CHAPTER IV
THE RESULT OF THE STUDY

A. Description of The Data

In this chapter, the writer attempts to submit the data as outcome of research at MA Daarul Falah, Ciloang- Serang. This research is only directed to the students of second grade. To investigate the students' Reading Comprehension by using Think-Aloud Protocols, the writer has taken the data by using narrative text. The result from both tests is used as data in this research. The writer has given sample in one class, 3 students of class XI A.

In processing the data, the writer classified students comprehend based on the writers' problem statement this is about the students reading comprehend on narrative text after using think-aloud protocols and the application of think-aloud protocols in reading comprehension.

Before doing the research, the writer made the observation at the school to make a valid information and observed the population of the student. The writer conducted the observation for two time. The first observation on Saturday 5 of May 2018 at morning, the writer conducting surveying location and exploration observation for getting any information. The writer observed all population of this school to know how many students in this school. The second observation, on 7 of May

2018 at 10.40 a.m., the writer observed the class XI to know the learning process such as students' characteristics, students' strategies and students' participant simulation and using method when reading process. In this observation, the writer can see that the students are good enough in reading process.

B. Analysis of The Data

Besides, the researcher conducted the test, the result of the data will be analyzed bellow:

Test

Table 4.1

Name of student: SQAJ

The Magic Mirror

The king of Granada decided to marry someone who told the barber, night watchman and old woman, they told all the girls in the whole kingdom. then the old woman asked the barber how the king found his future wife and barber answered with a magic mirror, and just reflected on me and the mirror gave spots on her face if she was not good.

after being told there were no women the brave man approached the magic mirror and the king asked if there were no women who wanted to be my wife and the barber told the brave woman and the king told her to come to the kingdom

> when the shepherd came to the royal hall many women and knights came, then women the devotee spoke to the king if he was a shepherd and had no ambition to become king's wife but he was not afraid to reflect on the magic mirror when the mirrored mirror had no stains on the face then another woman took the mirror and reflected there were no stains on their faces they felt lying and the brave king of founders.

In students reading the process of narrative text using the think-aloud protocol method, the student name is SQAJ. First students get a narrative text entitled the magic mirror, the researchers explain about the step of think-aloud protocols method and explain about the genre of the text. Then students read the narrative text in a voice, when students read by voice there are some errors in the pronunciation of a vocabulary, after reading the text, the student is silent while looking at a text, the student tries to read silently and while looking for vocabulary that the student has not yet known by underline the word, then the student opens and searches for vocabulary that the student has not yet known in the dictionary until 20 word student looking for the vocabulary. Then after searching for a difficult vocabulary, then the students try to reread the text using their own translation and looking for the main ideas, after that the students try to understand the contents of the text in a quiet and pensive way, while composing stories in the students' minds, then while

pensive students write down all the in their minds after reading a text.

Table 4.2

Name of student: NZ

The Magic Mirror

The king of Granada looking for a wife. He told to his barber, night watchman, and oldest women in the city. The barber told all customers, who told all their friends, if he is looking for a wife. The old women asked the barber "how will the king choose a wife?" then the barber told, the king of Granada has a magic mirror, and every women who want to be his wife must look to the mirror because a magic mirror will tell us if the women has bad character that magic mirror showed spots on surface. All the women afraid to look the mirror because it.

Only one women from the mountain who look to the mirror. So she was to be his wife. All women look to the mirror after that but all women look beautiful without spots on surface in that mirror. A magic mirror is just a trick.

In students reading the process of narrative text using the think-aloud protocol method. The student name is NZ, first students get narrative text, the researchers explain about the step of think-aloud protocols method and explain about the genre of the text. then students read text in a silent reading way, after they

finish reading the text, students look for vocabulary that they have not yet known, then students search and record an unknown vocabulary by underline the word until 12 word, then students read return by compiling the text story after the student knows the vocabulary. Then the students fell silent while thinking of trying to understand the text and looking the main ideas, after reading it again, students wrote down what they understood from the text, students wrote down what they thought after reading the narrative text.

Table 4.3

Name: NM

The Magic Mirror

The king chooses a wife by choosing a courageous and honest wife and has courage because not all kings will marry their noble children because of the courage to wander he becomes the wife of a king with a magic mirror.

Every woman who wants to be the king's wife must reflect and be there its own effect because of the courage and honesty of the pastor he managed to become the king's wife and if someone is brave and honest if not yet see what will happen he must be brave with his circumstances because thanks to the barber all went well and assured everyone.

In students reading the process of narrative text using the think-aloud protocol method. The student name is NM, in reading process the student is given a narrative text, the researchers explain about the step of think-aloud protocols method and explain about the genre of the text. Then the student reads the text with read aloud, after reading the student tries to understand the text by looking for vocabulary that students have not yet known until 22 word, after finding the meaning of difficult vocabulary students try to translate and compile the text that has been given, then students read text by silent reading and understanding it by thinking and seriously understanding the text and looking for the main ideas, while thinking and reading narrative text, students start writing a summarize of the narrative text students try to understand it by pondering while thinking and after that students easily write a summarize This is a test sheet.

From the explanation above, it can be concluded that the process of reading between 3 students is different from the way they understand the text, with vocabulary mastery and those who do not master much vocabulary can be seen from the result of summarize the text, the level of students' understanding is different if the vocabulary mastery is quite good can be seen the summarize is good, and vice versa if vocabulary mastery is lacking and we can see summarize the text quite well. By using the think-aloud protocols method in reading process, students can understand text even in different ways but still using the process

think-aloud method. In the process of reading students work seriously and use the think-aloud protocols method by reading text and by the process of thinking students write the results of their understanding in a writing. think- aloud protocols (or simply think-aloud) is used to refer to an activity in which individuals verbalize the thinking they use in completing a task (e.g. solving problem, responding to an item).[1] The reason behind the positive effect of think-aloud protocols is the learners' cognitive processing system and the factor noticing. In this study, students instead of imitating model narrative text, first write about the task and recognize their problems in reading, then models are introduced and students to try solving their reading problem by studying a model narrative text and think-aloud protocols about what the notice. The writer suggests that think-aloud protocols is good to be practiced for students. And it can be seen from the results of summarize students that by using think-aloud methods students can understand the text well.

C. Interpretation of Data

The analysis is aimed to know is the influence of think-aloud protocols in reading comprehension. it can be concluded that by using the think-aloud protocols method in reading process, students can understand text even in different ways but still using the process think-aloud method. In the process of

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[1] Guillermo Solano-Flores, *Assessing English Language Learners*, (New York: Routledge, 2016), 50.

reading students work seriously and use the think-aloud protocols method by reading text and by the process of thinking students write the results of their understanding in a writing. And it can be seen from the results of summarize students that by using think-aloud methods students can understand the text well.

The research is provided the method research that use think-aloud protocols, before students read any text, the research can direct their attention to how a text is their attention to how a text is organize. It could be a way to help students comprehend the text easily. According to Guillermo Salano-Flores book "Think- aloud protocols (or simply think-aloud) is used to refer to an activity in which individuals verbalize the thinking they use in completing a task (e.g. solving problem, responding to an item). Think-aloud protocols are appropriate in situations in which teachers are interest in understanding the thinking of specific students."[2] Think-aloud protocols activities help students to prepare their minds to be ready in reading the text. The students are invited to recall their previous knowledge related to the text.

The writer chose the narrative text because one of the functions of narrative text in English that will be able to grow a student's thinking creatively and active. According to David Herman Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of

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[2] Guillermo Solano Flores, *Assessing English language learners*, Routledge 2016. P. 50

events (the action), and narrative discourse is those events as represented.[3]

It means that the story delivered by reader uses the oral language to the listener. Not only used the oral language but the reader uses the signs language to help understand the story.

The motivation of reading is built before they read. The aims to attract students' interest in reading text. When they are attracted to the text, the students will comprehend the text easily.

In the class. The writer applying think-aloud protocols in students, started with the research giving explanation about narrative text, Narrative is the representation of events, consisting of story and narrative discourse, story is an event or sequence of events (the action), and narrative discourse is those events as represented.[4] It means that the story delivered by reader uses the oral language to the listener."

In this situation the students activate their prior knowledge, ask questions and brainstorming. The student given the text, the writer guides the students to pay attention on the theme that will be discussed. While reading the task given by the research. Many students asked about the vocabulary. In the end the writer orders the students looking for difficult vocabulary and reading the text.

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[3] David Herman, *The Cambridge Companion to Narrative,* (New York: Cambridge University Press, 2007), p. 23.

[4] David Herman, *The Cambridge Companion to Narrative,* p. 23.

Comprehend the text will make the reader know what will happen to the assumptions. They must comprehend, what kind of text they will read and what the text tells the story. The students reading the text to see is the comprehend are true.

After think-aloud protocols method is completed, the writer let them to read individually. Then, the writer gives the students reading comprehension test related to the text.

Based on the analysis of the result above, it can be interpreted that applying reading though think-aloud protocols method can enhance the students' comprehension in reading narrative text. This activity usually held to brainstorm students' knowledge which relates to the text. This activity has function as the media before the main reading process happens to help students comprehend the text easily.

D. Data Description of the Students' Difficulties in Reading Narrative Text through Interview

This is the result of interview

1. Do you like English lessons?

   Most students do not like learning English, because they think English is a difficult subject, but it is also their difficulty in reading English text. They already think the English language is difficult so the lack of motivation to learn English. But some of them are also like in English lessons.

2. Do you like to read books in English? Why?

   Most students do not like to read English textbooks, most of them say that English is difficult to read, so that they are lazy to read it, but it is also their lack of understanding due to lack of vocabulary that they have mastered.

3. How often do you read your English books?

   They read English books when teaching the class only, i.e. two times a week. So, if there is no English lessons they do not read.

4. Do you like to read the text narrative? Why?

   They are very interested in narrative text, some students like to read narrative text because it is like a fairy tale, and a narrative text of the story in the past, according to the narrative text of the story in the past, according to the narrative text is not boring.

5. What narrative text type do you like? Why?

   The answer is very diverse, there are like folktale, folklore, legend, myth etc.

6. Do you like Indonesia narrative story or narrative story abroad?

   They are more interested in the story of Indonesia, because the language that is easily understood. But some of them also liked the narrative story abroad.

7. Does the narrative text lessons the easiest and the most difficult to understand? Why?

In a narrative text easiest part is orientation as the orientation contains the setting of the story, Namely the place, time and actors in the story. While most elusive is the resolution, because there are sometimes difficult to find a solution to his problem.

8. Are you able to understand the subject matter of a narrative text that has been taught by the teacher? Why?

Most of them answered to understand the narrative text material due attention to the teacher who was explaining, teachers who deliver the material cool, fun, easy to understand. But most them also do not understand the material being taught because they do not like the lesson, so that less attention.

9. In your opinions, what makes you hard in studying the text narrative?

Few students found difficulties in reading narrative text. The students said that narrative text is easy. Some of them said that narrative text is a text to entertain the readers. They can the narrative text and can answer the question of narrative text but the students still luck to understand the text in English. Moreover, the students also feel bored because they are long paragraph that they have to read to understand the passage and answer the question. Besides, their difficulties in reading narrative text because the students did not understand text in English because of the

luck of the students' vocabulary in English which make them difficult to understand the whole story and because of the luck of vocabulary make them feel bored to read event the story are interesting. The other cause that makes students difficult in reading narrative text is the story which is not interesting to read. It can say that; their difficulties can cause by the knowledge of the topic or also their understanding in reading text in English`

10. Do you usually do when it does not the narrative text? When they do not understand the text narrative many ways they do, like look for out on the internet, read books, ask the teacher of the study, asked his friends, and when finding words hard day saw dictionary.