5) Teacher asked to students to make group, each group consist of four students.

6) Teacher asked the students to rewrite the text briefly based on their opinion without looking the text

7) Monitoring time allocation with the all activity would be done collecting the student result

c. Observation

1) Monitoring the teaching learning by using the think aloud strategy in teaching learning, especially in teaching reading comprehension

2) Discussing the problem in learning process and giving the solution

3) Monitoring think aloud

4) Making note every activity and the different when think aloud strategy using in learning process is done.

d. Reflection

1) Analyzing the weakness and the teacher progress when think aloud was done determine the next activity planning.

2) Reflecting think aloud strategy in using learning process

3) Reflecting of teaching activity and students learning result that using think aloud strategy

4) Evaluating or interpreted the data gotten from class and that any decision for the next meeting

Fourth Meeting

a. Planning

1) Analyzing the reflecting result

2) Preparing all materials would be needed in the teaching learning process as lesson plan and value criteria

3) Encoding the problem and progress in the learning process

b. Action

1) Giving motivation to students

2) Giving the explanation and hint about the passages and the key word that applied

3) Giving the information about the passages. Therefore, every student could answer the test correctly

4) Using think aloud to students in learning process

5) Teacher asked to students to make group, each group consist of four students.

6) Monitoring time allocation with the all activity would be done collecting the student result

c. Observation

1) Monitoring the teaching learning by using the think aloud strategy in teaching learning, especially in teaching reading comprehension

2) Discussing the problem in learning process and giving the solution

3) Monitoring think aloud

4) Making note every activity and the different when think aloud strategy using in learning process is done.

d. Reflection

1) Analyzing the weakness and the teacher progress when think aloud was done determine the next activity planning.

2) Reflecting think aloud strategy in using learning process

3) Reflecting of teaching activity and students learning result that using think aloud strategy

4) Evaluating or interpreted the data gotten from class and that any decision for the next meeting

F. The Data Analysis

In analyzing the data, the researcher uses quantitative and qualitative data. Qualitative data is used to describe the situation during the teaching process. The qualitative data are analyzed from the observation sheet. Quantitative data is used to analyze the score of students. The quantitative data is collected and analyzed by computing the score of students' achievement by using the reading test.

To know the means of students' score for each cycle, the researcher will apply the following formula:[9]

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

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[9]Sudjana, *Metode Statistika ed 6*(Bandung: Tarsito, 2000), p. 67.

Explanation:

X : the mean of the students

$\sum$x : the total score

N : the number of the students

The percentages of students' achievement reading through think aloud strategy is calculated by applying the following formula:[10]

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

Explanation:

P : the percentage of student

R : the number of students

T : the total number of students

Finally, researcher summarizes qualitative data by six steps as suggested by Creswell as in the following:

Steps 1: organizing and preparing the data for analysis. This involved transcribing observation, scanning material, typing up field notes, or sorting and arranging the data into different type depending on the source of information.

Steps 2: reading all the data. This is done by obtaining a general sense of the information, and reflecting on its overall meaning.

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[10]Zainal Aqib, dkk., *PTK untuk Guru SMP, SMA, SMK* (Bandung:CV. Irama Widya, 2008), p.205.

Step 3: beginning detail analysis with a coding process it was organizing material into "chunks" before bringing meaning to those chunks. It involved taking text data into categories, and labeling those with a term (a term based in the actual language of the participant).

Step 4: using the coding process to generate a description of the setting or people as well as categories or analysis. Description involved a detailed rendering of information about the notes. Then, researcher used this to generate themes or categories. Beyond identifying the themes during the coding, researcher built additional layers of complex analysis.

Step 5: advancing how the description and themes are represented in the qualitative descriptive. This is discussion that mentions a chronology of events, the detailed discussion of several themes or inter-connecting themes. Researcher used visuals or figure to convey descriptive information about participants in a table.

Step 6: making interpretation or meaning of the data. It was researcher's personal interpretation, meaning derived from a comparison of the findings with information gleaned from the literature.[11]

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[11]John W. Creswell, *Research Design: Qualitative, Qualitative, and Mixed Methods Approaches*, (USA: Sage Pubkication, 2003), p. 190.

G. Thesis Outline

Fundamentally, the formation of this research could be divided into five chapters. Moreover, every chapter consist of sub chapters with detail as follow:

Chapter I introduction that consisted of the background of the problem, the identification of the problem, the focus of the research, the definition of the key terms, the formulation of the research, the objective and significances of the research, and the last the indicator of the action

Chapter II consisted of theoretical descriptions which explain about reading comprehension, think aloud strategy, conceptual framework and also hypothesis of action.

Chapter III was research methodology, and it consisted of location and schedule of the research, research design; and participants of the research. Then instrument of collecting data; are test, observation notes, and interview uses to collect the data and procedures of classroom action research, and technique of analyzing data.

Chapter IV consisted of the result of the research. The result of the research consisted of the description of the data, comparing the action result, and last analyzing the result.

Chapter V is consisted of conclusions and suggestions.

CHAPTER IV

RESEARCH RESULT

This chapter presents research result. In this case, it discussed the way to improve students' reading comprehension by using think aloud strategy at grade VIII-2 MTs N SIPIROK.

A. The Data Description

This chapter is concerned on the research result. The researcher divided research action in two cycles. It explains about the data from each cycle, doing the first cycle and second cycle. Moreover, the researcher described the research steps in cycle and findings.

1. First cycle

The first cycle was conducted for two meetings. The meeting was done for 80 minutes. Every meeting was done for 2 x 40 minutes. So, two meetings were done for 4 x40 minutes or 160 minutes. There are some differences of each cycle. Therefore, the researcher made the activities for the first cycle.

In students' learning process in first cycle, the researcher came to the classroom. The researcher started to explain the purpose of teaching learning process by using think aloud strategy. The researcher gave descriptive text to each student, and asking the students to read by applying Think aloud strategy.

Firstly, the researcher gave the descriptive text to students to preview the reading material to find any unfamiliar vocabulary or parts in the text that can confuse students, and the researcher asked the students to look the dictionary and write the meaning. Then the researcher gave the background knowledge about the text before the students read the text. Then, the researcher asked the students to read the text, about the title, section headings, and visual aids, and also read the first and the last paragraph to get general idea of the purpose and the major concept from the text. While the students reading the text, the researcher asked the students pause to read and asked the students to make comments what they are thinking to clarify for student comprehension the text. The last, the researcher asked the students make a connection what they read and the background knowledge before they read the text to help comprehension.

After explaining, the researcher monitored every step that has been planned in the lesson plan and time allocation with all activity was done. The students were in manageable. Even though, there were some students made disturbance and also some students still had difficulties to identify main idea, supporting sentences, new information and vocabulary in context from descriptive text. The researcher always gave them motivation and explanation so that they could study English well especially in reading.

Then researcher gave them some question in multiple choices form (20 question) based on the text including main idea, supporting sentence, new information, and vocabulary in context. Moreover, the researcher asked about their difficulties along teaching learning process in reading comprehension by using think aloud strategy. Finally, the researcher collected their tasks.

Based on observation notes and interviewed, the researcher had a duty to monitor all activities in the classroom. First, there were students who had motivation when teaching-learning process in the classroom. It was caused by they did not understand well about English, especially reading. Therefore, they were to be passive in the class

Second, the students who made disturbance in the classroom were also one of the factors in students' reading comprehension. Based on interview, they said that nobody borrowed the dictionary for them; so they disturbed their friend and it made the classroom was noisy. And another student said that he did not comprehend English. Third, the students who often asked permission to the bathroom when the researcher explained in front of the class

In the first cycle, the researcher used all the quantitative data from all meetings. In every two meetings, the researcher conducted one reading test. In first test, most of the students were less in identifying main idea, supporting sentence, new information and vocabulary and context. Based

on the first test in the first cycle, it was found that the students' reading achievement was still low. It means that they were less in comprehending the text well. The result reading comprehension scores was presented in the following table.

Table 2
Students' Reading Comprehension Scores in First Cycle

No	Students' Initial	Indicators				Test score
		Main Idea	Supporting Idea	New Information	Vocabulary	
1	AZ	4	4	2	2	60
2	AS	4	3	3	2	60
3	AM	4	4	2	2	65
4	AA	3	3	4	3	65
5	**DA**	**5**	**5**	**3**	**2**	**75***
6	GJ	4	3	3	3	65
7	ER	3	4	3	2	60
8	IM	4	3	2	3	60
9	IS	5	2	2	3	60
10	**HH**	**5**	**5**	**3**	**3**	**80***
11	HW	5	3	3	2	65
12	KR	5	2	4	1	60
13	**KY**	4	3	5	2	70
14	**MH**	**5**	**5**	**4**	**3**	**75***
15	**MS**	**4**	**5**	**5**	**3**	**75***
16	MR	5	3	2	2	60
17	MFN	4	5	2	2	65
18	ML	4	2	4	2	60
19	**NL**	**5**	**5**	**2**	**3**	**80***
20	**NW**	**5**	**4**	**4**	**2**	**75***
21	RD	4	4	2	2	60
22	RH	4	4	3	3	70
23	RL	4	3	3	2	60
24	RA	5	2	3	2	60
25	**RV**	**5**	**4**	**4**	**2**	**75***
26	SK	4	4	3	2	65
27	SA	4	3	3	2	60

28	SJ	5	4	3	3	75*
29	YN	5	5	2	3	75*
SUM						1935
MEAN SCORE						66.72
PERCENTAGE						31.03%

*; the students who passed the KKM (75) in first cycle

Based on the table above, it could be concluded that there were 12 students got 60 score, 6 students got 65 score, 2 students got 70 score, 7 students got 75 score, and 2 students got 80 score. Therefore, from 29 students in class VIII-2, 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 20 students did not pass the Minimum Mastery Criterion (KKM) 75 score. Based on the calculation, the mean score of the class in first test was 66.72 (31.03%). It showed that the students' reading comprehension by using Think aloud strategy still low categories.

The indicators were main idea, supporting idea, new information and vocabulary in context. Generally, the students did not find problem identifying main idea from the text. Furthermore, the researcher and co-teacher found some students' problem in identifying main idea, supporting idea, new information, and vocabulary in context by using Think aloud strategy. Therefore the researcher gave the explanation below.

a. **Main Idea**

Based on observation notes and interview, the researcher and co-teacher did not find students' problem in identifying main idea from descriptive text. All of them could identify main idea from text in the first cycle.

b. **Supporting Idea**

There were students who had problems in identifying supporting idea from descriptive text. Based on interview, they did not understand how supporting idea was and they did not know where the lie of supporting idea was. Therefore gave explanation what supporting idea was and lie of supporting idea was in the text. Next, the researcher gave confirmation after main idea; they would find supporting idea.

c. **New Information**

Based on interview, they got confidence but sometimes they got trouble in getting information. Therefore, there was one of them truly have high self confidence.

d. **Vocabulary**

Based on interview, they did not know what the meaning from the word because they were lack of vocabulary until they had difficulty when indentifying vocabulary in context. They also forgot to bring dictionary. Therefore, to solve the students' problem in identifying vocabulary in context, the researcher ordered the students to bring the dictionary in the second cycle.

2. **Second Cycle**

The second cycle was conducted for two meetings. The meeting was done for 80 minutes. Every meeting was done for 2 x 40 minutes. So, two meetings were done for 4 x40 minutes or 160 minutes. There are some

differences each cycle. Therefore, the researcher made the activities for the second cycle.

After finding the result of first cycle, students' reading comprehension did not reach the target in their score of first test. The researcher modified the previous lesson plan based on the result in the first cycle. In opening in the class, the researcher motivated the students to do the lesson. The researcher started to explain purpose of teaching learning process by using Think aloud strategy. The researcher gave descriptive text with another topic to the students' and glancing over the text.

Then, the researcher gave the some questions in multiple choices form (20 questions) based on the text including main idea, supporting idea, new information and analyzing vocabulary in context. Moreover, the researcher asked about their difficulties along teaching learning process in reading comprehension by using Think aloud strategy. Additionally, the class condition in learning process was better than the first cycle. It could be seen from students who were able to concentration and pay attention on teacher explanation and most of them were interesting and more active to answer the question about main idea, supporting idea, new information and vocabulary in context by using think aloud strategy.

Based on observation notes and interviewed, the researcher motivated them to be active in reading comprehension by using think aloud strategy in the classroom. Therefore, the students' have motivation and attitudes in

the classroom to be better. The students felt interesting and enjoying in teaching learning process.

The researcher ordered them to bring the dictionary. So the students could be calm and did not disturb their friends again in the classroom. And the researcher said to students by limiting them to ask permission to the bathroom only one times. Therefore, the researcher felt comfortable in second cycle because they were more disciplinary

In the second test for the second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. The result of students' reading comprehension scores was presented in the following table.

Table 3
Students' Reading Comprehension Scores in Second Cycle

No	Students' Initial	Main Idea	Supporting Idea	New Information	Vocabulary	Test score
1	AZ	5	4	5	2	80
2	AS	5	5	3	3	80
3	AM	5	3	4	4	80
4	AA	5	4	4	3	80
5	DA	5	5	5	3	90
6	GJ	5	4	3	3	75
7	ER	5	5	4	2	80
8	**IM**	**5**	**3**	**3**	**2**	**65***
9	IS	5	3	4	4	80
10	HH	5	5	5	4	95
11	HW	5	4	4	3	80
12	KR	4	4	4	4	80
13	KY	5	5	3	3	80
14	MH	5	5	4	5	95

15	MS	5	5	4	4	90
16	**MR**	**4**	**3**	**3**	**3**	**65***
17	**MFN**	**5**	**5**	**2**	**2**	**70***
18	ML	5	5	4	3	85
19	NL	5	5	4	4	90
20	NW	5	4	5	4	90
21	**RD**	**5**	**4**	**2**	**3**	**70***
22	RH	5	3	5	3	80
23	RL	4	4	3	3	75
24	RA	5	4	2	3	75
25	RV	5	3	4	5	85
26	SK	5	5	5	2	85
27	SA	5	3	3	3	75
28	SJ	5	4	5	5	95
29	YN	5	4	5	3	85
SUM						2345
MEAN SCORE						80.86
PERCENTAGE						86.20%

*; the students who did not pass the KKM (75) in second cycle

Based on the table above, it could be concluded that there were 2 students got 65 score, 2 students got 70 score, 4 students 75 score, 9 students 80 score, 7 students got 85 score, 3 students got 90 score, and 2 students 95 score.

Therefore, from 29 students in class VIII-2, 25 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, there were 4 students who did not pass the Minimum Mastery Criterion (KKM) 75 score. The mean score in second cycle was 80.86 (86.20%). It showed that the students' reading comprehension by using Think aloud strategy still

into very good categories. By using Think aloud strategy, the students'
reading comprehension in class VIII-2 improved significantly.

Furthermore, the researcher and co-teacher found all of students could
identify main idea, supporting idea, new information and vocabulary in
context by using think aloud strategy well.

a. Main Idea

Based on observation notes the researcher and co-teacher found
students were be better in identifying main idea from descriptive text.
All of them could identify main idea from the text well.

b. Supporting Idea

They could solve their problems after the researcher gave
explanation what supporting idea was and where the lie of supporting
idea was in the text clearly in the second cycle

c. New Information

There was one of them truly have high self confidence to get the
new information or getting information.

d. Vocabulary

To solve the students' problem in identifying vocabulary in
context, the researcher ordered the students to bring the dictionary
and gave advised that they should enrich their vocabulary, especially
in reading.

B. The Comparative Result of the Action

To compare the test result of the action between first and second cycle, the researcher used some steps. Those steps are calculating the students mean score of the test, calculating the percentage students' improvement score from first and second cycle. In first test, most of students were less of score. There were 12 students got 60 score, 6 students got 65 score, 2 students got 70 score, 7 students got 75 score, and 2 students got 80 score. It can be took the conclusion that from the 29 students in class VIII-2, 9 students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 20 students did not pass the Minimum Mastery Criterion (KKM) 75 score. The comparison of the students who passed the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first test step was to get the mean score of the class. It was calculated as following: $X = \frac{\Sigma x}{N}$

$$X = \frac{1935}{29}$$

$$X = 66.72$$

Based on the calculation, the mean score of the class in first test was 66.72. It showed that the students' reading comprehension trough Think aloud strategy still into enough categories. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following: $P = \frac{R}{T} \times 100$

$$P = \frac{9}{29} \times 100\% = 31.03\,\%$$

Next, in the second test for second cycle, the researcher calculated the result of second test to know the students' score improvement from first test result. In second test, most of the students were able in identifying main idea, supporting idea, new information, and vocabulary in context. It means that they had a progress to improve their reading score previously. There were 2 students got 65 score, 2 students got 70 score, 4 students 75 score, 9 students 80 score, 7 students got 85 score, 3 students got 90 score, and 2 students 95 score. It can be took the conclusion that from the 25 students in class VIII-2, students passed the Minimum Mastery Criterion (KKM) 75 score. Meanwhile, 4 students did not pass the Minimum Mastery Criterion (KKM) 75 score. In analyzing the data of first test, the first test step was to get the mean score of the class. It was calculated as following: $X = \frac{\Sigma x}{N}$

$$X = \frac{2345}{29}$$

$$X = 80.86$$

Based on the calculation, the mean score of the class in first test was 86.20. It showed that the students' reading comprehension trough Think aloud strategy still into very good categories. The second step is to know the percentage of students' score who passed the Minimum Mastery Criterion (KKM) 75 score. It was calculated as following: $P = \frac{R}{T} \times 100$

$$P = \frac{25}{29} \times 100\% = 86.20\ \%$$

Based on explanation above, it can be concluded that the mean score and the percentage of the second test (second cycle) showed the improvement from the first test (first cycle); in the first test the mean score was 66.72 (31.03%); it was included low category. The improvement of mean score in second test (second cycle) was 86.20 (86.20 %); it was included good category.

Table 4
The students' Reading Score of First Test and Second Test

No	Students Initial	Cycle 1 First Test	Cycle 2 Second Test
1	AZ	60	80
2	AS	60	80
3	AM	65	80
4	AA	65	80
5	DA	75*	90
6	GJ	65	75
7	ER	60	80
8	IM	60	**65**
9	IS	60	95
10	HH	80*	85
11	HW	65	80
12	KR	60	80
13	KY	70	80
14	MH	75*	95
15	MS	75*	90
16	MR	60	**65**
17	MFN	65	**70**
18	ML	60	85
19	NL	80*	85
20	NW	75*	85
21	RD	60	**70**

22	RH	70	80
23	RL	60	75
24	RA	60	75
25	RV	75*	85
26	SK	65	85
27	SA	60	75
28	SJ	75*	90
29	YN	75*	85
	Mean $M = \frac{\Sigma fx}{n}$	66.72	80.86
	Percentage $P = \frac{R}{T} \times 100\%$	31.03%	86.20%

*: The students who passed the KKM (75) in first cycle
Bold name that did not pass the KKM (75) in second cycle

C. Discussion of the Research Finding

One purpose this research is to describe the students' reading comprehension through Think aloud strategy at grade VIII MTs N SIPIROK. Here, the researcher found the improvement of students mean scores in reading comprehension through Think aloud strategy based on first cycle and second cycle. It was 66.72 (31%) in first cycle, and it was 86.20 (86%) in second cycle. The improvement of mean scores between first cycle and second cycle was 20.48 (55%). Therefore, it could be concluded that through Think aloud strategy could improve students' reading comprehension in class VIII-2.

Moreover, Sri Afriani Siregar[1] had done research in State College for Islamic Studies (STAIN) Padangsidimpuan about "Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournament (TGT) SMA Negeri 7 Padangsidimpuan (at Second Grade of IPA Class)". The research design was classroom action research (CAR). She said that Cooperative Learning Teams Games Tournament (TGT) could improve the students' achievement in reading comprehension 16%. It is based on the mean score of the students reading comprehension in cycle 1 is 72% and become 88% in cycle 2. The improvement of mean scores between first cycle and second cycle was 16%.

Next, Nurulia Dwi Febriani[2], she also had done research in Deparment of English Education Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University Jakarta 2011 about Improving Reading Comprehension through Reciprocal Teaching Technique (A Classroom Action Research at the First Year of Mts. Hidayatul Umam, Cinere Depok). She said that Reciprocal Teaching Technique could improve the students' reading comprehension 48.56%. It is based on the mean score of the students reading comprehension in cycle 1 is 32.43% and become 81.08% in cycle 2.

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[1]Sri Afriani Siregar, Improving Students' Achievement in Reading Comprehension through Cooperative Learning Teams Games Tournaments (TGT) in SMA Negeri 7 Padangsidimpuan (at Second grade of IPA Class), (*Unpublished Thesis),* Padangsidimpuan STAIN, 2013.

[2]Nurulia Dwi Febriani, Improving Reading Comprehension through Reciprocal Teaching Technique (A Classroom Action Research at the First Year of Mts. Hidayatul Umam, Cinere Depok, (*Unpublished Thesis*) Jakarta, UIN Syarif Hidayatullah, 2011.

The improvement of mean scores between first cycle and second cycle was 48.65%.

Additionally, Wahyuning Pratiwi[3] in English Educational Department, State University of Medan 2011. Her thesis about was Developing Students' Reading Comprehension of Descriptive Text through Group Work (A Classroom Action Research at the First Year of VII-1 class Mts. N 19 Pinang Kalijati). She said that Group work could improve the students' reading comprehension 29.40%. It is based on the mean score of the students reading comprehension in cycle 1 is 51.03% and become 80.43% in cycle 2. The improvement of mean scores between first cycle and second cycle was 29.40%.

The last, Fifin Tyas Lifawati[4], in Deparment of English Education Faculty of Tarbiyah and Teachers' Training "Syarif Hidayatullah" State Islamic University Jakarta 2011. The Effect of Think Aloud Strategy toward Students' Reading Skill: Study at 9th Grade SMP Negeri 19 Jakarta in academic year 2010/2011. The research design was experiment. She said think aloud strategy gave effect on students' reading skill. It is based on analysis result and hypothesis testing showed that both these variables have

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[3]Wahyuing Pratiwi, "Developing Studentss' Reading Comprehension of Descriptive Text through Group Work(A Classrom Action Research at the First Year of VII-1 class Mts N Pinang Kalijati",(*Unpublished Thesis),* UNIMED 2011.

[4]Fifin Tyas Lifawati, "The Effect of Think aloud Strategy toward Students' Reading Skill: study at 9th grade SMP Negeri 19 Jakarta in academic year 2010/2011. *(Unpublished Thesis),* (Jakarta:2011).

the effect and hypothesis alternative was accepted. It means the students' reading skill toward think aloud strategy was better than conventional strategy. The score between experimental class and control class was 74.3 > 72.8.

Based on explanation above, it could be concluded the problems of students' reading comprehension could be solved through some strategies, especially through Think aloud strategy.

D. The Treats of the Research

This research used human instrument in English learning. Observation of researcher and students' reading comprehension were done by researcher herself and co-teacher. So this Think aloud method created a good environment in teaching learning reading in which students became active in the process of reading, focus their mind to the teachers' explanation and it made they were involved in reading comprehension process. Think aloud method also created an interactive process where the students interacted not only with the text read, and also their teacher.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. The Conclusions

Based on the result of the classroom action research, it could be concluded that think aloud strategy improved students' reading comprehension at grade VIII MTs N SIPIROK. It based on the students' reading comprehension, the mean score in which was in first cycle was 66.72 (31.03%) and in second cycle was 80.86 (86.20%). Therefore, the hypothesis in this research could be accepted because the score and the condition in reading comprehension by using think aloud strategy showed the good improvement in class VIII-2 MTs N SIPIROK.

B. The Suggestions

Based on the explanation of the conclusion, it had been described think aloud strategy improved students' reading comprehension in English, and the implication of the result goes to English teachers of Junior School. Moreover, the English teachers can apply think aloud strategy in teaching and learning process in the classroom. By think aloud strategy, the students will be more active in organizing the information in their mind like identifying main ideas, submitting the question, comprehending the information, memorizing and making summarize from a text, reflecting, and also reviewing the information what they have got from the textbook. Therefore, think aloud strategy with all the steps can create students' reading comprehension be better than before

The result of this research showed that using of think aloud strategy improved students' reading comprehension, especially at grade VIII MTs N SIPIROK. The suggestions are special for the teachers, students and other researchers. The suggestion will be explain as follow:

1. Think Aloud strategy is activities that can create students' interest and decrease tension in difficulty curriculum areas especially in subject reading comprehension. It also can be used as an alternative strategy of English teaching in reading comprehension.

2. For the teacher, it is very wise to use think aloud strategy in teaching reading comprehension because this strategy can make the students more active in organizing the information in their mind like identifying ideas, submitting the question, and comprehending the information, memorizing and making summarize from a text, reflecting, and also reviewing the information what they have got from the textbook.

3. For the students, it is hoped that by using think aloud strategy the students more interested in studying English especially reading comprehension, because think aloud strategy provides free time to improve the students' reading comprehension. It also can give deep concentration for the students when they are reading a text.

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