THE EFFECTIVENESS OF THINK ALOUD STRATEGY TO IMPROVE STUDENTS' READING COMPREHENSION IN NARRATIVE TEXT STUDY AT THE EIGHTH GRADE OF SMP MUHAMMADIYAH LIMBUNG

(A Pre-Experimental Research)

A THESIS

Submitted to the Faculty of Teacher Training and Education Muhammadiyah University of Makassar in partial fulfillment of the requirement for the degree of English Education Department

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MOTTO

**"Real Success is determined by
Two Factors. First is Faith, and Second
is Action"**

ABSTRACT

JUNIATI. 2018. "The Effectiveness of Think Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text Study at the Eighth Grade of SMP Muhammadiyah Limbung (A Pre-Experimental Research)", Thesis. Under the supervisors of H.M. Basri Dalle and Awalia Azis. The English Education Department, Faculty of Teacher Training and Education, Muhammadiyah University of Makassar.

This research aimed to find out the improvement of the students' literal comprehension and interpretative comprehension. The research is limited to improve the students' comprehension in narrative text through Think Aloud Strategy on literal reading comprehension (the specific information and sequence events) and interpretative comprehension (conclusion and implication).

To find out the improvement, the researcher used pre-experimental design with one group pre-test and post-test design. The population was the eighth grade students of SMP Muhammadiyah Limbung. The sample was taken by purposive sampling technique and the total number of sample was 36 students. It employed of six meetings (one meeting for pre-test, four meetings for treatment, and one meeting for post-test). It employed reading test as instrument.

The research findings indicated that the application of Think Aloud Strategy was effective in improving the students' literal and interpretative reading comprehension. It was proved by the value of the t-test 19.91, which was higher than the value of t-table (2.030). This indicated that H1 was accepted, and H0 was rejected and there was a significant difference of the students' reading comprehension before and after using Think Aloud Strategy. It was concluded that Think Aloud Strategy improved the students' reading comprehension.

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CHAPTER I

INTRODUCTION

A. Background

Language is a tool of communication, and it is one of the very important roles in social relationship among human beings. Relationship occurs through

communication and communication occurs through language. Language is applied while interacting among people. Language should be understood between speaker and listener. To create a good communication, language should be spoken fluently and comprehensible. That is why a speaker and a listener should use the same language in order to have a good communication. However, there are so many countries with different languages in this world. Different languages of people from around the world made problems in communication. For solving this problem, there should be a language which can be understood by all people all over the world. Therefore, international community has already dealt with English as the first international language.

English is one of the interactional languages which has an important role in the world. In some countries the power language is the official language which is used for government education commerce and international communication. In Indonesia English is a foreign language that was taught from elementary school to university. English is a foreign language used a medium of instruction at school, many students think that English is the most difficult subject.

The goal of teaching and learning English is to produce and comprehend language that are spoken and written. Some people think that a successful English learner is a person who can speak English fluently. They do not know that a person who is said a success English learner is a person who is master in all of English skills.

There are four skills in English, they are speaking, writing, reading, and listening. It is better for English learners to master in all those skill, but the fact is different. Many English learners do not master in all of those skills. For example, some of English learners are good in writing, but not for speaking or vice versa. The other example, some English learners are good in reading, but not well in listening or vice versa. It means that these English learners have different ability in acquiring language.

According to Anderson (1999:15) reading as an active process of building meaning from the reading materials where the meaning does not reside on the printed page, nor is it only in the reader. To sum up reading is a complex process that requires the active participation the reader toward the texts and context in order to convey and interpreting the meaning.

Reading is very important for English learners because reading can enlarge their knowledge, vocabulary, and information. From reading is able to get complete understanding of the text. This might be cause by the fact that many of those students do not know the essential information needed to understand a word,

including how a word combines with other words difficultget information from the passage and difficult to make a conclusion of the passage. All of those problems will affect the learner in comprehending the passage and reading achievement. Therefore those students need strategies or technique in order to overcome the problem.

Based on the observation and interview conducted at the eighth grade of SMP Muhammadiyah Limbung the researcher found that most of students had low level of reading skill especially in comprehension mostly it is caused by their low vocabulary mastery and teacher's misconception about reading activities and the teacher did not implement any teaching strategy in conducting the class. The teacher only delivered the materials from the course book and the white board.

With regard to the condition, the researcher decides to use think aloud strategy to solve the problem and help both the teacher and the students to get new knowledge and experience in their teaching learning process and of course to improve the English class, in this case the students' reading comprehension. That is why the researcher delivers this study entitled "The Effectiveness of Think Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text at the Eighth Grade of SMP Muhammadiyah Limbung.

B. Research Question

The research problems are formulated as follows:

1. How is the improvement at the students' literal reading comprehension through think aloud strategy at the eighth grade of SMP Muhammadiyah Limbung?

2. How is the improvement at the students' interpretative reading comprehension through think aloud strategy at the eighth grade of SMP Muhammadiyah Limbung?

C. Objective of the Research

Related to statement above, the objectives of the research are:

1. To find the improvement students' literal reading skill at the eighth grade of SMP Muhammadiyah Limbung?

2. To find the improvement students' interpretative reading skill at the eighth grade of SMP Muhammadiyah Limbung?

D. Significance of the Research

1. The result of this study is expected to give contribution for the teacher as feedback to improve their strategy in teaching English especially in reading achievement of narrative text.

2. The researcher hopes that the result of this study is expected to give feedback to motivate the students themselves to get a good result especially in reading narrative text.

3. This research is expected to be used as a reference in conducting further research in the same field.

E. Scope of the Research

This research is limited to improve the students' reading skill through think aloud strategy focus on literal skill are identifying specific information, sequencing events or ideas and following instruction while interpretative comprehension are, implication and conclusion including the implementation of think aloud strategy are identifying problem solving situation where the learner draws on the own experience and prior knowledge to discover the truths that are to be learned at the eighth grade of SMP Muhammadiyah Limbung.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Concept of Think Aloud Strategy

1. The Definition of Think Aloud Strategy

Haris & Hodges, 2004. The think aloud is a strategy that allows a teacher to verbalize thoughts while reading orally, modelling for students how the prcess of comprehension works. The goal of the think aloud strategy is that eventually students will develop a similiar thinking process when they are reading independently, thereby improving their comprehension. The think aloud strategy asks students to say out oud what they are thinking when they are reading, solving math problem, or simply responding to questions posed by teacher or other students. Effective teacher think out loud on a regular basis to model this process for students. In this way they demonstrate practical ways of approaching difficult problem while bringing to the surface the complex thinking process that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.

Oster, 2001. Defines think aloud strategty as a reading method where students can verbalize their thought as they read, and thus bring into the open strategies they are using to understand the text. Within the think aloud method we can mention some reading comprehension strategies like predicting and visualizing. Focus on important information; to make predictions, to ask questions, to evoke background knowledge with the text and to express their personal reaction. Likewise we are talking about modeling reading strategies to help students to be aware of strategies they use in their native language (L1) to facilitate transfer into the target laguage (L2).

Afflerbach and Johnston cited by McKeown (2007), claim that think-aloud serves firstly as a method of measuring the cognitive reading process, then as meta cognitive tool to monitor comprehension. In that sense, the think aloud is appropriate for this study because through this strategy the students can monitor their comprehension process. In this research, it was decided to implement the think-aloud strategy because it was used as an instructional approach, and also because this strategy helped readers to comprehend more easily what was being read by them.

Another definition of this strategy is provided by Pressley et al. in McKeown (2007:1) work: "think-aloud is one of the transactional strategies because it is a joint process of teachers and students working together to construct understandings of text as they interact with it". Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. Think aloud is also a process in which readers report their thoughts while reading (Wade 1990). It helps students to reflect upon their own reading process.

The think-aloud is a technique in which students verbalize their thoughts as they read and thus bring into the open the strategies they are using to understand a text (Baumann, Jones, &Davey, 1983; Wade, 1990). Readers' thoughts might include commenting on or questioning the text, bringing their prior knowledge to bear, or making inferences or predictions.

Think aloud also used to model comprehension processes such as making prediction, creating images, linking information in text with prior knowledge, monitoring comprehension, and overcoming problems with word recognition or comprehension (Gunning, 1996 in teacher vision).

2. The Strengths of Think Aloud Strategy

When teachers model of think aloud for English language learners (ELLs) on a regular basis, ELLs will have a well-rehearsed strategy to use when they are trying to comprehend text on their own. According to Lems., et al (2010), thinking alouds are useful in three important ways:

a. They build metacognitive awareness.

b. They give the teacher a window into the thinking processes of the learner.

c. They give ELLs opportunities to practice using academic language orally.

With the think aloud procedure the student is asked to voice his or her thoughts while reading. Asking students to "think aloud" can provide useful insights into their metacognitive and cognitive processing strategies, as well as their word learning strategies and working memory. It also provides information about the text features students find interesting or important. These are all processes that have been difficult to evaluate with other assessment procedures. (Irwin, 1991; Kucan & Beck,1997; Ward & Traweek,1993; Harmon, 2000; Whitney & Budd, 1996; Wade, Buxton, & Kelly, 1999 as cited in Klingner.,*et al*, 2007).

Meanwhile, Baumann (1992) states that think aloud is one of technique through which readers will be teach to monitor and repair their comprehension during reading. Think aloud is the effective procedure to promote awareness of what students are doing while they are reading. When readers aware of their reading and thinking as they are reading, their comprehension skill improves. The think aloud process gets "readers to pay attention to what they are reading by connecting what they are reading to their own background and experiences". Think-aloud, or verbal reports (Anderson, 1999) are always a great way to help students become metacognitive learners. This metacognitive awareness (being able to think about one's own thinking) is a crucial component of learning, because it enables learners to assess their level of comprehension and adjust their strategies for greater success (Oster, 2001). According to Oster, an additional advantage to the think-aloud procedure is that students become more aware of the mental processes they use while reading and can thereby improve their reading comprehension.

Additionally, Davey (1983) proposed three advantages of using think aloud in reading class, as follows:

1) It helps students learn to monitor their thinking as they read and improves their comprehension.

2) It teaches students to re-read a sentence, read ahead to clarify, and/or look for context clues to make sense of what they read.

3) It slows down the reading process and allows students to monitor their understanding of a text.

3. The Procedures of Think-Aloud Strategy

Originally, think alouds must be administered individually (Klingner,.etal, 2007). As with other approaches to comprehension assessment, begin by selecting a passage that is at a student's

instructional level. The passage should be readable but not too easy for the students, because some cognitive and meatcognitive processes are only activated when a text includes challenging components. Then ask the student questions that help him or her think aloud before, during, and after reading, such as the following (Gunning, 2002):

a. Before reading: what do you think of this passage might be about?

Why do you think this?

b. During reading (after reading each marked-off segment or chunk of text): what were you thinking while you read this section? Were there any parts that were hard to understand? Were there any words that were hard to understand? What did you do when you came across hard words?

c. After reading: tell me what the passage was about.

While the student think aloud, the teacher records his or her responses word for word as closely as possible. She should keep in mind that thinking aloud is initially difficult for many students. Therefore, it is important for teachers model this process first and allow students time to practice. After the student has finished the think aloud process, the teacher analyzes his or her responses and not which types of responses he or she used.

Based on the discussion above, the researcher simplifies the procedure of think aloud strategy by adapting the theory of collaborative strategic reading by Klingner, et al (2007) because both strategies have similar plot in the process of reading. There are five stages in conducting think aloud strategy in a reading classroom, as follows:

1) Modeling of the Text

The first thing to do by the teacher is to model the think aloud. He or she chooses the first sentence or paragraph of the text then practice thinking aloud by previewing to find any unfamiliar

vocabulary or parts in the story that can confuse students. He or she then gives background knowledge on the topic at hand. While reading, the teacher needs to pause and make comments about what he/she is thinking in order to clarify for students how comprehension is taking place. The teacher verbalizes predictions, confusing parts, or connections with prior knowledge to help show comprehension of the text. (Vacca&Vacca, 2010)

2) Pre reading

In this phase, students are expected to preview the text they are going to read. In previewing, the students are activating their prior knowledge or brainstorming, predicting and visualizing clues in the text. The purposes of previewing are to a) help students identify what the text is about, b) tap into their prior knowledge about the topic.

The teacher helps the students with previewing by reminding them to use all the visual clues in the text, such as pictures, charts, or graphs, and to look at the headings and subheadings used throughout the passage. He or she might help them connect the topic to their own experiences. This process is done orally by letting the students to express what comes on their mind freely. In this stage, the students practice the think aloud by the teacher's guidance.

3) Fix-up Strategy (click and clunk)

Students use the process of click and clunk to monitor their comprehension of the text. When students understand the information, it "click". When it does not make sense, it "clunks". In this case, the students state their confusing verbally. They share the questions they have in their mind and then work together to identify clunks by using

fix-up strategy (reread the sentence with the clunk and the sentence before or after the clunk, looking the clues)

4) Whilst reading

In this phase, students have to get the gist of the text by themselves. They get the gist by practicing think aloud independently. Getting the gist means that students are able to state the main idea of a paragraph or cluster of paragraph in their own words. In this way students learn how to synthesize information, taking a larger chunk of text and distilling it into a key concept or idea.

5) After reading

Students learn to "wrap-up" by formulating questions and answers about what they have learned and read by reviewing key ideas. The goals are to improve students' knowledge, understanding, and memory of what they have read. Teachers may give questions about important information in the passage with: *who, what, when, where, why and how* or related to the whole idea of the text. The students have to share their opinion verbally.

B. The Concept of Reading Comprehension

1. The Definition of Reading Comprehension

It is very important to talk about reading comprehension. Based on McNeil (1992:16) comprehension is making sense out of the text. From an interaction perspective, reading comprehension is acquiring information from context and combining disparate elements into a new whole. According to Cahyono et al. (2011:55) reading is a means of transferring information between the write and the reader. Therefore reading comprehension understands a written text means extracting the required information from it as efficiently as possible (Grellet,1981:3).

Reading comprehension is very importance for everyone who to enlarge their knowledge and information. Sometimes some learners feel difficult to comprehend the text that they have read, so they get nothing from the text. So the teachers have to be more concern about the problem.

Reading perceives a written text in order to understand its contents or silent reading. The understanding that result is called reading comprehension. A formal definition of reading comprehension may see unnecessary because the term is use to widely and is meaning is assumed to be generally understood. Teachers think of reading comprehension as what students are thought to do in reading interaction during the early school years and as reading capacities they are expected to display throughout the middle and high school years.

According to Tarigan (1990:8), reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language consist of grasping meaning in that language through its written representation. Reading comprehension that also called reading for comprehension is an activity means to extract certain kinds of information from English text.

One of the most important aspect of teaching reading is to enables students understand what they have to read. To read well, students have to master four skill in comprehending reading text.

Tarigan (1990:12) states, that comprehension skill can be divided into activities.

a. Extensive reading, it consists of survey reading skimming, superficial reading.

b. Intensive reading, it consist of close reading, comprehension reading, critical reading, reading ideas, foreign language reading, and literary reading.

2. Strategies for Reading Comprehension

Reading comprehension is a primary atter of developing appropriate, efficient comprehension strategies. Some strategies are realted to bottom up and top down strategies, Brown (2001:306) states that there are several strategies for reading comprehension, such as:

a. Identifying the purpose in reading

b. Using efficient silent reading technique

c. Skimming the text for main idea

d. Scanning the text for specific information

e. Analyzing vocabulary

f. Guessing when you are not certain

3. Types of Reading comprehension

Reading is bringing meaning and getting meaning from printed or written material. Reading is foreign language comsist of grasping meaning in that language through is written representation. Reading comprehension that is also called reading for comprehension is an

antivity mean to extract certain kinds of information from English text. Reading is foreign language may face some difficulties, such as: difficult words, difficult to get information from the pssages and difficult to make a conclusion of the passages. To minimize all those problems, the according to Brown (2001: 352) type of reading used; the following are commonly referred to:

a. Literal Comprehension

Readig in order to understand, remember or recall the information explicit in a passage

b. Inferential Comprehension

Reading in order to find information which is not explicitly states in a passages using the reader's experience intuition by inferring.

c. Critical and Evaluative Comprehension

Reading in order to get information in a passagee with the reader's own knowledge in values.

d. Appreciative Comprehension

Reading in order to gain other kind of valued response from a passages.

4. Reading Comprehension levels

The term "level" does not mean simply different degrees of difficulty. It refers to the attitude and reaction to what is read. There are several levels of comprehension. Higher level of comprehension

would obviously include higher level thinking Burns (1984:177) classifies four levels of comprehension. They are:

a. Literal Comprehension

Literal comprehension represents the ability of understanding with information that is explicitly stated in the print and illustration. The students can recall, identify, classify, and sequence detail, fact and stated main ideas form a variety of written materials, and can interpret directions this level of comprehension involves surface meaning.

Literal reading refers to the acquisition of meaning of ideas or information that is explicitly stated in the text. Some specific reading skill at the literal level of comprehension are: identifying specific information or nothing details, sequencing ideas when explicitly signal are given, and following instructions. These skills specially the first two are scanning skill

1) Identifying Specific Information

This reading requires only one or some particular information or detail which the reader needs form a text; the rest of the text may not be read anymore. That information may be a name, a date, a scientific term, or a place or just anything, the search for which motivates the person to read. In looking for a detail, the reader must look for signals in the

environment of the needed information or in the information itself.

2) Sequencing Events or Ideas

Meaningful reading results from the reader's ability to follow the flow of thought of the writer. This is happened because any discourse is made up of words and sentences which are not only grammatically linked to one another, but are also logically related and sequence of ideas as presented by the writer enables him to summarize, outline and infer correctly following instructions. Students can take the lesson and knowledge from the reading.

b. Interpretive or Inferential Comprehension

Smith (1980:218) states that demands higher level of comprehension involves reading beyond or between the lines. The reader brings knowledge and experience to the act of reading and draws the differences. The reader also needs to see relationship among ideas, for example, how ideas go together and also implied meaning of the ideas. Interpretive or referential comprehension includes thinking process such as drawing conclusion, making generalization, prediction outcomes. At this level, teacher can asks more challenging question such as asking students to do the following task:

1) Rearrange the ideas or topic discussed in the text

2) Explain the author's purpose of reading in the text

3) Summarize the main idea when this is not explicitly stated in the text

4) Select conclusion which can be deduced from the text they have read

c. Critical Reading

Critical reading means evaluating written material, compering the ideas discovered in the material with known standards and drawing conclusions about their appropriateness, accuracy, and timelines.

d. Creative Reading

Creative reading that is ideas from the text to the new situation and to recombine author ideas with other ideas, to form new concept or to expand it.

C. The Concept of Teaching Reading

1. The Definition of Teaching Reading

In teaching reading, the teachers have to concern about the material that is used. The topic and type of reading texts are worth considering too. This topic and reading texts should depend on who students are. If the students are science students, reading scientific text many be a priority. If the students are junior high school students, reading narrative text may be a priority.

According to Mukhroji (2011), teaching reading is more influence by interactive strategies. Teachers teach skill directly, especially in the beginning and provide plenty opportunities for the students to experience by having them read whole books. In regard, the teaching of reading indicates process interactive models of reading.

In reading class, the teachers have to decide what the purpose in reading will be done. It is reading for pleasure or reading for getting understands the passage. If the purpose of reading that will be done is for pleasure, the topic of reading text can be free, such as narrative. If the purpose of reading text that will be done is for getting understands the passage, the topic of reading text should be prepared before.

2. Techniques in Teaching Reading

Psycho linguistically, reading is viewed as an interactive process between language and thought. There are three kinds of activities involved in relation to the reading class activities: pre-reading activities, during/whilst reading activities, and post-reading activities.

a. Pre-reading Activities

Pre-reading activities are instructional activities carried out before students conduct the real reading activities. In pre-reading activities, activation is concerned with the students' background knowledge, objectives of reading class, learning activities, and motivating the students. In this stage, teachers try to activate the students' schemata related to the topic or explaining briefly the contents of the text.

Pre-reading is to tell students the purpose of reading and learning. Pre-reading is also to motivate the students. Motivation in reading attracts students' attention to the text. The activities of pre-reading are activities aiming at facilitating the students' understanding about the reading text.

b. During/whilst Reading Activities

During reading activities are the activities that reader does while reading takes place. Mukhroji (2011) mentions that while reading includes: (a) identify the main idea, (b) finding detail the text, (c) following a sequence, (d) inferring from the text, and (e) recognizing the discourse patterns.

During whilst reading activities are instructional activities that are going on while reading activities are happening. According to Mukhroji (2011), five activities to do while reading. First, readers identify main idea of the text and identifying topic sentence through skimming. Second, readers find the details in the text and finding

specific information. Third, readers follow a sequence by relating items in particular order or process. Fourth, readers infer from the text by trying to understand the using their schemata and experience. Fifth, readers recognize the discourse patterns to understand the text holistically.

c. Post-reading Activities

Post-reading activities are the activities conducted by a reader after reading. In post reading activities, students do post-questions, feedback. The post-questions are more effective in incidental comprehension and the objective, since information of both greater and lesser importance is learned.

Post-reading activities are instructional activities that the students and teacher do after reading take place. According to Mukhroji (2011) point out that post-question, feedback, and group and whole class discussions are activities that can be done in the phase of reading activities. The activities function to check students' comprehension. The post questions after reading class activity are very important since information of both greater and lesser important learned. Besides asking question, summarizing the contents of the text is also applicable to the students.

The activity of post-reading can also be in the form class discussion. The discussion may depend on the class size. If the is big, it will be better to have group discussion. If the class is small, it will be better to have whole class discussion.

D. The Concept of Narrative Text

1. The Definition of Narrative Text

Meyers (2005:52) states that narrative is one of the most powerful ways of communicating with others. A good written story let your reader response to some event in your life as if it were own. They not only understand the event, but they can almost feel it. The action, details, and dialogue put the readers in these seem and make it happen for them.

Moreover, Anderson (1997:8) states that narrative is a piece of text tells a story and, in doing, entertains or informs the reader or listener.

From the definition above, narrative story is a story that tells us about something interesting has purpose to amuse, entertain or the readers. You are using narrative when you tell a friend about something interesting that happen to you at work or at school, when you tell someone a joke.

Anderson (1997:14) states that the good narrative uses words to paint a picture in our mind of:

a. What characters look like (their experience),

b. Where the action is taking place (the setting),

c. How things are happening (the action)

2. The Characteristics of Narrative Text

The characteristics of narrative texts among others:

a. It tells us about a story of event or events.

b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.

c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of the narrative are carrefully selected for purpose.

3. The Language Features of Narrative Text

The language features usually found in narrative texts are:

a. Specific characters

b. Time words that connect to tell when they occur

c. Verbs to show the action that occur in the story.

d. Descriptive words to portray tha chracter and setting.

(Anderson, 1997: 15)

4. The Generic Structure of Narrative Text

Neo (2005:2) states that a narrative has a structure, a shape or a pattern. It can be represented graphically in this way.

Climax

Rising action   Fallling action

Exposition   Resolution
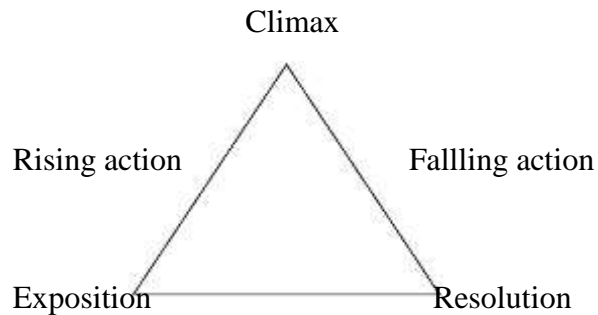
Figure 2.1: The generic structure of narrative text

The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. The Freitag triangle consists of:

a. The composition, it establishes the characters and situation.

b.   Rising action, it refers to a series of complication leads to the climax.

c. The climax is the critical moment when problem/conflics demand something to be done about them.

d. Felling action is the moment away from the highest peak of excitemen.

e. The reolution consists of the result or outcome.

On the other hand, Anderson (1997:8) states that the steps for constructing narrative are:

a) Orientation/ exposition

The readers are introduced minor characters and possibly some is minor character. Some indication generally given of where the action is located and when it is taking place.

b)   Complication/ rising action

The complication is pushed along by a serious of events, during which we usually expect some sort of complication or problems to arise. It just would not be so interesting if something is unexpected did not happen. This complication will involve of main character and oven serves to (temporally toward them from reaching their goal.

c)   Sequence of event/Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d)   Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end"?)

e)   Reorientation

It is an optional closure of event.

5.   Types of Narrative Texts

Neo (2005:58) there many different types of narrative texts, among others: Humor, romance, crime, real life fiction, theoritical fiction, mystery, fantasy, science fiction, diary novels, and adventure.

E. Conceptual Framework

```
┌─────────────────────────────┐
│      Teaching Reading       │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│     Think Aloud Strategy    │
└─────────────────────────────┘
               │
               ▼
┌─────────────────────────────┐
│ Students' Reading Comprehension │
└─────────────────────────────┘
        ┌──────┴──────┐
        │             │
┌────────────────┐  ┌────────────────────┐
│ Literal Reading│  │ Interpretative     │
│ Comprehension  │  │ Reading            │
│                │  │ Comprehension      │
└────────────────┘  └────────────────────┘
```
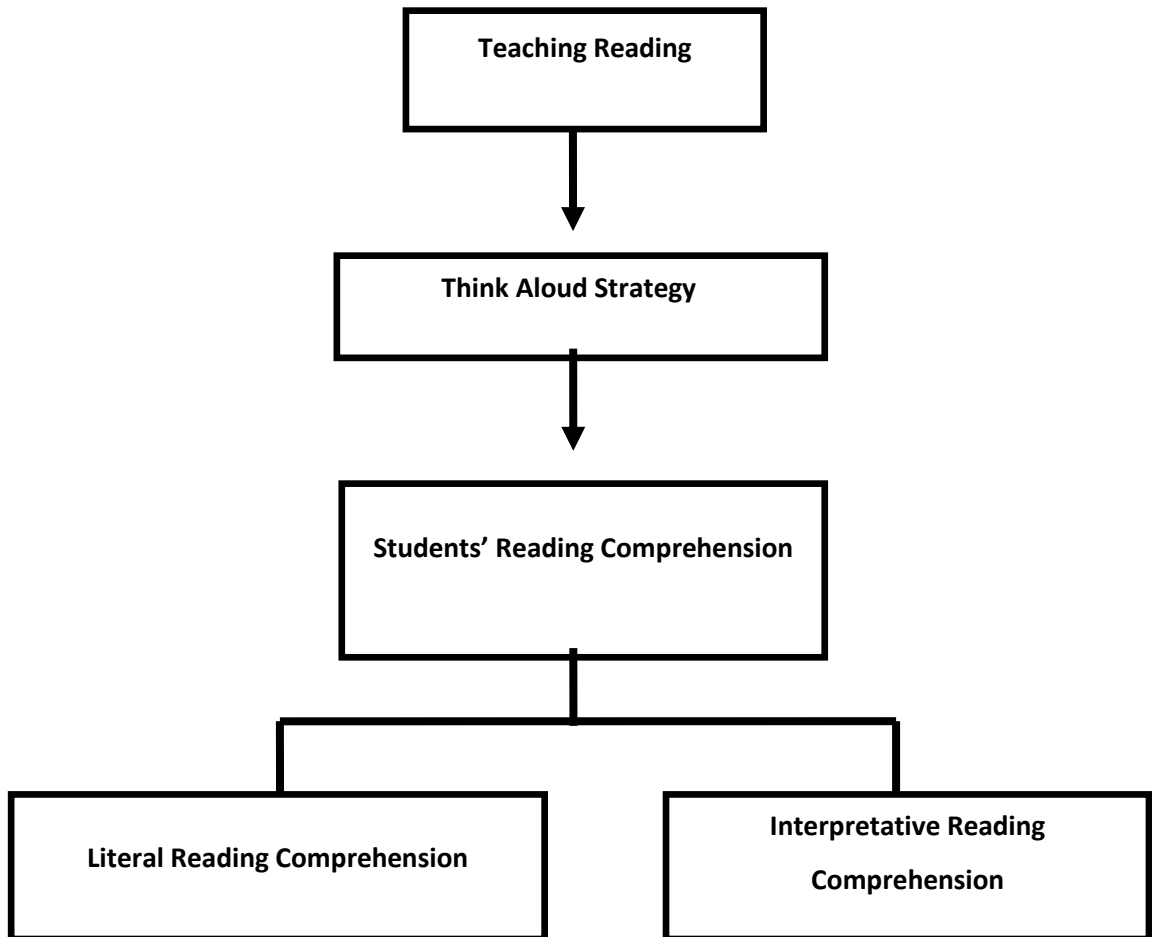
Figure 2.2: conceptual framework

The conceptual framework above describes that in teaching reading material, the researcher focus on narrative text by using think aloud strategy as a teaching approach, which will be used in pre experimental research consists of pre-test, treatment, and post-test.

The aim of this research is to improve the students reading comprehension that focus on the students' improvement in literal reading comprehension and interpretative reading comprehension.

CHAPTER III

RESEARCH METHOD

A. Research Design

This experimental design used pre- experimental research design (one group pretest-posttest design) that consist of pre-test, treatment and post-test. The

success of the treatment is determined by comparing the pre-test and the post-test scores

Pre test	Independent variable	Post test
X1	O	X2

Table 3. 1 Pattern of on group Pre-test Post-test design

(Ary cited in Nikmah 2014:30)

Where:

X1 = pre-test

O = Treatment

X2 = post-test

1. Pre-test

Before giving treatment, the researcher gave pre-test to the students. It was conducted to know how far the students' scores in reading. This test aimed to know how far the students ability in reading of narrative text. The pre-test comprised 4 items, in the form of essay test items.

2. Treatment

After having conducted the pre-test, the researcher gave treatment to the students. The researcher applied the technique or treatment using think aloud strategy. The action of the treatment as follows:

a. The teacher introduced the material and gave explanation about narrative text

b. The teacher gave the text to students and chosen the students to read the first sentence or paragraph to found any unfamiliar vocabulary or parts in the story that can confused the students.

c. The teacher needed to pause and make comments about what the students are thinking to explain for students about the material.

d. The teacher helped the students used all the visual clues in the text such as pictures.

e. The teacher asked students to use fix-up strategy (click and clunk) to monitor their comprehension of the text. When students understand the information, it "click". When it does not make sense, it "clunks"

f. The teacher helped students to explain their confusion verbally, and the students can share the question they have in their mind

g. The teacher and students then worked together to identify clunks by using fix-up strategy (reread the sentence with the clunk and the sentences before or after the clunk, looking for clues)

h. Whilst reading, the teacher asked students to express the gist of the text and to know how the students learn about synthesize information and distilling it into a key concept or idea

i. After reading, the teacher gave questions about the main information (who, what, when, where, why and how) or related to the whole idea of the text.

j. The teacher asked students to share their opinion verbally.

3. Post-test

After treatment process, the researcher gave post-test to find out the score of the students' improvement in reading comprehension. In this part, the students were given the test with form of essay test comprises 4 items.

B. Variable and Indicator

1. Variable

This research consisted of the following variables:

a. The independent variable was the use of Think Aloud Strategy (X)

b. The dependent variable was the Students' Reading Comprehension in Narrative Text (Y)

2. Indicator

The indicators of the research were used to measure the variable were:

a. The improvement students' literal reading comprehension in narrative text to identifying the specific information and to identify sequencing events.

b. The improvement students' interpretative reading comprehension in narrative text to identify the conclusion and the implication.

C. Hypothesis

Hypothesis consists of words hypo and thesis. Hypo is under or less or weak. Thesis is theory or proposition that showed as a proof. "Hypothesis is a temporary answer of problems in research until proved from the data which

collected. Thus, hypothesis can define a weak truth statement toward problems on research and need to prove the truth after collecting data. To find the answer of the problem, the researcher should propose alternative hypothesis (H1) and null hypothesis (Ho) as below:

1. Alternative Hypothesis (H1): There was significant difference of the students' reading comprehension in narrative text before and after using think aloud strategy.

2. Null Hypothesis (Ho): There was no significant difference of the students' reading comprehension in narrative text before and after using think aloud strategy.

D. Population and Sample

1. Population

The population of this research was the eighth grade students of SMP Muhammadiyah Limbung in academic year 2017/2018. It consisted of nine classes and the number of population is 325 students.

Classes	Number of Students
VIII. 1	36
VIII. 2	36
VIII. 3	36
VIII. 4	36
VIII. 5	36

VIII. 6	36
VIII. 7	36
VIII. 8	36
VIII. 9	37
TOTAL	325

Table 3.2 the total population of the eighth grade students at Smp Muhammadiyah Limbung

2. Sample

The sample technique of this research was purposive sample. The researcher selected this technique based on the statement of the teacher that the students' achievement in eighth grade students is getting low in English, especially in reading. The class selected as a sample was grade VIII.7 that consist of 36 students at SMP Muhammadiyah Limbung in academic year 2017/2018.

E. Research Instruments

The instrument used in the research was reading test with essay form. This instrument aimed to find out the result of students' improvement in reading especially in reading narrative text. To know students' ability in reading narrative text, the researcher gave essay form about 4 items. The test consisted pre-test and post-test. The researcher gave pre-test before apply the treatment which consist of several questions. It aimed to know students' prior knowledge in reading. While, the post-test used to finding out students' improvement in reading after giving treatment.

F. Data Collection

Data collection was the procedure used by the researcher to collecting the data. In conducting the test in the classroom, the researcher follows the procedure.

1. Pre-test

Before doing the treatment, the research gave pre-test to the students. It was conducted to know how far the student scores in reading. This test aimed to know how far the students ability in reading of narrative text. The pre-test comprised 4 items in the form of essay test about narrative text, after that the students read and answer the question. The result of pre-test compared with result of post-test after doing treatment.

2. Post-test

After the treatment, the researcher gave post-test to the students (the procedure was same with pre-test). The researcher distributed the instrument to the students, and the researcher asked the students to answer the questions based on the narrative text.

G. Data Analysis

The data collected through quantitative analysis. The researcher used a procedure as follow:

1. Scoring the result of the students' test classified as follows:

The researcher was giving correct the students reading comprehension based on the analogies scale for reading

a. Literal comprehension

Criteria of literal comprehension	Score
Clearly identified the specific information and sequencing events by providing strong evidence details relating to the text	40
Identified the specific information and sequencing events by providing adequate evidence, details relating to the text	30
Limited specific information and sequencing events by providing limited evidence details relating to the text	20
Did not identify the specific information and sequencing events or provide any evidence details relating to the text	10

Table 3.3 Criteria of literal comprehension

(Layman cited in Rusdi 2013:42)

b. Interpretative comprehension

Criteria of interpretative comprehension	Score
Conclusion and implication are reflects resource reading in development of idea it is excellent	40

Conclusion and implication are reflects reading in development of idea it is good	30
Conclusion and implication are reflect only reading in development of idea it is poor	20
Conclusion and implication do not reflect any reading of resources in development idea	10

Table 3.4 criteria of interpretative comprehension

(Clarke cited in Rahmawati, 2014:27)

2. Scoring the students correct answer at pre-test and post-test by using this formula:

$$Score = \frac{Correct\ answer\ score}{Maximum\ Score} x100$$

(Sudjana cited in Harfiah, 2015:31)

3. Classifying the students' score answer into the following criteria:

Score	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good

66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 33	Very poor

Table 3.5 classifying the students' score

(Layman cited in Supardi, 2014:34)

4. Finding out the mean score of the students' answer by using formula:

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

Where: $\bar{X}$ = Mean score

$\sum X$ = The total scores

N   = The number of students

(Gay cited in Harfiah, 2015:31)

5. The percentage of the students' reading comprehension is identify by using the formula as follow:

$$P = \frac{X2 - X1}{X1} X 100\%$$

Where: P   = The percentage of the students' improvement

X1   = The mean score of pre-test

X2   = The mean score of post-test

(Arikunto cited in Supardi, 2012:43)

6. Finding out the significant differences between pretest and posttest by calculating the value of the test

$$t = \sqrt{\dfrac{\overline{D}}{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

Where:

t = Test of significance

$\overline{D}$ = The mean Score

$\sum D$ = The sum of differences

$\sum D^2$ = The square of $\sum D$

N = the total Number of students

(Gay cited in Harfiah 2015:31)

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

1. **The Improvement of The Students' Literal Comprehension and Interpretative Comprehension in Reading**

The result of the data findings find that teaching reading comprehension in narrative text through think aloud strategy can improve the students' achievement in reading of literal comprehension and also can

improve the students' achievement in reading of interpretative comprehension. In the further interpretation of the data analysis were given below

a. **The Improvement of The Students' Literal Comprehension**

Table 1: The Improvement of the Students' Reading in Literal Comprehension

No	Indicators	Pre-Test	Post-Test	Improvement (%)
1.	Specific Information	46.52	69.44	49.26
2.	Sequential Events	36.80	65.97	79.26
	$\sum X$	83.32	135.41	128.52
	$\overline{X}$	41.66	67.70	64.26

The data on Table 1 shows that the score of sequential events has improved (79.26%) from the mean score of 36.80 of pre-test to post-test of 65.97, than the score of specific information has improved (49.26%) from the mean score in pre-test of 46.52 to post-test 69.44

The comparison of each indicator from Table 1 indicates that improvement in sequential events (79.26%) is greater than specific information (49.26%). It means that the results of the students' improvement in indicator of literal comprehension show the greatest improvement than sequential events. But in this case, the entire indicators equally increase in a post-test. After calculating the score, it has been

found that the students' reading comprehension has improved (64.26%) from the mean score 41.66 on pre-test to be 67.70 on post-test, it is more clearly shown in the figure below:

IMPROVEMENT (%)
Literal Comprehension
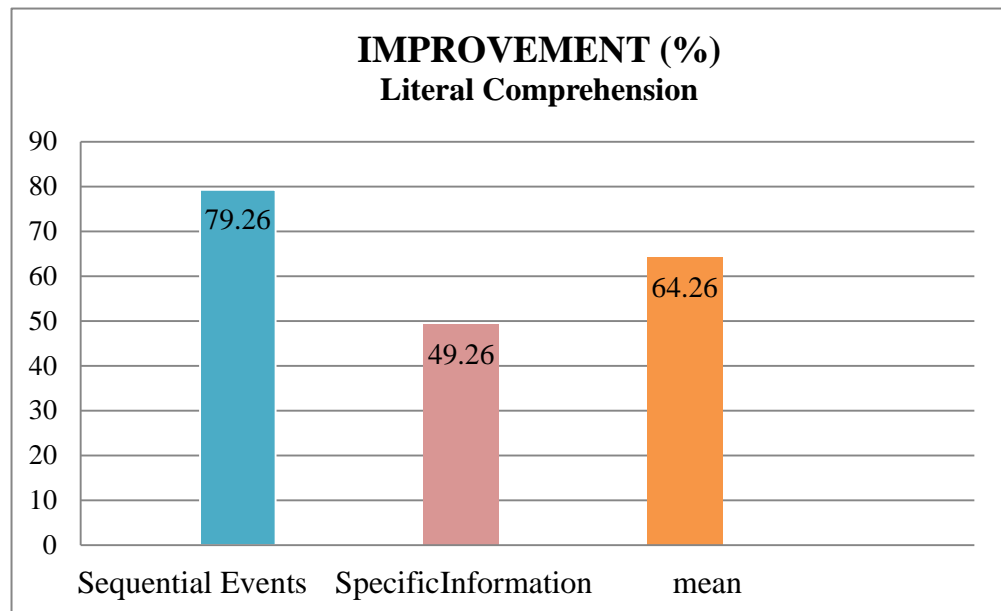
Figure 1: The Improvement of the Students' Literal Comprehension

  Figure 1 explains the improvement of the sequential events (79.26%), and specific information (49.26%), the mean score is (64.26%). It proves that there is significant improvement in students' Literal Reading Comprehension at the Eighth Grade of SMP Muhammadiyah Limbung

b. The Improvement of the Students' Interpretative Comprehension in Reading

  The improvement of the students' reading achievement in interpretative comprehension, which focused on conclusion and implication as indicator in Eighth Grade of SMP Muhammadiyah Limbung as result of the students' assessment of pre-test and post-tests can be seen clearly in the table below:

Table 2: The Improvement of the Student's Reading in Interpretative Comprehension

Indicators	Pre - Test	Post-Test	Improvement (%)
Conclusion	42.36	62.5	32.22
Implication	35.41	55.55	57.63
$\sum X$	77.77	118.05	89.85
$\overline{X}$	38.88	59.02	44.92

The data on Table 2 shows that the students' improvement in the interpretative reading conclusion score has improved (32.22%) from the mean score of 42.36 of pre-test to post-test of 62.5, and then the score of implication has improved (57.63%) from the mean score in pre-test of 35.41 to post-test 55.55. Based on the result above, it can be concluded that the Think Aloud Strategy is effective to apply in teaching and learning process especially in teaching interpretative reading skill (44.92%)

After calculating the score, the writer found the students improvement in the interpretative reading has improved (44.92%) from 38.88 of pre-test to post-test 59.02, it is more clearly shown in the figure below:
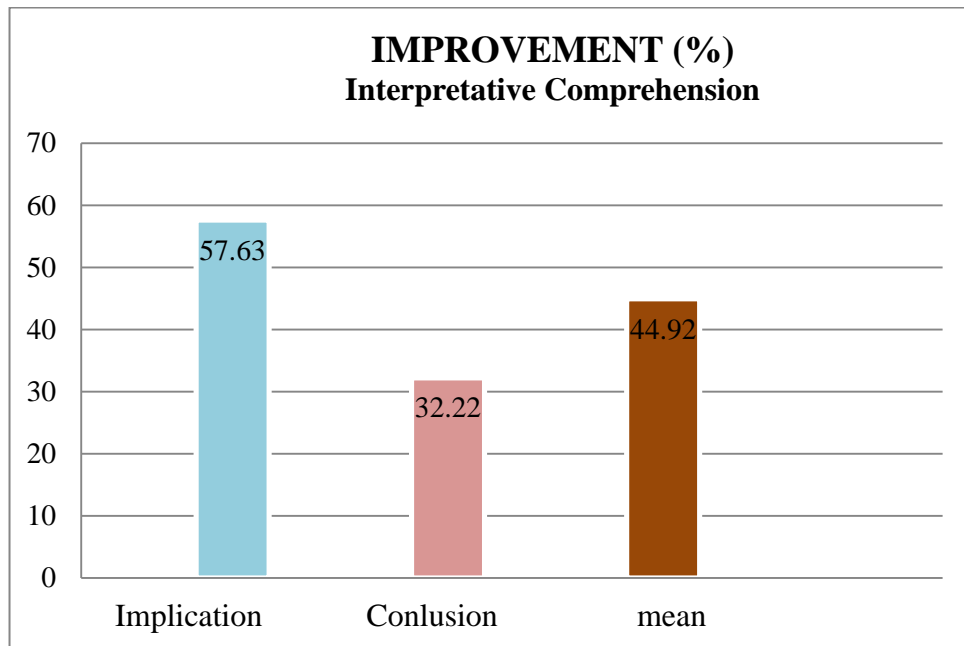
Figure 2: The Improvement of the Students' Interpretative Comprehension

Based on the data above, it can be conclude that the Think Aloud Strategy is effective to apply in teaching and learning process in teaching reading. It can be proved by the improvement of the students' interpretative reading as implication (57.63%), and conclusion (32.22%), the mean score is (44.92%).

Table 3: The Frequency and Percentage of Students' Reading in Literal Comprehension

Classification	score	Specific information				Sequential events			
		Pre-test		Post-test		Pre-test		Post-test	
		F	%	F	%	F	%	F	%
Excellent	96 - 100	0	0	6	17	0	0	0	0
Very good	86 - 95	0	0	0	0	0	0	0	0
Good	76 - 85	0	0	0	0	0	0	1	3
Fairly good	66 - 75	5	14	18	50	0	0	22	61
Fair	56 - 65	0	0	0	0	0	0	0	0
Poor	36 - 55	21	58	10	28	17	47	13	36
Very poor	0 - 35	10	28	2	5	19	53	0	0
Total		**36**	**100**	**36**	**100**	**36**	**100**	**36**	**100**

The data on Table 3 shows that specific information in pre-test none of students get excellent, very good, good and fair. There are 5 (14%) students get fairly good, 21 (58%) students get poor scores. There are 10 (28%) students get very poor. Students score has improve in post-test there are 6 (17%) students get excellent, 18 (50%) students get fairly good scores and 2 (5%) students get very poor score.

Sequential events in pre-test none of the students get excellent, very good. Good, fairly good and fair scores and there are 17 (47%) students get poor after post-test 13 (36%) students get poor scores. There are 19 (53%) students got very poor scores. In post there is 1 (3%) students get good scores and 22 (61%) students get fairly good scores. It can be conclude that Think Aloud Strategy can improve students reading in Literal Comprehension.

Table 4: The Frequency and Percentage of Students' Reading in Interpretative Comprehension

Classification	Score	Conclusion				Implication			
		Pre-test		Post-test		Pre-test		Post-test	
		F	%	F	%	F	%	F	%
Excellent	96 - 100	0	0	0	0	0	0	0	0
Very good	86 - 95	0	0	0	0	0	0	0	0
Good	76 - 85	0	0	0	0	0	0	0	0
Fairly good	66 - 75	1	3	21	58	0	0	10	28
Fair	56 - 65	0	0	0	0	0	0	0	0
Poor	36 - 55	23	64	15	42	15	42	24	67
Very poor	0 – 35	12	33	0	0	21	33	2	5
Total		**36**	**100**	**36**	**100**	**36**	**100**	**36**	**100**

Based on the data above conclusion in pre-test and post-test none of the students who get excellent, very good, good and fair scores. There is 1 (3%) student get fairly good, 23 (64%) students get poor scores and 12 (33%) students who get very poor scores. In post-test students get fairly good has improved there are 21 (58%). Students who get poor scores are 15 (42%) and none of the students who get excellent, very good, good, fair and very poor scores.

Implication in pre-test and post-test also shows none of the students who get excellent, very good, good and fair scores then none of the students get fairly good score in pre-test and then there are 10 (28%) students get fairly good scores in post-test. There are 15 (42%) students get poor scores in pre-test and 24 (67%) students get poor scores in post-test. And the students who get very poor scores in pre-test there are 21 (33%) an in post-test there are 2 (5%) student get very poor scores. It can be conclude that Think Aloud Strategy can improve students reading in interpretative comprehension.

2. T-test Value

Analyzing t-test is used to find out the significant difference of the students' result of pre-test and post-test. In order to know the level of significance 5% (0.05), degree of freedom df=N-1 (df is $N - 1 = 36 - 1 = 35$) it is found that the t-table value is 2.030 the result of the calculation is shown as follows:

Table 3: T-test of Value of the Students' Reading Comprehension

Variables	t-test	t-table
Reading Comprehension	19.91	2.030

The Table 3 shows about the comparison between the students' T-test and T-table to improve literal comprehension and interpretative comprehension after using Think Aloud Strategy. The value of the T-test is greater than T-table. The score in variable of Reading Comprehension (19.91> 2.030)
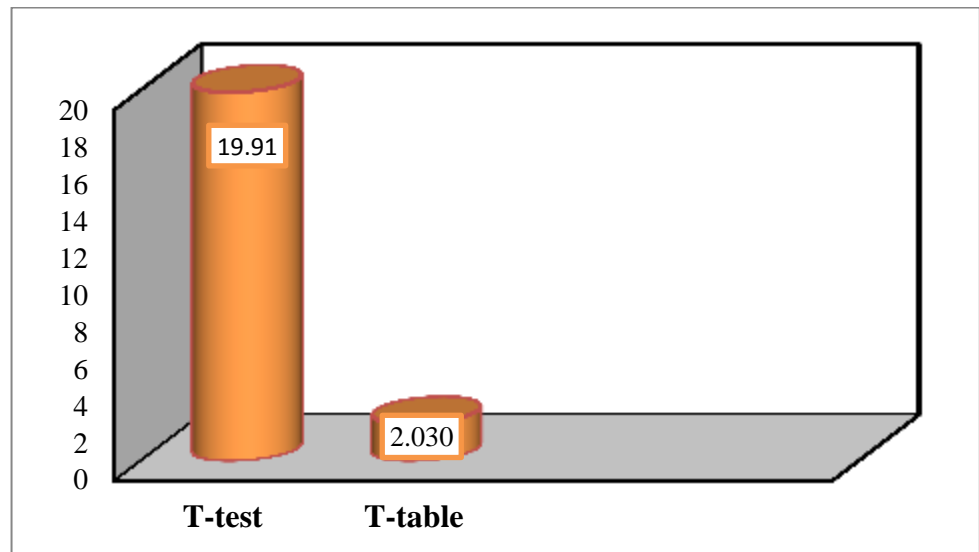
Figure 3: The Comparison between the Students' T-Test and T-Table

It can be concluded that there is significant difference between the results of the students' reading comprehension before and after using Think Aloud Strategy. This also means that the alternative hypothesis (H_1) is accepted where the use of Think Aloud Strategy does effective in improved the students' literal and interpretative reading comprehension at the Eighth Grade of SMP Muhammadiyah Limbung.

B. Discussion

In this part, the discussion dealing with the interpretation of findings derived from the result of findings about the students' literal comprehension dealing with the specific information and sequential events, also the students' interpretative comprehension dealing with conclusion and implication. The result of the data analysis through the reading test shows that the students' reading comprehension improves significantly. It is indicated by the students' achievement in pre-test and post-test.

1. The improvement of the Students' Literal Comprehension in Reading

a. Specific Information of Student's Literal Reading Comprehension

The description of data analysis through the test as explained in previous finding section shows that the improvement of students' Literal reading comprehension by using Think Aloud Strategy is improve significantly. It is supported by result of the test value in post-tests is greater than test value pre-test. The result of data analysis relevant with the theory of Haris & Hodges (2004:10) stated that the Think Aloud is a strategy that allows a teacher to verbalize thoughts while reading orally, modelling for students how the prcess of comprehension works.

In applying Think Aloud Strategy in learning process in improvement the class has been classified as a fairly good classification because this strategy is essay for students to learn because the students already know the meaning of the text and already know where is the position of the specific information in the text especially in narrative text. It made the students understanding specific information and the students' result in post – test higher than the pre – test. It can be seen after testing the students where the mean score of the students' specific information in pre-test $(\overline{X})$ = 46,52 and post-test $(\overline{X})$ =69,44. The improvement is 49.26%. It indicates that the mean score of post-test greater than mean score of pre-test.

b. The Sequential Events of Students' Literal Comprehension

The improvement of students' literal reading comprehension focused on the sequential events by using Think Aloud Strategy is improved significantly. It is supported by result of the reading test value in post-test is greater than test value pre-test. The theory of Oster (2001) stated that think aloud strategty as a reading method where students can verbalize their thought as they read, and thus bring into the open strategies they are using to understand the text.

The use of Think Aloud Strategy in learning process in the class is a fairly good classification, where the students' more understand the text because the students already know about the form of generic structure of narrative text or sequential events of the text, it means that the students could made classification about the position of sequential events and give support sentences to give answer at the questions. It shows that the improvement of the students' easy to understand sequential events.

The indicator of sequential events of the students' literal reading comprehension has improved from pre-test to post-test. The improvement can be seen after testing the students where the mean score of the students' sequential events in pre-test ($\overline{X}$) = 36.80 and post-test ($\overline{X}$) = 65.97. The improvement is 79.26%. It indicates that the mean score of post-test greater than mean of pre-test. It means that theory of Oster (2001) relevant with the result of the data analysis.

After calculating the score the writer found the students' improvement in the literal reading comprehension has improved 64.26% from mean score 41.56 of pre-test to 67.70 of post-test. It is supported by the mean score post-test of students' improvement in the literal reading comprehension is higher than pre-test.

2. The Improvement of the Students' Interpretative Comprehension in Reading

a. The Conclusion of Students' Interpretative Comprehension

Based on the finding above in applying Think Aloud Strategy in the class, the data has collected through the test as explained in the previous finding section shows the students' improvement in interpretative reading comprehension is significantly improvement. According to Pressley et al. in McKeown (2007:1) work: "think-aloud is one of the transactional strategies because it is a joint process of teachers and students working together to construct understandings of text as they interact with it". Through the interactions that think aloud promotes, a better understanding of the texts may emerge in the classroom. The students' apply this technique by moving their fingers under the words what they are reading. There are only few things to consider and they are read to speed up instantly. It means that if the students' understand what they have read, it easy to made the conclusion.

In reading process the students grade VIII.7 is classified as a fairly good classification because they can apply the think aloud strategy by moving their fingers under the words what they are

reading. Based the result of the data analysis, it is relevant with the theory of Pressley et al. in McKeown (2007:1). It can be seen of the students score in post-test is greater than post-test.

The data on Table 2 show that the improvement in conclusion has improved from pre-test to post-test. The improvement can be seen after testing the students where the mean score of the students' conclusion in pre-test $(\overline{X}) = 4\overline{2.36}$ and post-test $(\overline{X}) = 62.5$. The improvement is 32.22%. It indicates the mean score of post-test is greater than the mean score of pre-test.

b. Implication of the Students' Interpretative Comprehension in Reading

Based on the finding above the improvement in implication by using Think Aloud Strategy has improved significantly. According to Wade (1990) Think Aloud Strategy is also a process in which readers report their thoughts while reading. It helps students to reflect upon their own reading process. The students' apply this technique with give feed beck or response when the researcher give question about the value or implication in the text especially in narrative text. It means that if the students' understand what they have read, it easy to made or gave implication. It can be seen of the students score in post-test is greater than pre-test.

The data on Table 2 show that the students' improvement in implication has improved 57.63% from score 35.41 of pre-test to 55.55 of post-test.

After calculating the score the writer found the students' improvement in the interpretative reading comprehension has improved 44.92% from mean score 38.88 of pre-test to 59.02 of post-test. It is supported by the mean score post-test of students' improvement in the interpretative reading comprehension is higher than pre-test.

The indicator also supported by the result of the data analysis on the Table 3 show that from the level significance (p)= 0.05 and degree of freedom (df) = 36 which got from formula df = N − 1 with t-table 2.030 the value t-test of reading comprehension higher than t-table (19.91>2.030).

Thus, teaching reading comprehension using Think Aloud Strategy is effective. It is means that Think Aloud Strategy can improve the students' Literal and Interpretative reading comprehension.

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusions

Based on the finding and discussion in the previous chapter, concludes follows:

1. Think Aloud Strategy can improve the students' literal comprehension (which include specific information and sequence events) at the eighth grade of SMP Muhammadiyah Limbung is 64.26%.

2. Think Aloud Strategy can improve the students' interpretative comprehension (which include conclusion and implication) at the eighth of SMP Muhammadiyah Limbung is 44.92%.

3. Think Aloud Strategy can improve the students' literal and interpretative reading comprehension in narrative text. It is proved by the result of statistical analysis in Table 3 level of significance 0.05 which indicates that the value of the t-test is greater than t-table. The score in variable of reading comprehension (19.91>2.030) with degree freedom (df) is 35. It can be concluded that there is significant difference between the results of the students' reading comprehension before and after using Think Aloud Strategy.

B. Suggestions

Based on the conclusion above, presents some suggestion as follows:

1. It is recommended for the teachers that they use Think Aloud Strategy to teach reading, because it is effective to improve the students' literal and interpretative reading comprehension.

2. As teachers should be creative to use techniques for supporting their teaching, it can make the students minimize their anxiety and have a good self-esteem in learning process because the students feel interest and enjoy their teachers' way in teaching.

3. For next researchers, they must do the best research from the researcher before using Think Aloud Strategy in the other variables or teaching material.

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APPENDices

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP Muhammadiyah Limbung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 1

Pertemuan   : Pertama

Alokasi Waktu   : 2x 40 menit (1x pertemuan)

Topik Pembelajaran   : Narrative Text

Aspek/Skill   : Reading

A. Standar Kompetensi:

 Membaca

Mampu memahami makna teks fungsional pendek dan monolog berbentuk *report, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untu kmengakses ilmu pengetahuan

B. Kompetensi Dasar:

 Merespon makna dalam teks monolog yang menggunakan ragam bahasa tulisan secara akurat, lancar dan berterima dalam kontekskehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *Narrative*

1. Indikator
   a.   Menentukan gambaran umum dari teks narrative
   b.   Menentukan informasi yang tersurat

c. Mengidentifikasi rangkaian cerita dari teks

d. Mengidentifikasi kesimpulan dari teks

e. Menemukan implikasi atau maksud dari cerita

2. Tujuan Pembelajaran

a. Mampu menentukan gambaran umum dari teks narrative

b. Mampu menentukan informasi yang tersurat

c. Mampu mengidentifikasi rangkaian cerita dari teks

d. Mampu mengidentifikasi kesimpulan dari teks

e. Mampu menemukan implikasi atau maksud dari cerita

3. Materi Pembelajaran

a. Definition of narrative text

Narrative text is a text which contain about story (fiction/non-fiction/tales/folktales/fables/myths/epics) and its plot consists of climax of the story (complication) then followed by the resolution.

b. The social function of the narrative text: To amuse, entertain and deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

c. The form/generic structure of narrative text: Orientation, complication, and resolution

4. Metode Pembelajaran

Think Aloud Strategy

5. Langkah-langkah Pembelajaran

a. Kegiatan awal (10 menit)

1) Mengkondusifkan kelas untuk mengikuti proses pembelajaran.

2) Salam dan tegur sapa

3) Mengecek kehadiran siswa

b. Kegiatan inti (60 menit)

- Eksplorasi

1) Menjelaskan tentang think aloud strategy dan menyampaikan pada siswa bahwa mereka akan menggunakan strategy ini selama beberapa pertemuan berikutnya

2) Menyampaikan pada siswa untuk menggunakan think aloud strategy dalam membaca narrative teks

3) Mengaplikasikan think aloud strategy

k. Guru memperkenalkan dan memberikan penjelasan tentang narrative text

l. Guru memberikan bacaan pada siswa dan memilih siswa untuk membaca kalimat pertama atau paragraf untuk menemukan kosakata baru atau sulit pada bagian cerita yang dapat membingunkan siswa.

m. Guru harus memberikan jeda dan memberikan tanggapan tentang apa yang dipikirkan siswa untuk menjelaskan apa yang dipikirkan siswa.

n. Guru membantu siswa untuk menggunakan alat peraga pada teks misalnya gambar.

o. Guru meminta siswa untuk menggunakan fix-up strategy atau click and clunk untuk mengamati pemahaman membaca siswa. (jika siswa mengerti informasi dari bacaan di sebut "click" sedangkan jika siswa tidak mengerti informsi dari bacaan di sebut "clunk")

p. Guru akan membantu siswa untuk menjelaskan kebingungan siswa secara verbal, dan siswa dapat meyampaikan pertanyaan yang mereka pikirkan.

q. Guru dan siswa kemudian bekerja sama untuk mengidentifikasi informasi yang tidak dipahami menggunakan fix-up strategy (membaca kembali kalimat yang tidak dipahami sebelum dan sesudah kalimat tersebut dengan memperhatikan petunjuk)

r. Selama proses membaca, guru meminta siswa untuk mengungkapkan intisari dari bacaan dan untuk mengetahui bagaimana siswa belajar mengumpulkan informasi dan menyaringnya kedalam konsep kunci atau pendapat

s. Setelah membaca, guru akan memberikan pertanyaan informasi penting (apa, siapa, kapan, dimana, mengapa, dan bagaimana) atau yang berkaitan tengan seluruh isi bacaan yang telah mereka dapatkan selama proses membaca.

t. Guru meminta siswa untuk menyampaikan pendapat mereka secara langsung.

4) Mendiskusikan materi bersama siswa mengenai narrative teks dengan mengidentifikasi topik dan kosakata dari teks yang dibaca dan informasi tertentu

5) Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai isi bacaan dari narrative teks

- Elaborasi
  1) Membiasakan siswa membaca tentang beragam teks narrative dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.
  2) Memfasilitasi siswa melalui presentasi di depan kelas
- Konfirmasi
  1) Memberikan umpan balik dengan memberi penguatan dalam bentuk lisan pada siswa
  2) Guru bersama siswa bertanya jawab meluruskan kesalah pahaman dan penyimpulan
  3) Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai narrative teks dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.

c. KegiatanAkhir (10 menit)
  1) Guru menyimpulkan pelajaran
  2) Siswa diberikan pekerjaan rumah (PR) mengenai materi narrative teks
  3) Salam akhir pertemuan

6. **Sumber Belajar**
  a. Lenyerlinda.blogspot.com/2012/06/rpp-bahan-ajar.html, acces on 6 august 2017.
  b. Solamoeiiz.blogspot.com/2015/10/rpp bahasa-inggris-nrrative text-kelas, acces on 6 august 2017.
  c. Kamus Bahasa Inggris

7. **Penilaian**
  a. Teknik : Tugas individu
  b. Bentuk instrumen : Essay

Contoh instrumen

__Kancil__   __and__   __crocodile__

Kancil, the small but clever mousedeer, had many enemies in the forest. Fortunately, he was quick-witted, so that every time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the river that bordered the forest. Many times Crocodile had tried to capture the small mousedeer. Crocodile was big, but he was not very clever. Kancil was able to trick him every time.

One day it was very hot. There was no wind at all to refresh the thirsty plants and trees of the forest. It was in the middle of the dry season. For many weeks no rain had fallen so that the little creeks where the small animals used to drink had dried up. Kancil was walking alone in the forest; he was very thirsty. He had walked a long way; looking for a brook where he could quench his thirst, but he had found only dry mud in the once gay rippling brooks. It was very quiet in the forest. All the animals seemed to sleep. Even the birds did not sing in the trees. Kancil finally decided to go to the river that bordered the forest. Usually he avoided going there as he knew that Crocodile was always on the look-out for him, waiting for an opportunity to catch him.

When he arrived at the river. Kancil looked cautiously around him. There was no body to be seen. The clear river water mirrored blidingly the rays of the sun. step by step Kancil approached the water. His sharp eyes looked right and left; his pointed ears strained to catch the slightest sound. But no danger seemed to threaten him this time. Relieved, he bent his head to enjoy the cool water. Suddenly, his glance fell upon an object that was floating not far away from where he stood. Now it was really Crocodile who was floating in the river. He had seen Kancil approaching and he was waiting for him to bend his head to drink. At the very moment when Kancil did not look. Crocodile would catch him. Without thinking any further, Crocodile answered Kancil in his gruff voice, "Don't be afraid, I'm only a harmless log!"

Immediately, Kancil ran away as fast as his leg could carry him, while shouting over his shoulder, "O, stupid Crocodile, have you ever heard a log of wood talk?"

"Well, well, this seem to be my lucky day," thought Crocodile. In a flash he shot out of his hiding place and all of a sudden. Kancil felt sharp teeth biting into one of his legs. It hurt him very much, but though he was shocked and frightened Kancil did not lose his wits. Without hesitation he dipped the dry twig into the water and in a mocking tone he said, "stupid old log of wood, do you really think you have got me? It is only a twig you have in your mouth, not my leg. Here is my leg' catch it if you can!"

Kancil moved the twig rapidly to and in front of Crocodile's eyes. Crocodile could not see very well in the water and above all, he really was blockhead! He believed the clever tal of the little mousedeer, released kancil's leg and snapped his jaw on the twig. Of course, kancil did not wait one second to jump out of the water and run to the safety of the woods. Though his leg was very sore, he laughed heartily. Once more he had tricked Crocodile.

Answer the following questions based on the text above!

1. Who is the main character of the story?
2. How are the sequence events of the story?
3. Make a conclusion from the text!
4. What is the implication of the story?

d. Pedoman Penilaian
   1. Scoring the students correct answer at pre-test and post-test by using this formula:

$$Score = \frac{students\ correct\ answer}{total\ number\ of\ items} x100$$

2. Classifying the students' score answer into the following criteria:

Criteria of literal comprehension	Score
Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable	40
Specific information and sequence events are relevant, but one key issue unsupported or more predictable than others	30
Specific information and sequence events are relevant, but one key issue are unsupported or fairly predictable	20
Specific information and sequence events are somewhat relevant, but several key issues are fairly predictable	10

Criteria of interpretative comprehension	Score
Conclusion and implication are reflects resource readings in development of idea it is excellent	40
Conclusion and implication are reflects readings in development of idea it is good	30
Conclusion and implication are reflect only reading in development if idea it is poor	20
Conclusion and implication do not reflect any reading of resources in development idea	10

3. Classifying the students' score answer into the following criteria:

Score	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 33	Very poor

Limbung,   November 2017

Mahasiswa

JUNIATI
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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP Muhammadiyah Limbung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 1

Pertemuan   : kedua

Alokasi Waktu   : 2x 40 menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Aspek/Skill   : Reading

C. Standar Kompetensi:

Membaca

Mampu memahami makna teks fungsional pendek dan monolog berbentuk r*eport, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untu kmengakses ilmu pengetahuan

D. Kompetensi Dasar:

Merespon makna dalam teks monolog yang menggunakan ragam bahasa tulisan secara akurat, lancar dan berterima dalam kontekskehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *Narrative*

8. Indikator

    a. Menentukan gambaran umum dari teks narrative

    b. Menentukan informasi yang tersurat

    c. Mengidentifikasi rangkaian cerita dari teks

    d. Mengidentifikasi kesimpulan dari teks

    e. Menemukan implikasi atau maksud dari cerita

9. Tujuan Pembelajaran

a. Mampu menentukan gambaran umum dari teks narrative

b. Mampu menentukan informasi yang tersurat

c. Mampu mengidentifikasi rangkaian cerita dari teks

d. Mampu mengidentifikasi kesimpulan dari teks

e. Mampu menemukan implikasi atau maksud dari cerita

10.   Materi Pembelajaran

d. Definition of narrative text

Narrative text is a text which contain about story (fiction/non-fiction/tales/folktales/fables/myths/epics) and its plot consists of climax of the story (complication) then followed by the resolution.

e. The social function of the narrative text: To amuse, entertain and deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

f. The form/generic structure of narrative text: Orientation, complication and resolution.

11.   Metode Pembelajaran

Think Aloud Strategy

12.   Langkah-langkah Pembelajaran

d. Kegiatan awal (10 menit)

4)   Mengkondusifkan kelas untuk mengikuti proses pembelajaran.

5)   Salam dan tegur sapa

6)   Mengecek kehadiran siswa

7)   Menyampaikan tujuan pembelajaran

8)   Mereview pelajaran sebelumnya

e. Kegiatan inti (60 menit)

- Eksplorasi

6)   Membeikan materi berupa teks narrative

7)   Mengaplikasikan think aloud strategy

u. Guru memperkenalkan dan memberikan penjelasan tentang narrative text

v. Guru memberikan bacaan pada siswa dan memilih siswa untuk membaca kalimat pertama atau paragraf untuk menemukan kosakata baru atau sulit pada bagian cerita yang dapat membingunkan siswa.

w. Guru harus memberikan jeda dan memberikan tanggapan tentang apa yang dipikirkan siswa untuk menjelaskan apa yang dipikirkan siswa

x. Guru membantu siswa untuk menggunakan alat peraga pada teks misalnya gambar.

y. Guru meminta siswa untuk menggunakan fix-up strategy atau click and clunk untuk mengamati pemahaman membaca siswa. (jika siswa mengerti informasi dari bacaan di sebut "click" sedangkan jika siswa tidak mengerti informsi dari bacaan di sebut "clunk")

z. Guru akan membantu siswa untuk menjelaskan kebingungan siswa secara verbal, dan siswa dapat meyampaikan pertanyaan yang mereka pikirkan.

aa. Guru dan siswa kemudian bekerja sama untuk mengidentifikasi informasi yang tidak dipahami menggunakan fix-up strategy (membaca kembali kalimat

yang tidak dipahami sebelum dan sesudah kalimat tersebut dengan memperhatikan petunjuk)

bb. Selama proses membaca, guru meminta siswa untuk mengungkapkan intisari dari bacaan dan untuk mengetahui bagaimana siswa belajar mengumpulkan informasi dan menyaringnya kedalam konsep kunci atau pendapat

cc. Setelah membaca, guru akan memberikan pertanyaan informasi penting (apa, siapa, kapan, dimana, mengapa, dan bagaimana) atau yang berkaitan tengan seluruh isi bacaan yang telah mereka dapatkan selama proses membaca.

aa. Guru meminta siswa untuk menyampaikan pendapat mereka secara langsung.

8) Mendiskusikan materi bersama siswa mengenai narrative teks dengan mengidentifikasi topik dan kosakata dari teks yang dibaca dan informasi tertentu

9) Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai isi bacaan dari narrative teks

- Elaborasi
  3) Membiasakan siswa membaca tentang beragam teks narrative dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.
  4) Memfasilitasi siswa melalui presentasi di depan kelas
- Konfirmasi
  4) Memberikan umpan balik dengan memberi penguatan dalam bentuk lisan pada siswa

5) Guru bersama siswa bertanya jawab meluruskan kesalah pahaman dan penyimpulan

6) Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai narrative teks dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.

f. KegiatanAkhir (10 menit)

4) Guru menyimpulkan pelajaran

5) Mengumpulkan pekerjaan rumah (PR) siswa mengenai materi narrative teks

6) Salam akhir pertemuan

13.   Sumber Belajar

e. Lenyerlinda.blogspot.com/2012/06/rpp-bahan-ajar.html,   acces   on   6 august 2017.

f. Brechonana.blogspot.com/2015/10/contoh-narrative-text-bahasa-inggris, acces on 6 august 2017.

g. Kamus Bahasa Inggris

14.   Penilaian

c. Teknik   : Tugas individu

d. Bentuk instrumen : Essay

Contoh instrumen

The monkeys and the men

Long, long ago there were many monkeys living in the forest around Chiengmai. Hunters used to go there from Bangkok to catch them. Some were sold to zoos, some to people who wanted them as pets, and others to people who liked monkey soup.

One day, a hunter caught many monkeys in his traps. They were all screaming and making a loud noise except one who sat very quiet. "He must be a very unusual monkey," the hunter said to himself, "I'll keep it for myself." He sold all the other monkeys and keep this one in a big wooden cage in his house. He was very proud of him. When his friends came to visit him, he showed them the monkey. The monkey always sat very quietly in a corner of the cage

The monkey scratched his head and ate a banana before replying to them. 'I live in a cage' he said "I had a good chance to watch the hunter and his friends very closely. First of all, they talk a lot, they all talk at the same time some of them played silly games, they threw away food they didn't eat and left it lying around."

The monkey's new friends did not want to hear any more. They expected the monkey would tell them something more interesting. They started chatting among themselves and eating bananas and throwing away the skin, some chased their own tails and scratched their heads.

"Wait," the monkey called to them, "I haven't finished yet"

"We don't want to hear any more," the other monkey said.

"The hunter and his friends don't seem to be any different from us."

Answer the following questions based on the text above!

1. Who is the main character of the story?
2. How are the sequence events of the story?
3. Make a conclusion from the text!
4. What is the implication of the story?

h. PedomanPenilaian

4. Scoring the students correct answer at pre-test and post-test by using
    this formula:

$$Score = \frac{students\ correct\ answer}{total\ number\ of\ items} x100$$

5. Classifying the students' score answer into the following criteria:

Criteria of literal comprehension	Score
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Criteria of interpretative comprehension	Score
Conclusion and implication are reflects resource readings in development of idea it is excellent	40
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Conclusion and implication do not reflect any reading of resources in development idea	10

3. Classifying the students' score answer into the following criteria:

Score	Categories
96 – 100	Excellent
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66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 33	Very poor

Limbung,   November 2017

Mahasiswa

<u>**JUNIATI**</u>
10535 5602 13

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah   : SMP Muhammadiyah Limbung

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/ 1

Pertemuan   : ketiga

Alokasi Waktu   : 2x 40 menit (1x pertemuan)

Topik Pembelajaran   : Narrative Text

Aspek/Skill   : Reading

E. Standar Kompetensi:

Membaca

Mampu memahami makna teks fungsional pendek dan monolog berbentuk r*eport, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untu kmengakses ilmu pengetahuan

F. Kompetensi Dasar:

Merespon makna dalam teks monolog yang menggunakan ragam bahasa tulisan secara akurat, lancar dan berterima dalam kontekskehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *Narrative*

15.   Indikator

a. Menentukan gambaran umum dari teks narrative

b. Menentukan informasi yang tersurat

c. Mengidentifikasi rangkaian cerita dari teks

d. Mengidentifikasi kesimpulan dari teks

e. Menemukan implikasi atau maksud dari cerita

16. Tujuan Pembelajaran

a. Mampu menentukan gambaran umum dari teks narrative

b. Mampu menentukan informasi yang tersurat

c. Mampu mengidentifikasi rangkaian cerita dari teks

d. Mampu mengidentifikasi kesimpulan dari teks

e. Mampu menemukan implikasi atau maksud dari cerita

17. Materi Pembelajaran

g. Definition of narrative text

Narrative text is a text which contain about story (fiction/non-fiction/tales/folktales/fables/myths/epics) and its plot consists of climax of the story (complication) then followed by the resolution.

h. The social function of the narrative text: To amuse, entertain and deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

i. The form/generic structure of narrative text: Orientation, complication, and resolution

18. Metode Pembelajaran

Think Aloud Strategy

19. Langkah-langkah Pembelajaran

g. Kegiatan awal (10 menit)

9) Mengkondusifkan kelas untuk mengikuti proses pembelajaran.

10) Salam dan tegur sapa

11) Mengecek kehadiran siswa

12) Menyampaikan tujuan pembelajaran

13) Mereview pelajaran sebelumnya

h. Kegiatan inti (60 menit)

- Eksplorasi

10) Membeikan materi berupa teks narrative

11) Mengaplikasikan think aloud strategy

ee. Guru memperkenalkan dan memberikan penjelasan tentang narrative text

ff. Guru memberikan bacaan pada siswa dan memilih siswa untuk membaca kalimat pertama atau paragraf untuk menemukan kosakata baru atau sulit pada bagian cerita yang dapat membingunkan siswa.

gg. Guru harus memberikan jeda dan memberikan tanggapan tentang apa yang dipikirkan siswa untuk menjelaskan apa yang dipikirkan siswa

hh. Guru membantu siswa untuk menggunakan alat peraga pada teks misalnya gambar

ii. Guru meminta siswa untuk menggunakan fix-up strategy atau click and clunk untuk mengamati pemahaman membaca siswa. (jika siswa mengerti informasi dari bacaan di sebut "click" sedangkan jika siswa tidak mengerti informsi dari bacaan di sebut "clunk")

jj. Guru akan membantu siswa untuk menjelaskan kebingungan siswa secara verbal, dan siswa dapat meyampaikan pertanyaan yang mereka pikirkan.

kk. Guru dan siswa kemudian bekerja sama untuk mengidentifikasi informasi yang tidak dipahami menggunakan fix-up strategy (membaca kembali kalimat

yang tidak dipahami sebelum dan sesudah kalimat tersebut dengan memperhatikan petunjuk)

ll. Selama proses membaca, guru meminta siswa untuk mengungkapkan intisari dari bacaan dan untuk mengetahui bagaimana siswa belajar mengumpulkan informasi dan menyaringnya kedalam konsep kunci atau pendapat

mm. Setelah membaca, guru akan memberikan pertanyaan informasi penting (apa, siapa, kapan, dimana, mengapa, dan bagaimana) atau yang berkaitan tengan seluruh isi bacaan yang telah mereka dapatkan selama proses membaca.

kk. Guru meminta siswa untuk menyampaikan pendapat mereka secara langsung.

12) Mendiskusikan materi bersama siswa mengenai narrative teks dengan mengidentifikasi topik dan kosakata dari teks yang dibaca dan informasi tertentu

13) Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai isi bacaan dari narrative teks

- Elaborasi
  5) Membiasakan siswa membaca tentang beragam teks narrative dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.
  6) Memfasilitasi siswa melalui presentasi di depan kelas
- Konfirmasi
  7) Memberikan umpan balik dengan memberi penguatan dalam bentuk lisan pada siswa

8) Guru bersama siswa bertanya jawab meluruskan kesalah pahaman dan penyimpulan

9) Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai narrative teks dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.

i. KegiatanAkhir (10 menit)

7) Guru menyimpulkan pelajaran

8) Siswa diberikan pekerjaan rumah (PR) mengenai materi narrative teks

9) Salam akhir pertemuan

20. Sumber Belajar

i. Lenyerlinda.blogspot.com/2012/06/rpp-bahan-ajar.html, acces on 6 august 2017.

j. http://englishstory.blogspot.com/2012/11/narrative-feble, acces on 6 august 2017.

k. Kamus Bahasa Inggris

21. Penilaian

e. Teknik   : Tugas individu

f. Bentuk instrumen : Essay

Contoh instrumen

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain.

A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it

from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance

One day the tiger came out again. Just then the donkey was going to eat him, the hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that is stuck out his hind legs and kicked wildly. Seeing this the tiger was very gleeful, such a big thing as you can do so little! With a roar, he pounced on the donkey and ate it up.

Answer the following questions based on the text above!

5. Who is the main character of the story?
6. How are the sequence events of the story?
7. Make a conclusion from the text!
8. What is the implication of the story?

l. PedomanPenilaian
6. Scoring the students correct answer at pre-test and post-test by using this formula:

$$Score = \frac{students\ correct\ answer}{total\ number\ of\ items} x100$$

7. Classifying the students' score answer into the following criteria:

Criteria of literal comprehension	Score
Relevant, telling, quality details give reader important information that goes beyond the obvious or predictable	40
Specific information and sequence events are relevant, but one key issue unsupported or more predictable than others	30
Specific information and sequence events are relevant, but one key issue are unsupported or fairly predictable	20
Specific information and sequence events are somewhat relevant, but several key issues are fairly predictable	10

Criteria of interpretative comprehension	Score
Conclusion and implication are reflects resource readings in development of idea it is excellent	40
Conclusion and implication are reflects readings in development of idea it is good	30
Conclusion and implication are reflect only reading in development of idea it is poor	20
Conclusion and implication do not reflect any	10

reading of resources in development idea	

8.

3. Classifying the students' score answer into the following criteria:

Score	Categories
96 – 100	Excellent
86 – 95	Very Good
76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 33	Very poor

Limbung, November 2017

Mahasiswa

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RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Nama Sekolah : SMP Muhammadiyah Limbung

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/ 1

Pertemuan : keempat

Alokasi Waktu : 2x 40 menit (1x pertemuan)

Topik Pembelajaran : Narrative Text

Aspek/Skill : Reading

G. Standar Kompetensi:

Membaca

Mampu memahami makna teks fungsional pendek dan monolog berbentuk r*eport, narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untu kmengakses ilmu pengetahuan

H. Kompetensi Dasar:

Merespon makna dalam teks monolog yang menggunakan ragam bahasa tulisan secara akurat, lancar dan berterima dalam kontekskehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *Narrative*

22. Indikator
   a. Menentukan gambaran umum dari teks narrative
   b. Menentukan informasi yang tersurat
   c. Mengidentifikasi rangkaian cerita dari teks
   d. Mengidentifikasi kesimpulan dari teks
   e. Menemukan implikasi atau maksud dari cerita

23. Tujuan Pembelajaran

f. Mampu menentukan gambaran umum dari teks narrative

g. Mampu menentukan informasi yang tersurat

h. Mampu mengidentifikasi rangkaian cerita dari teks

i. Mampu mengidentifikasi kesimpulan dari teks

j. Mampu menemukan implikasi atau maksud dari cerita

24. Materi Pembelajaran

j. Definition of narrative text

Narrative text is a text which contain about story (fiction/non-fiction/tales/folktales/fables/myths/epics) and its plot consists of climax of the story (complication) then followed by the resolution.

k. The social function of the narrative text: To amuse, entertain and deal with problematic events which lead to a crisis or turning point of some kind, which in turn find a resolution.

l. The form/generic structure of narrative text: Orientation, complication, and resolution.

25. Metode Pembelajaran

Think Aloud Strategy

26. Langkah-langkah Pembelajaran

j. Kegiatan awal (10 menit)

14) Mengkondusifkan kelas untuk mengikuti proses pembelajaran.

15) Salam dan tegur sapa

16) Mengecek kehadiran siswa

17) Menyampaikan tujuan pembelajaran

18) Mereview pelajaran sebelumnya

k. Kegiatan inti (60 menit)

- Eksplorasi

14) Membeikan materi berupa teks narrative

15) Mengaplikasikan think aloud strategy

oo. Guru memperkenalkan dan memberikan penjelasan tentang narrative text

pp. Guru memberikan bacaan pada siswa dan memilih siswa untuk membaca kalimat pertama atau paragraf untuk menemukan kosakata baru atau sulit pada bagian cerita yang dapat membingunkan siswa.

qq. Guru harus memberikan jeda dan memberikan tanggapan tentang apa yang dipikirkan siswa untuk menjelaskan apa yang dipikirkan siswa

rr. Guru membantu siswa untuk menggunakan alat peraga pada teks misalnya gambar.

ss. Guru meminta siswa untuk menggunakan fix-up strategy atau click and clunk untuk mengamati pemahaman membaca siswa. (jika siswa mengerti informasi dari bacaan di sebut "click" sedangkan jika siswa tidak mengerti informsi dari bacaan di sebut "clunk")

tt. Guru akan membantu siswa untuk menjelaskan kebingungan siswa secara verbal, dan siswa dapat meyampaikan pertanyaan yang mereka pikirkan.

uu. Guru dan siswa kemudian bekerja sama untuk mengidentifikasi informasi yang tidak dipahami menggunakan fix-up strategy (membaca kembali kalimat

yang tidak dipahami sebelum dan sesudah kalimat tersebut dengan memperhatikan petunjuk)

vv. Selama proses membaca, guru meminta siswa untuk mengungkapkan intisari dari bacaan dan untuk mengetahui bagaimana siswa belajar mengumpulkan informasi dan menyaringnya kedalam konsep kunci atau pendapat

ww. Setelah membaca, guru akan memberikan pertanyaan informasi penting (apa, siapa, kapan, dimana, mengapa, dan bagaimana) atau yang berkaitan tengan seluruh isi bacaan yang telah mereka dapatkan selama proses membaca.

uu. Guru meminta siswa untuk menyampaikan pendapat mereka secara langsung.

16) Mendiskusikan materi bersama siswa mengenai narrative teks dengan mengidentifikasi topik dan kosakata dari teks yang dibaca dan informasi tertentu

17) Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai isi bacaan dari narrative teks

- Elaborasi

  7) Membiasakan siswa membaca tentang beragam teks narrative dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.

  8) Memfasilitasi siswa melalui presentasi di depan kelas

- Konfirmasi

  10) Memberikan umpan balik dengan memberi penguatan dalam bentuk lisan pada siswa

11) Guru bersama siswa bertanya jawab meluruskan kesalah pahaman dan penyimpulan

12) Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti materi mengenai narrative teks dengan mengidentifikasi topik, kosakata dari teks yang dibaca dan informasi tertentu.

l. KegiatanAkhir (10 menit)

10) Guru menyimpulkan pelajaran

11) Salam akhir pertemuan

27.　　　Sumber Belajar

m. Lenyerlinda.blogspot.com/2012/06/rpp-bahan-ajar.html, acces on 6 august 2017.

n. http://englishstory.blogspot.com/2012/11/contoh-narrative-text-pendek, acces on 6 august 2017.

o. Kamus Bahasa Inggris

28.　Penilaian

g. Teknik　　　　: Tugas individu

h. Bentuk instrumen　: Essay

Contoh instrumen

A Mouse and lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back up his mane and danced and jumped on his head, so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. How dare you wake me up! Don't you know that I am king of the beast? Anyone who disturbs my rest deserves to die! I shall you and eat you!

The terrified mouse, shaking and trembling begged the lion to let him go. "Please don't eat me your majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go and I promise I will be your friend forever. Who knows but one day I could save your life?"

The lion looked at the tiny mouse and laughed. "You save my life? What an absurd idea! He said scornfully. But you have made me laugh, and put me into a good mood again, so I shall let you go. And the lion opened his claws and let the mouse go free. "Oh thank you, your majesty squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became best friend forever.

Answer the following questions based on the text above!

9. Who is the main character of the story?
10. How are the sequence events of the story?
11. Make a conclusion from the text!
12. What is the implication of the story?

p. PedomanPenilaian
    9. Scoring the students correct answer at pre-test and post-test by using this formula:

$$Score = \frac{students\ correct\ answer}{total\ number\ of\ items} x100$$

10.   Classifying the students' score answer into the following criteria:

Criteria of literal comprehension	Score
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Criteria of interpretative comprehension	Score
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Conclusion and implication do not reflect any reading of resources in development idea	10

Classifying the students' score answer into the following criteria:

Score	Categories
96 – 100	Excellent
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76 – 85	Good
66 – 75	Fairly good
56 – 65	Fair
36 – 55	Poor
0 – 33	Very poor

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TEACHING MATERIAL

The 1ˢᵗ Meeting

A. What is Reading?

Reading is a continuous process of thinking, organizing, re-thinking and re-organizing. Reading is not a finish product. Reading involves a number of steps or activities. Reading sounds simple you start with an attention grabbing first sentence, then you move on to some really interesting stuff in the middle, and then you bring it all together at the end. The trouble is how do you think up that attention-grabbing first sentence? Where do you go to find that really interesting stuff? What do you do if your mind is as blank as the paper you're staring at? Sometimes reading happens the way it does in the movies. You sit down, chew the end of the pen for a while, then you get inspire and something fantastic comes out. This is great when it happens, and if all your reading's like that, well you can stop reading now

B. Think Aloud Strategy

Think aloud is a strategy that allows a teacher to verbalize thoughts while reading orally, modelling for students how the prcess of comprehension works. The goal of the think aloud strategy is that eventually students will develop a similiar thinking process when they are reading independently, thereby improving their comprehension. The think aloud strategy asks students to say out oud what they are thinking when they are reading, solving math problem, or simply responding to questions posed by teacher or other students. Effective teacher think out loud on a regular basis to model this process for students.

In this way they demonstrate practical ways of approaching difficult problem while bringing to the surface the complex thinking

process that underlie reading comprehension, mathematical problem solving, and other cognitively demanding tasks.

C. **Students read the narrative paragraph**

Kancil   and   crocodile

Kancil, the small but clever mousedeer, had many enemies in the forest. Fortunately, he was quick-witted, so that every time his life was threatened, he managed to escape.
One of his greatest enemies was Crocodile, who lived in the river that bordered the forest. Many times Crocodile had tried to capture the small mousedeer. Crocodile was big, but he was not very clever. Kancil was able to trick him every time.

One day it was very hot. There was no wind at all to refresh the thirsty plants and trees of the forest. It was in the middle of the dry season. For many weeks no rain had fallen so that the little creeks where the small animals used to drink had dried up. Kancil was walking alone in the forest; he was very thirsty. He had walked a long way; looking for a brook where he could quench his thirst, but he had found only dry mud in the once gay rippling brooks. It was very quiet in the forest. All the animals seemed to sleep. Even the birds did not sing in the trees. Kancil finally decided to go to the river that bordered the forest. Usually he avoided going there as he knew that Crocodile was always on the look-out for him, waiting for an opportunity to catch him.

When he arrived at the river. Kancil looked cautiously around him. There was no body to be seen. The clear river water mirrored blidingly the rays of the sun. step by step Kancil approached the water. His sharp eyes looked right and left; his pointed ears strained to catch the slightest sound. But no danger seemed to threaten him this time. Relieved, he bent his head to enjoy the cool water. Suddenly, his glance fell upon an object that was

floating not far away from where he stood. Now it was really Crocodile who was floating in the river. He had seen Kancil approaching and he was waiting for him to bend his head to drink. At the very moment when Kancil did not look. Crocodile would catch him. Without thinking any further, Crocodile answered Kancil in his gruff voice, "Don't be afraid, I'm only a harmless log!"

Immediately, Kancil ran away as fast as his leg could carry him, while shouting over his shoulder, "O, stupid Crocodile, have you ever heard a log of wood talk?"

Kancil moved the twig rapidly to and in front of Crocodile's eyes. Crocodile could not see very well in the water and above all, he really was blockhead! He believed the clever tal of the little mousedeer, released kancil's leg and snapped his jaw on the twig. Of course, kancil did not wait one second to jump out of the water and run to the safety of the woods. Though his leg was very sore, he laughed heartily. Once more he had tricked Crocodile.

D. Students answer the questions
    5. Who is the main character of the story?
    6. How are the sequence events of the story?
    7. Make a conclusion from the text!
    8. What is the implication of the story?

The 2nd Meeting

A. Students read the narrative paragraph

The monkeys and the men

Long, long ago there were many monkeys living in the forest around Chiengmai. Hunters used to go there from Bangkok to catch them. Some were sold to zoos, some to people who wanted them as pets, and others to people who liked monkey soup.

One day, a hunter caught many monkeys in his traps. They were all screaming and making a loud noise except one who sat very quiet. "He must be a very unusual monkey," the hunter said to himself, "I'll keep it for myself." He sold all the other monkeys and keep this one in a big wooden cage in his house. He was very proud of him. When his friends came to visit him, he showed them the monkey. The monkey always sat very quietly in a corner of the cage

The monkey scratched his head and ate a banana before replying to them. 'I live in a cage' he said "I had a good chance to watch the hunter and his friends very closely. First of all, they talk a lot, they all talk at the same time some of them played silly games, they threw away food they didn't eat and left it lying around."

The monkey's new friends did not want to hear any more. They expected the monkey would tell them something more interesting. They started chatting among themselves and eating bananas and throwing away the skin, some chased their own tails and scratched their heads.

"Wait," the monkey called to them, "I haven't finished yet"
"We don't want to hear any more," the other monkey said.

B. **Students answer the questions**
1. Who is the main character of the story?
2. How are the sequence events of the story?
3. Make a conclusion from the text!
4. What is the implication of the story?

The 3rd Meeting

A. Students read the narrative paragraph

The Donkey of Guizhou

Once upon a time, there was a donkey in Guizhou. Someone officious shipped one there, but finding no use for it, he set it loose at the foot of the mountain. A tiger ran out from the mountains. When he saw this big tall thing, he thought it must be divine. He quickly hid himself in the forest and surveyed it from under cover, sometimes the tiger ventured a little nearer but still kept a respectful distance

One day the tiger came out again. Just then the donkey was going to eat him, the hurriedly ran away. After a while, he sneaked back and watched the donkey carefully. He found that though it had a huge body it seemed to have no special ability.

After a few days, the tiger gradually became accustomed to its braying and was no longer so afraid. Sometimes, he even came near and circled around the donkey.

Later the tiger became bolder. Once, he walked in front of the donkey and purposely bumped it. This made the donkey so angry that is stuck out his hind legs and kicked wildly. Seeing this the tiger was very gleeful, such a big thing as you can do so little! With a roar, he pounced on the donkey and ate it up.

B. Students answer the questions

13. Who is the main character of the story?
14. How are the sequence events of the story?
15. Make a conclusion from the text!
16. What is the implication of the story?

The 4th Meeting

A. Students read the narrative paragraph

A Mouse and lion

Once, as a lion lay sleeping in his den, a naughty little mouse ran up his tail, onto his back up his mane and danced and jumped on his head, so that the lion woke up.

Lion angry grabbed the mouse and, holding him in his large claws, roared in anger. How dare you wake me up! Don't you know that I am king of the beast? Anyone who disturbs my rest deserves to die! I shall you and eat you!

The terrified mouse, shaking and trembling begged the lion to let him go. "Please don't eat me your majesty! I did not mean to wake you, it was a mistake. I was only playing. Please let me go and I promise I will be your friend forever. Who knows but one day I could save your life?"

The lion looked at the tiny mouse and laughed. "You save my life? What an absurd idea! He said scornfully. But you have made me laugh, and put me into a good mood again, so I shall let you go. And the lion opened his claws and let the mouse go free. "Oh thank you, your majesty squeaked the mouse, and scurried away as fast as he could.

A few days later the lion was caught in a hunter's snare. Struggle as he might, he couldn't break free and became even more entangled in the net of ropes. He let out a roar of anger that shook the forest. Every animal heard it, including the tiny mouse.

The mouse was rushing to the source of its roar and he found the lion was powerless. The mouse then bit the rope that caught the lion so that the lion can escape from the trap. The lions are very grateful to the mouse, and they became best friend forever.

B. Students answer the questions

1. Who is the main character of the story?

2. How are the sequence events of the story?

3. Make a conclusion from the text!

4. What is the implication of the story?

Pre-test

KANCIL AND CROCODILE

Kancil, the small but clever mousedeer, had many enemies in the forest. Fortunately, he was quick-witted, so that every time his life was threatened, he managed to escape.

One of his greatest enemies was Crocodile, who lived in the river that bordered the forest. Many times Crocodile had tried to capture the small mousedeer. Crocodile was big, but he was not very clever. Kancil was able to trick him every time.

One day it was very hot. There was no wind at all to refresh the thirsty plants and trees of the forest. It was in the middle of the dry season. For many weeks no rain had fallen so that the little creeks where the small animals used to drink had dried up. Kancil was walking alone in the forest; he was very thirsty. He had walked a long way; looking for a brook where he could quench his thirst, but he had found only dry mud in the once gay rippling brooks. It was very quiet in the forest. All the animals seemed to sleep. Even the birds did not sing in the trees. Kancil finally decided to go to the river that bordered the forest. Usually he avoided going there as he knew that Crocodile was always on the look-out for him, waiting for an opportunity to catch him.

When he arrived at the river. Kancil looked cautiously around him. There was no body to be seen. The clear river water mirrored blidingly the rays of the sun. step by step Kancil approached the water. His sharp eyes looked right and left; his pointed ears strained to catch the slightest sound. But no danger seemed to threaten him this time. Relieved, he bent his head to enjoy the cool water. Suddenly, his glance fell upon an object that was floating not far away from where he stood. Now it was really Crocodile who was floating in the river. He had seen Kancil approaching and he was waiting for him to bend his head to drink. At the very moment when Kancil did not look. Crocodile would catch him. Without thinking any further, Crocodile answered Kancil in his gruff voice, "Don't be afraid, I'm only a harmless log!"

Immediately, Kancil ran away as fast as his leg could carry him, while shouting over his shoulder, "O, stupid Crocodile, have you ever heard a log of wood talk?"

"Well, well, this seem to be my lucky day," thought Crocodile. In a flash he shot out of his hiding place and all of a sudden. Kancil felt sharp teeth biting into one of his legs. It hurt him very much, but though he was shocked and frightened Kancil did not lose his wits. Without hesitation he dipped the dry twig into the water and in a mocking tone he said, "stupid old log of wood, do you really think you have got me? It is only a twig you have in your mouth, not my leg. Here is my leg' catch it if you can!"

Kancil moved the twig rapidly to and in front of Crocodile's eyes. Crocodile could not see very well in the water and above all, he really was blockhead! He believed the clever tall of the little mousedeer, released kancil's leg and snapped his jaw on the twig. Of course, kancil did not wait one second to jump out of the water and run to the safety of the woods. Though his leg was very sore, he laughed heartily. Once more he had tricked Crocodile.

(Taken from:http://fable-narrative-bahasainggris)

Answer the following question based on the text above!

9. Who is the main character of the story?
10. How are the sequence events of the story?
11. Make a conclusion from the text!
12. What is the implication of the story?

Post-Test

THE RABBIT AND THE TURTLE

Once upon a time there was a rabbit. The rabbit walked at the park and got rest. At that time the rabbit saw the turtle walked so slowly. The rabbit went to the turtle and said hello to the turtle. Hi turtle, why you walked so slow? Exactly I am not walking now, but I am running ". Hahahahahaha, what did you say? Running is like that? Running is like this the rabibit laughed. The Rabbit ran so fast, and make the turtle shocked and got angry at the same time.

Rabbit, you're so arrogant, Let's have a race. hahaha have a race? With you? Hahaha you're a dirty, a dull turtle, a slow turtle I can win Okay, Okay, let's go "I can win". The rabbit said "Okay, Okay, let's go. Tomorrow we will meet here again to take a race"

The next day they have already prepared to take race. The Referee ready to start the racing. The referee said "one…two…three" the whistle was sounded and the game began. one…two…three and then they ran, the rabbit ran so fast and left the turtle behind. " Hahaha, catch me if you can " the rabbit said but the Turtle just smiled to him. Then rabbit saw a restaurant. " I'm hungry, turtle was still far from me so I have time for eat " Rabbit ate a delicious meal of fruit, cheese, and cake. I'm hungry, turtle was still far from me so I have time for eat. Turtle still ran. "Run run run "

After rabbit felt full. He ran away from the restaurant. But he felt tired. " So tired. I just have a few minutes to take sleep then I will run again "Not far from rabbit, turtle was still running. " sst.. he is sleeping. I believe I can win"

Suddenly, the rabbit woke up. He jumped up, and then he ran faster than before. But he was too late. "Oh my god! What a shame! I'm a loser "the rabbit said. The turtle said to the rabbit "because you so arrogant that's make you failed." Okay okay "the rabbit said.

Rabbit felt embrassed. He ran away from the turtle.
(Taken from:http://englishstory12/narrative)

Answer the following question based on the text above!

1. Who is the main character of the story?

2. How are the sequence events of the story?

3. Make a conclusion from the text!

4. What is the implication of the story?

APPENDIX 4

THE STUDENTS SCORE AND CLASSIFICATION OF THE STUDENTS SCORE

1. THE STUDENTS SCORE

NO	NAMA	Literal Comprehension Reading				Interpretative Reading Comprehension			
		Specific Information		Sequence events		Conclusion		Implication	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1.	S-1	50	100	25	75	75	75	50	75
2.	S- 2	25	75	25	50	25	50	25	50
3.	S- 3	75	75	25	50	50	75	25	50
4.	S-4	50	75	50	50	50	50	25	50
5.	S-5	50	50	50	75	25	50	25	50
6.	S-6	25	50	25	75	50	75	25	25
7.	S-7	25	75	25	75	50	75	25	50
8.	S-8	50	100	50	75	50	75	50	50
9.	S-9	50	75	25	50	25	75	25	50
10	S-10	50	75	25	75	50	50	25	50
11	S-11	25	75	50	75	50	50	25	50
12	S-12	75	75	50	75	25	75	50	50
13	S-13	25	50	25	50	25	75	50	50
14	S-14	50	50	25	75	50	75	50	50
15	S-15	50	75	50	75	50	75	25	50
16	S-16	50	75	50	50	50	75	25	50
17	S-17	25	50	25	75	50	50	25	50
18	S-18	50	25	50	75	50	50	25	25
19	S-19	50	25	50	75	25	50	25	50
20	S-20	50	75	50	50	25	75	50	50
21	S-21	50	75	25	50	50	75	50	75
22	S-22	75	100	50	75	50	75	50	75
23	S-23	25	50	25	75	50	75	25	50
24	S-24	25	75	25	50	50	75	25	50
25	S-25	50	75	50	75	25	50	50	75
26	S-26	50	100	50	75	50	50	25	75

27	S-27	50	100	25	75	50	75	50	75
28	S-28	50	75	50	50	50	75	25	50
29	S-29	50	75	50	75	50	75	50	75
30	S-30	25	50	25	75	25	50	50	50
31	S-31	75	50	25	50	25	75	50	75
32	S-32	75	100	50	75	50	75	50	75
33	S-33	25	75	25	50	25	50	25	50
34	S-34	50	50	25	50	25	50	25	50
35	S-35	50	50	25	75	50	50	25	50
36	S-36	50	75	50	75	50	50	50	75
TOTAL SCORE		**1675**	**2500**	**1325**	**2375**	**1525**	**2250**	**1275**	**2000**

2. THE CLASSIFICATION OF THE STUDENTS' SCORE

NO	Name	Literal Comprehension Reading				Interpretative Comprehension Reading			
		Specific Information		Sequence Events		Conclusion		Implication	
		Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test	Pre-test	Post-test
1.	S-1	Poor	Excellent	Very Poor	Fairly Good	Fairly Good	Fairly Good	Poor	Fairly Good
2.	S- 2	Very poor	Fairly Good	Very Poor	Poor	Very Poor	Poor	Very Poor	Poor
3.	S- 3	Fairly Good	Fairly Good	Very Poor	Poor	Poor	Fairly Good	Very Poor	50
4.	S-4	Poor	Fairly Good	Poor	Poor	Poor	Poor	Very Poor	Poor
5.	S-5	Poor	Poor	Poor	Fairly Good	Very Poor	Poor	Very Poor	Poor
6.	S-6	Very poor	Poor	Very Poor	Fairly Good	Poor	Fairly Good	Very Poor	Very Poor
7.	S-7	Very poor	Fairly Good	Very Poor	Fairly Good	Poor	Fairly Good	Very Poor	Poor
8.	S-8	Poor	Excellent	Poor	Fairly Good	Poor	Fairly Good	Poor	Poor
9.	S-9	Poor	Fairly Good	Very Poor	Poor	Very Poor	Fairly Good	Very Poor	Poor

1	S-10	Poor	Fairly Good	Very Poor	Good	Poor	Poor	Very Poor	Poor
1	S-11	Very Poor	Fairly Good	Poor	Fairly Good	Poor	Poor	Very Poor	Poor
1	S-12	Fairly Good	Fairly Good	Poor	Fairly Good	Very Poor	Fairly Good	Poor	Poor
1	S-13	Very Poor	Poor	Very Poor	Poor	Very Poor	Fairly Good	Poor	Poor
1	S-14	Poor	Poor	Very Poor	Fairly Good	Poor	Fairly Good	Poor	Poor
1	S-15	Poor	Fairly Good	Poor	Fairly Good	Poor	Fairly Good	Very Poor	Poor
1	S-16	Poor	Fairly Good	Poor	Poor	Poor	Fairly Good	Very Poor	Poor
1	S-17	Very Poor	Poor	Very Poor	Fairly Good	Poor	Poor	Very Poor	Poor
1	S-18	Poor	Very Poor	Poor	Fairly Good	Poor	Poor	Very Poor	Very Poor
1	S-19	Poor	Very Poor	Poor	Fairly Good	Very Poor	Poor	Very Poor	Poor
2	S-20	Poor	Fairly Good	Poor	Poor	Very Poor	Fairly Good	Poor	Poor
2	S-21	Poor	Fairly Good	Very Poor	Poor	Poor	Fairly Good	Poor	Fairly Good
2	S-22	Fairly Good	Excellent	Poor	Fairly Good	Poor	Fairly Good	Poor	Fairly Good
2	S-23	Very Poor	Poor	Very Poor	Fairly Good	Poor	Fairly Good	Very Poor	Poor
2	S-24	Very Poor	Fairly Good	Very Poor	Poor	Poor	Fairly Good	Very Poor	Poor
2	S-25	Poor	Fairly Good	Poor	Fairly Good	Very Poor	Poor	Poor	Fairly Good
2	S-26	Poor	Excellent	Poor	Fairly Good	Poor	Poor	Very Poor	Fairly Good
2	S-27	Poor	Excellent	Very Poor	Fairly Good	Poor	Fairly Good	Poor	Fairly Good
2	S-28	Poor	Fairly Good	Poor	Poor	Poor	Fairly Good	Very Poor	Poor
2	S-29	Poor	Fairly	Poor	Fairly	Poor	Fairly	Poor	Fairly

			Good		Good		Good		Good
3	S-30	Very Poor	Poor	Very Poor	Fairly Good	Very Poor	Poor	Poor	Poor
3	S-31	Fairly Good	Poor	Very Poor	Poor	Very Poor	Fairly Good	Poor	Fairly Good
3	S-32	Fairly Good	Excellent	Poor	Fairly Good	Poor	Fairly Good	Poor	Fairly Good
3	S-33	Very Poor	Fairly Good	Very Poor	Poor	Very Poor	Poor	Very Poor	Poor
3	S-34	Poor	Poor	Very Poor	Poor	Very Poor	Poor	Very Poor	Poor
3	S-35	Poor	Poor	Very Poor	Fairly Good	Poor	Poor	Very Poor	Poor
3	S-36	Poor	Fairly Good	Poor	Fairly Good	Poor	Poor	Poor	Fairly Good

Appendix 5

Data Analysis

A. Students' Reading Comprehension In Pre-Test And Post- Test

    1. Pre-test

PLE	Literal Reading Comprehension		Interpretative reading Comprehension		$\sum$	$\overline{X}$
	Specific Information	Sequence Events	Conclusion	Implication		
	100	25	75	50	50	12,5
	75	25	25	25	25	6,25
	75	25	50	25	43,75	10,93
	75	50	50	25	43,75	10,93
	50	50	25	25	37,5	9,37
	50	25	50	25	31,25	7,81
	75	25	50	25	31,25	7,81
	100	50	50	50	50	12,5
	75	25	25	25	31,25	7,81
	75	25	50	25	37,5	9,37
	75	50	50	25	37,5	9,37
	75	50	25	50	50	12,5
	50	25	25	50	43,75	10,93
	50	25	50	50	43,75	10,93
	75	50	50	25	43,75	10,93
	75	50	50	25	43,75	10,93
	50	25	50	25	31,25	7,81
	25	50	50	25	43,75	10,93
	25	50	25	25	37,5	9,37
	75	50	25	50	43,75	10,93
	75	25	50	50	43,75	10,93
	100	50	50	50	56,25	14,62
	50	25	50	25	31,25	7,81
	75	25	50	25	43,75	10,93
	75	50	25	50	43,75	10,93
	100	50	50	25	43,75	10,93
	100	25	50	50	43,75	10,93
	75	50	50	25	43,75	10,93
	75	50	50	50	50	12,5
	50	25	25	50	31,25	7,81
	50	25	25	50	43,75	10,93
	100	50	50	50	56,25	14,62
	75	25	25	25	25	6,25
	50	25	25	25	31,25	7,81
	50	25	50	25	37,5	9,37

75	50	50	50	50	12,5
1675	**1325**	**1525**	**1275**	**1475**	**369,71**
46,52	**36,80**	**42,36**	**35,41**	**40,97**	**10,26**
Literal **Reading Comprehension**		**Interpretative** **reading Comprehension**		$\sum$	X $\overline{}$

Note : The result test of pre-test score every student can be shown by using the following formula:

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ Score} x100$$

1. Specific Information

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

2. Sequence Events

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

3. Conclusion

$$Scoring = \frac{Correct\ answer\ score}{40} 100$$

4. Implication

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

2. **Post-test**

Specific Information	Sequence Events	Conclusion	Implication		
100	75	75	75	81,25	20,31
75	50	50	50	56,25	14,62
75	50	75	50	62,5	15,62
75	50	50	50	56,25	14,62
50	75	50	50	56,25	14,62
50	75	75	25	56,25	14,62
75	75	75	50	68,75	17,18
100	75	75	50	75	18,75
75	50	75	50	62,5	15,62
75	75	50	50	62,5	15,62
75	75	50	50	62,5	15,62
75	75	75	50	68,75	17,18
50	50	75	50	56,25	14,62
50	75	75	50	62,5	15,62
75	75	75	50	68,75	17,18
75	50	75	50	62,5	15,62
50	75	50	50	56,25	14,62
25	75	50	25	43,75	10,93
25	75	50	50	50	12,5
75	50	75	50	62,5	15,62
75	50	75	75	68,75	17,18
100	75	75	75	81,25	20,31
50	75	75	50	62,5	15,62
75	50	75	50	62,5	15,62
75	75	50	75	68,75	17,18
100	75	50	75	75	18,75
100	75	75	75	81,25	20,31
75	50	75	50	62,5	15,62
75	75	75	75	75	18,75
50	75	50	50	56,25	14,62
50	50	75	75	81,25	20,31
100	75	75	75	81,25	20,31
75	50	50	50	56,25	14,62
50	50	50	50	50	12,5
50	75	50	50	56,25	14,62
75	75	50	75	68,75	17,18
2500	**2375**	**2325**	**2000**	**2168,75**	**569,32**

| 69,44 | 65,97 | 64,58 | 55,55 | 60,24 | 15,81 |

Note : The result test of post-test score every student can be shown by using the following formula:

$$Scoring = \frac{Correct\ answer\ score}{Maximum\ Score} x100$$

1. Specific Information

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

2. Sequence Events

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

3. Conclusion

$$Scoring = \frac{Correct\ answer\ score}{40} 100$$

4. Implication

$$Scoring = \frac{Correct\ answer\ score}{40} x100$$

B. **TABLE STUDENTS ACHIEVEMENTS**

Students' Reading Comprehension

No	X1 (Pre-Test)	X2 (Post-Test)	D (x2-x1)	X1^2	X2^2	D^2
S-1	12,5	20,31	7,81	156,25	412,49	60,99

S-2	6,25	14,62	8,37	39,06	213,74	70,5
S-3	10,93	15,62	4,69	119,46	243,98	21,99
S-4	10,93	14,62	3,69	119,46	213,74	13,61
S-5	9,37	14,62	5,25	87,79	213,74	27,56
S-6	7,81	14,62	6,81	60,99	213,74	46,37
S-7	7,81	17,18	9,37	60,99	295,15	87,79
S-8	12,5	18,75	6,25	156,25	351,56	39,6
S-9	7,81	15,62	7,81	60,99	243,98	60,99
S-10	9,37	15,62	6,25	87,79	243,98	39,6
S-11	9,37	15,62	6,25	87,79	243,98	39,6
S-12	12,5	17,18	4,68	156,25	295,15	21,90
S-13	10,93	14,62	3,69	119,46	213,74	13,61
S-14	10,93	15,62	4,69	119,46	243,98	21,99
S-15	10,93	17,18	6,25	119,46	295,15	39,6
S-16	10,93	15,62	4,69	119,46	243,98	21,99
S-17	7,81	14,62	6,81	60,99	213,74	46,37
S-18	10,93	15,62	4, 69	119,46	243,98	21,99
S-19	9,37	12,5	3,13	87,79	156,25	9,79
S-20	10,93	15,62	4,69	119,46	243,98	21,99
S-21	10,93	17,18	6,25	119,46	295,15	39,6
S-22	14,62	20,31	5,69	213,74	412,49	32,37
S-23	7,81	15,62	7,81	60,99	243,98	60,99
S-24	10,93	15,62	4,69	119,46	243,98	21,99
S-25	10,93	17,18	6,25	119,46	295,15	39,6
S-26	10,93	18,75	7,82	119,46	351,56	61,15
S-27	10,93	20,31	9,38	119,46	412,49	87,98
S-28	10,93	15,62	4,69	119,46	243,98	21,99
S-29	12,5	18,75	6,25	156,25	351,56	39,6
S-30	7,81	14,62	6,81	60,99	213,74	46,37
S-31	10,93	20,31	9,38	119,46	412,49	87,98
S-32	14,62	20,31	5,69	213,74	412,49	87,98
S-33	6,25	14,62	8,37	39,06	213,74	70,05
S-34	7,81	12,5	4,69	60,99	156,25	21,99
S-35	9,37	14,62	5,25	87,79	213,74	27,56
S-36	12,5	17,18	4,68	156,25	295,15	21,90
TOTAL	**369,71**	**569,32**	**244,01**	**3944,63**	**9807,97**	**1496,58**
Mean Score	**10,26**	**15,81**	**6,77**	**109,57**	**272,44**	**41,57**

C. THE MEAN SCORE OF THE STUDENTS TEST

The formula of mean score

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

Where: $\overline{X}$ = Mean score

$\sum X$ = The total scores

N = The number of students

1. The Mean Score For Pre-Test

a. Literal Comprehension

➢ Specific information

$$\overline{X} = \frac{\sum X}{N} = \frac{1675}{36} = 46,52$$

➢ Sequence Events

$$\overline{X} = \frac{\sum X}{N} = \frac{1325}{36} = 36,80$$

b. Interpretative Comprehension

➢ Conclusion

$$\overline{X} = \frac{\sum X}{N} = \frac{1525}{36} = 42,36$$

➢ Implication

$$\overline{X} = \frac{\sum X}{N} = \frac{1275}{36} = 35{,}41$$

2. The man Score for Post-Test

a. Literal Comprehension

➢ Specific Information

$$\overline{X} = \frac{\sum X}{N} = \frac{2500}{36} = 69{,}44$$

➢ Sequence Events

$$\overline{X} = \frac{\sum X}{N} = \frac{2375}{36} = 65{,}97$$

b. Interpretative Comprehension

➢ Conclusion

$$\overline{X} = \frac{\sum X}{N} = \frac{2250}{36} = 62{,}5$$

➢ Implication

$$\overline{X} = \frac{\sum X}{N} = \frac{2000}{36} = 55{,}55$$

D. CALCULATING THE T-TEST ANALYSIS

➢ Calculating the t-test analysis of students' reading comprehension achievement

Mean sore of gain (D)

$$D = \frac{\sum D}{N}$$

$$D = \frac{244,01}{36}$$

$$D = 6,77$$

$$t = \sqrt{\frac{\overline{D}}{\dfrac{\sum D^2 - \dfrac{(\sum D)^2}{N}}{N(N-1)}}}$$

$$t = \sqrt{\frac{6,77}{\dfrac{1496,58 - \dfrac{(244,01)^2}{36}}{36(36-1)}}}$$

$$t = \sqrt{\frac{6,77}{\dfrac{1496,58 - \dfrac{59540,88}{36}}{36(35)}}}$$

$$t = \sqrt{\frac{6,77}{\dfrac{1496,58 - 1653,91}{1260}}}$$

$$t = \frac{6,77}{\sqrt{\dfrac{157,33}{1260}}}$$

$$t = \frac{6,77}{\sqrt{0,12}}$$

$$t = \frac{6,77}{0,34}$$

$$t = 19{,}91$$

E. THE PERCENTAGE OF THE STUDENTS' DEVELOPMENT IN READING COMPREHENSION

1. Literal Comprehension

➢ Specific information

$$P = \frac{X2 - X1}{X1} X100\%$$

$$P = \frac{69{,}44 - 46{,}52}{46{,}52} X100\%$$

$$P = \frac{22{,}92}{46{,}52} X100\%$$

$$P = 49.26\%$$

➢ Sequence events

$$P = \frac{X2 - X1}{X1} X100\%$$

$$P = \frac{65{,}97 - 36{,}80}{36{,}80} X100\%$$

$$P = \frac{29{,}17}{36{,}80} X100\%$$

$$P = 79.26\%$$

2. Interpretative Comprehension

➢ Conclusion

$$P = \frac{X2 - X1}{X1} X100\%$$

$$P = \frac{62,5 - 42,36}{62,5} X100\%$$

$$P = \frac{20,14}{62,5} X100\%$$

$$P = 32.22\%$$

➢ Implication

$$p = \frac{X2 - X1}{X1} X100\%$$

$$P = \frac{55,55 - 35,41}{35,41} X100\%$$

$$P = \frac{20,41}{35,41} X100\%$$

$$P = 57.63\%$$

F. CRITICALL VALUE OF T-TABLE

Level of significance for one-tailed test

Df	.10	0.05	.01	.001
1.	6.314	12.706	63.657	318.313
2.	2.920	4.303	9.925	22.327
3.	2.353	3.182	5.841	10.215
4.	2.132	2.776	4.604	7.173
5.	2.015	2.571	4.032	5.893
6.	1.943	2.447	3.707	5.208
7.	1.895	2.365	3.499	4.782
8.	1.860	2.306	3.355	4.499
9.	1.833	2.262	3.250	4.296
10	1.812	2.228	3.169	4.143
11	1.796	2.201	3.106	4.024
12	1.782	2.179	3.055	3.929
13	1.771	2.160	3.012	3.852
14	1.761	2.145	2.977	3.787
15	1.753	2.131	2.947	3.733
16	1.746	2.120	2.921	3.686
17	1.740	2.110	2.898	3.646
18	1.734	2.101	2.878	3.610
19	1.729	2.093	2.861	3.579
20.	1.725	2.086	2.845	3.552
21.	1.721	2.080	2.831	3.527
22.	1.717	2.074	2.819	3.505
23.	1.714	2.069	2.807	3.485
24.	1.711	2.064	2.797	3.467
25.	1.708	2.060	2.787	3.450
26.	1.706	2.058	2.779	3.435
27.	1.703	2.052	2.771	3.421
28.	1.701	2.048	2.763	3.408
29.	1.699	2.045	2.756	3.396
30.	1.697	2.042	2.750	3.857
31.	1.696	2.040	2,744	3.375
32.	1.694	2.037	2.738	3.365
33.	1.692	2.035	2.733	3.356
34.	1.691	2.032	2.728	3.348

35.	1.690	2.030	2.724	3.340
36.	1.688	2.028	2.719	3.333
37.	1.687	2.026	2.715	3.326
38.	1.686	2.024	2.712	3.319
39.	1.685	2.023	2.708	3.313
40.	1.684	2.021	2.704	3.307

Attendances list of Eighth Seven Grade Students' of SMA Muhammadiyah Limbung

No	Name	Attendances					
		Pre-Test	Treatment				Post-Test
		1	2	3	4	5	6
1.	S-1	√	√	√	√	√	√
2.	S-2	√	√	√	√	√	√
3.	S-3	√	√	√	√	√	√
4.	S-4	√	√	√	√	√	√
5.	S-5	√	√	√	√	√	√
6.	S-6	√	√	√	√	√	√
7.	S-7	√	√	√	a	√	√
8.	S-8	√	√	√	√	√	√
9.	S-9	√	√	√	√	√	√
10.	S-10	√	√	√	√	√	√
11.	S-11	√	√	√	√	s	√
12.	S-12	√	√	√	√	√	√
13.	S-13	√	√	√	√	√	√
14.	S-14	√	√	√	√	√	√
15.	S-15	√	√	√	√	√	√
16.	S-16	√	√	a	√	√	√
17.	S-17	√	√	√	√	√	√
18.	S-18	√	√	√	√	√	√
19.	S-19	√	√	√	√	√	√
20.	S-20	√	√	√	√	√	√
21.	S-21	√	a	√	√	√	√
22.	S-22	√	√	√	√	√	√
23.	S-23	√	√	√	√	√	√
24.	S-24	√	√	a	√	√	√
25.	S-25	√	√	√	√	√	√
26.	S-26	√	√	√	√	√	√
27.	S-27	√	√	√	√	√	√
28.	S-28	√	√	√	s	√	√
29.	S-29	√	√	√	√	√	√
30.	S-32	√	√	√	√	√	√

31.	S-31	√	√	√	√	√	√
32.	S-32	√	√	√	a	√	√
33.	S-33	√	√	√	√	√	√
34.	S-34	√	√	√	√	√	√
35.	S-35	√	√	√	√	√	√
36.	S-36	√	√	√	√	√	√

DOCUMENTATION

Pre-Test

Treatment

Post-Test

CURRICULUM VITAE

Juniati was born on June 10th, 1995 in Mario. She is the fifth daughter from two sisters and three brothers, the marriage of her parents Muh Nur Dg Bantang and Rawiyah Dg Kenna. In 2001, she registered as a student in Elementary School at SD Negeri Mario and graduated in 2007. In the same year, she registered as a student at SMP Negeri 1 Bontongape and graduated in 2010. After graduated in Junior High School, she registered as a student at SMA Negeri 1 Galesong Selatan and graduated in 2013. In the same year, she was accepted as a student of English Education Department, Faculty of Teacher Training and Education at Muhammadiyah University of Makassar.

At the end of her study, she could finish her thesis with the title "***The Effectiveness of Think Aloud Strategy to Improve Students' Reading Comprehension in Narrative Text Study at the Eighth Grade of SMP Muhammadiyah Limbung (A Pre-Experimental Research)".***