

SKRIPSI

**APPLYING CHUNKING STRATEGY TO IMPROVE STUDENTS'
READING COMPREHENSION AT THE EIGHTH GRADE OF
SMP NEGERI 6 DUAMPANUA KAB. PINRANG**



By

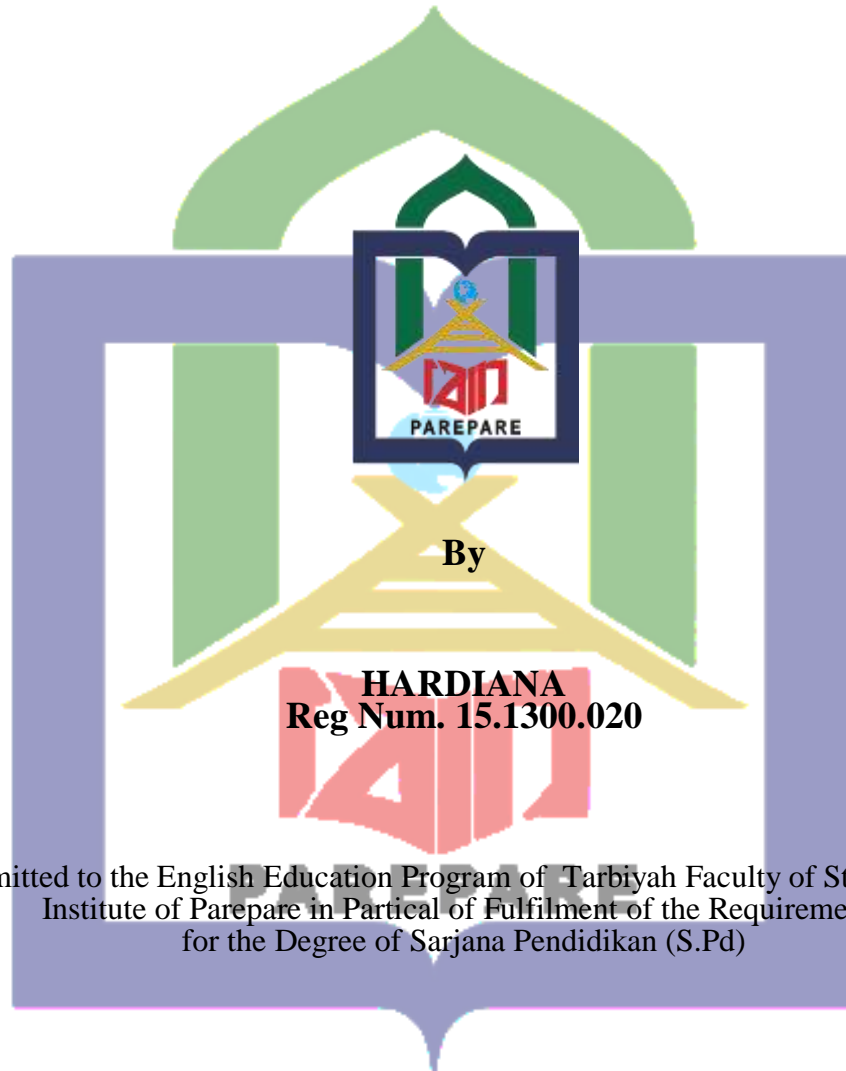
**HARDIANA
Reg Num. 15.1300.020**

**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2019

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**HARDIANA
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Submitted to the English Education Program of Tarbiyah Faculty of State Islamic
Institute of Parepare in Partical of Fulfilment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)

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Sarjana Pendidikan (S.Pd)**



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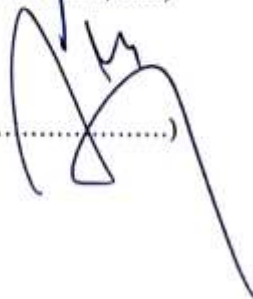
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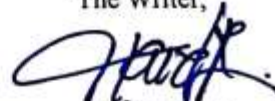
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Parepare, 26th Desember 2019

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Stated that this skripsi was her own writing and it can be proved that it was copied, duplicated or compiled by any other people, this skripsi and the degree that has been gotten would be postponed.

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ABSTRACT

Hardiana. 2019, *Applying Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang* (Supervised by Hj. Nurhamdah and Ismail Latif).

The purpose of this research was positively to find out whether applying Chunking strategy to improve students' reading comprehension at the eighth grade of SMP Negeri 6 Duampanua, Kab. Pinrang. The result of the research, there are benefit for the teacher and the students. The teacher will be conscious that it is important to apply in teaching. the students can enjoy the lesson so they can easily understanding the meaning of the text.

The subject of this research is VIII 1 class which is consisted of 23 students. The ample was taken by using cluster random sampling. The design in this research was pre experimental with pre-test and post-test design. The students did the pre-test, got the treatment and did the post-test. it aimed to know whether applying Chunking strategy can improve students reading comprehension.

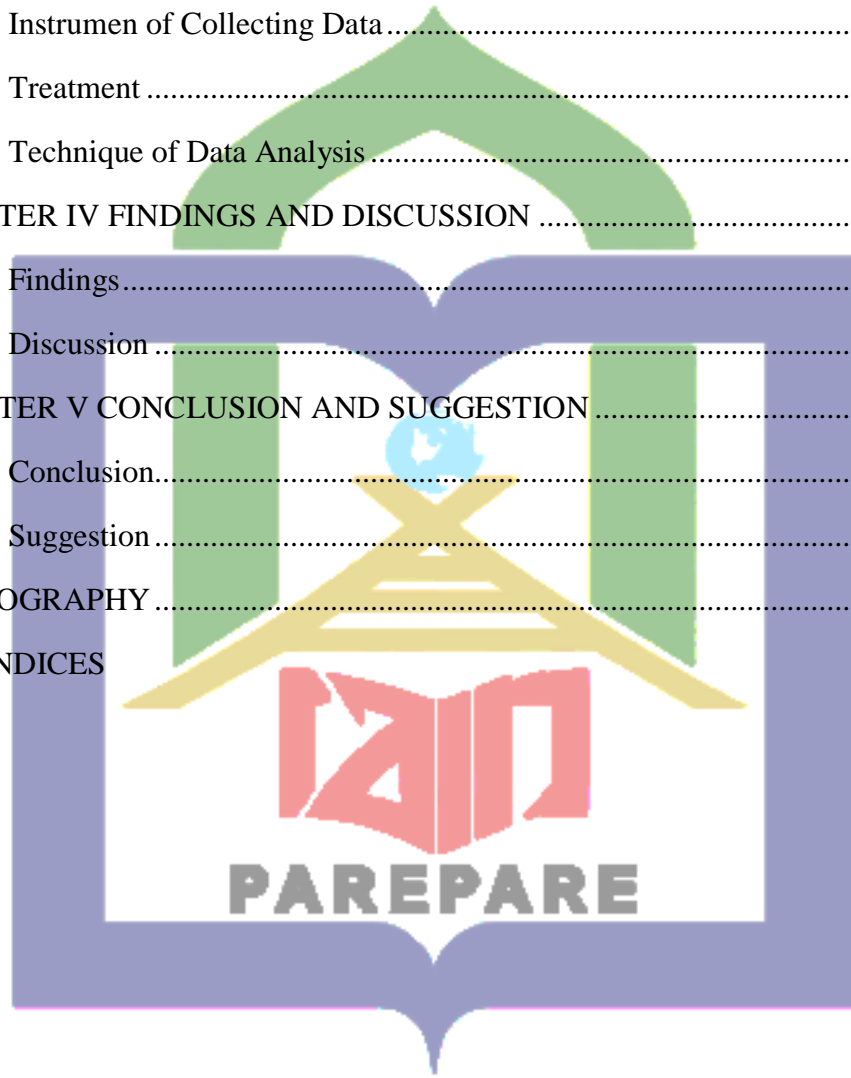
The result in this research was indicated that there was improvement of the students' reading comprehension. It was indicated by the students' mean score of post-test (76.13) was greater than pre-test (41.26). Even, fo the level significant (p) 5% and $df= 22$, and the value of t-table is 1.717, while the value of t-test is 18.01. it is means that, the t-test value is greater than t-table ($18.01 \geq 1.717$). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So. The null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted.

Keywords : Reading Comprehension, and Chunking Strategy.

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CHAPTER I

INTRODUCTION

1.1 Background

Everybody knows that language cannot be apart from human life. People need language for communication with each other. By using language, people can express their ideas and feeling. Therefore, language has a central role in students social and emoticon development. It can support them in learning all subject matters. Language is a system of communication which consists of a set of sounds and written symbols which are used by the people of particular country or region for talking or writing. English is one of international languages. This language is used all over that world. As a result, Indonesia government has decided that English is foreign language in Indonesia.

Reading as one of language skills has very important role. Through reading people can get a lot of information, knowledge, enjoyment, and even problem solution. Therefore, the ability to read the text in any form will bring great advantages to the readers. Grellet states that “Reading is an active skill.”¹

Reading is one of the activities to get information from the text. Reading is defined as an activity between the readers and the text. When readers look at the text and able to interpret the meaning of that written symbol, therefore it is true reading activity.² In other words, reading is an activity that does not only pick up the words from the text but requires the reader to interpret what happen in the text.

¹Francoise Grellet, *Developing Reading Skill: A Practical Guide to Reading Comprehension Exercise* (Cambridge: Cambridge University Press, 1981), p. 8.

²Jo A. Aebersold, and Mary L. Field, *From Reader to Reading Teacher* (New York: Cambridge University Press, 1997), p. 5.

In addition, reading is an activity which involves the interaction between the reader, the text, and the interaction of both the reader and the text which has the goal of obtaining the message in the text. In short, a good reader should build an interaction with text by understanding the issues stated in the text.

Irwin in Lilies Setiasih³ states that have posited that comprehension is an active process which involves understanding and selectively recalling ideas in individual sentences, inferring relationship between clauses or sentences, organizing ideas around, relating prior knowledge with those ideas, summarizing ideas, and making inferences.³

According the statement above reading comprehension is one of important skill in learning English and has to be increased. It is used to get important information. Even though, we know that there are many ways to get information but reading is the common way to fulfill our need about up to date or recent information, because almost all of information, advertisement, scientific books and instruction of things in written form. Beside that through reading, people can improve their own knowledge, which are needed to ensure the continuing personal growth and adapt the change in the world. In other words, to extend experience of the world in which we live. But until know most of the students still encounter difficulties in reading.

Teaching reading comprehension skill to the students is very difficult thing. Its difficulties might come from the teachers who did not creative to simulate in teaching reading, lack of knowledge in teaching grammar, and the teachers did not give attention to the students needed. Other difficulties came up from

³Lilies Setiasih, *Chunking, Elaborating, and Mapping Strategies in Teaching Reading Comprehension Using Content Area Material*. World Journal of English Language 5, Number. 3, 2015.<http://wjel.sciedupress.com> (Accessed on March 17th 2019), p. 33.

the students who did not interest to read a long passage, lack of vocabulary, and do not understand the meaning of what they have read. Hence, there are several strategies, which can be designed to improve reading comprehension one of them is using chunking strategy.

According to West, Farmer, and Wolff in Norma CheLah and friends' states chunking strategy is a mental process grouped into three categories: linear chunking, taxonomic and multipurpose. Linear chunking is information arranged into time, space or process as controlled by the history chronology. Taxonomic chunking is the process of arranging information as observed in Bloom's Taxonomy for cognitive domain, whereas the multipurpose chunking involves the mechanism of arranging based on either the volume or the lack of information learned.⁴

In addition Malamed in Rini Anggreani' states chunking refer to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information. The reason the brain needs this assistance is because working memory, which is where we manipulate information, holds a limited amount of information at one time.⁵

Chunking strategy will make students learn easily performance and get some information as knowledge, because chunking strategy have been designed to make students good work, the students will not feel confused when learning itself, such increasing their knowledge of the material, and will be given an instruction in reading

⁴Norma CheLah, *Cognitive Strategy in Learning Chemistry: How Chunking and Learning Get Together*. The Malaysian Online Journal of Educational Science 2, No.1.www.Moj-es.Net (Accessed on March 10th 2019), p. 9.

⁵Rini Anggraini, *The Effectiveness of Using Chunking Strategy to Improve Students' Reading Comprehension at the Second Year of SMP Negeri 2 Barombong*. ETERNAL-UIN-Alauddin, No.2.2015.ETERNAL-UIN-Alauddin.ac.id (Accessed on March 10th 2019), p. 300.

so that they do not mistakes when they are reading or working on a ask at the time of learning by itself. Strategy through chunking strategy, students will be excited and interested in reading comprehension. Therefore, researcher believes that the use of chunking strategy will be a very interesting.

Furthermore, Firman has done research in SMP Negeri 36 Makassar and the research result indicated that: (1) using of Chunking strategy has a significant effect to improve the reading comprehension of the ninth grade of SMP Negeri 36 Makassar. Of posttest for experimental group was higher than the students' result posttest for control group. It was proven by showing the result of the mean score of posttest of experimental was higher than the control group in reading comprehension (78.04 > 66.54). It means that by applying of Chunking strategy improved the students reading comprehension. This research also found that; (2) the students' interest toward Chunking strategy is high. Most of the students were interested in learning reading comprehension toward Chunking strategy.⁶

Based on the explanation above, these studies will be conducted to determine how chunking strategy is able to improve the reading comprehension of students, especially in understanding a material to the eighth grade students of SMP Negeri 6 Duampanua under the title: *"Applying Chunking Strategy to Improve the Students' Reading Comprehension at Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang"*. The researcher interested to apply this strategy because the students of SMP Negeri 6 Duampanua Kab. Pinrang only interested in speaking and the students do not have interest in reading, or the students only read the text but they do not get

⁶Firman, *Using Chunking Strategy to Improve Students' Reading Comprehension of SMP Negeri 36 Makassar*. FKIP Unismuh Makassar Vol. 3, No. 2. 2016. <https://ojs.fkip.unismuh.ac.id> (Accessed on May 03rd 2019), p.1.

the point of text cause of all of deficiencies that the researcher tell in paragraph five. Therefore, the researcher thinks apply chunking strategy can make the students more interested to study reading and help them to comprehend in reading and also can be reference for teachers in teaching reading.

1.2 Problem Statement

Based on the background above, the researcher formulates the problem statements as follow “Is applying chunking strategy able to improve students’ reading comprehension at the eighth grade of SMP Negeri 6 Duampanua Kab. Pinrang?”

1.3 Objective of the research

Based on the problem statement above, the objective of this research as follow: “To find out the ability of applying chunking strategy to improve students’ reading comprehension at the eighth grade of SMP Negeri 6 Duampanua Kab. Pinrang”.

1.4 Significance of the research

Significance of this research is expected to be of useful contribution to:

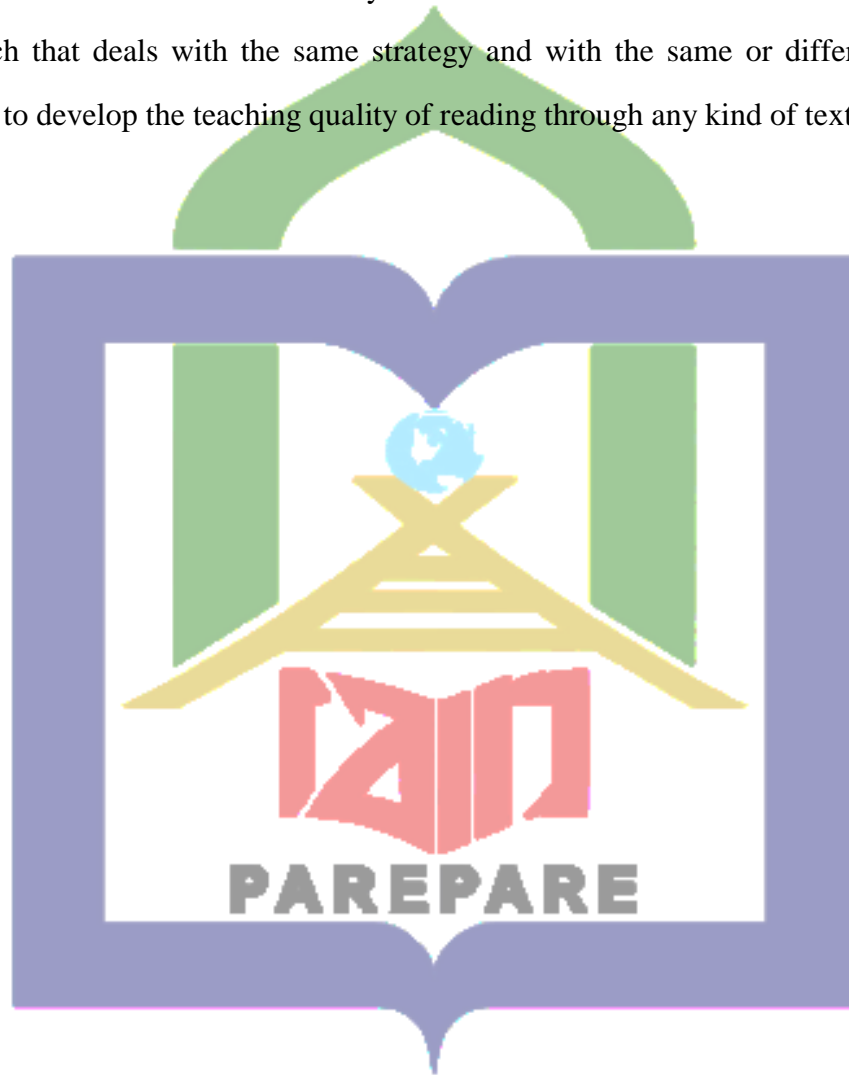
Theoretical significance: the result of the research is expected to be useful information the knowledge of English study, especially in reading comprehension.

Practical significance: this study is expected to give contributions for the following parties:

Students: this study is useful to give sources or information for students. It also gives a contribution for them as a sample in language learning, especially in learning reading. Therefore, they can learn with an appropriate technique which is suitable for students’ needs and capacities.

English teachers: this study to expect to give information and knowledge about implementing the strategy of chunking strategy to improve students' reading comprehension.

Other researchers: this study can be useful as reference to conduct a similar research that deals with the same strategy and with the same or different research design to develop the teaching quality of reading through any kind of text.



CHAPTER II

REVIEW AND RELATED LITERATURE

2.1 Some Previous Research Finding

In this part there are some researchers who has conducted research about reading and Chungking strategy, they are:

Rini Anggraini stated in her research “The Effectiveness of Using Chunking Strategy to Improve Students’ Reading Comprehension at The second year of SMP Negeri 2 Barombong”. The researcher used non-equivalent control group design which is one of the forms of quasi experimental design consisting of two groups (Experimental group and controlled group) each group covering 6 meetings. The population was second year of SMP Negeri 2 Barombong. The instruments used were reading text, observation sheet, and questionnaire. Further, the data analysis technique used in this research was statistical analysis. The findings of this research showed that chunking strategy is effective to improve the students reading comprehension in which the mean score of students’ post-test of experimental group was 56. It was higher than the controlled group that was only got 23. This research was successful to solve the students’ problem in comprehending the text by using chunking strategy.⁷

Kasim Kiroglu and Melek Demirel have done research with the preparatory class students at the Department of English Language Teaching of the Faculty of Education in Turkey. The learners were assigned to experimental and control groups randomly. The study was employed non-equivalent control group pretest-posttest design where the numbers of subjects were total of 36. While chunking was implemented in

⁷Rini Anggraini, *The Effectiveness of Using Chunking Strategy to Improve Students’ Reading Comprehension at the Second Year of SMP Negeri 2 Barombong*. ETERNAL-UIN-Alauddin, No.2.2015.ETERNAL-UIN-Alauddin.ac.id (Accessed on March 10th, 2019), p. 299.

reading classes of the experimental group, ordinary reading texts were implemented in control group. In conclusion, chunking, as an effective reading strategy, improved the reading skills of the learners of English.⁸

Firman on his research aims at finding out the achievement and interest of “Chunking Strategy in Improving Reading Comprehension at the Ninth Grade of SMP Negeri 36 Makassar”. The specific objectives of the research were to find out whether or not the using of Chunking strategy can improve students comprehension in reading and to find out the students’ interest in learning reading comprehension by using of Chunking strategy. The research result indicated that: (1) using of Chunking strategy has a significant effect to improve the reading comprehension of the ninth grade of SMP Negeri 36 Makassar. The students’ result of posttest for experimental group was higher than the students’ result posttest for control group. It was proven by showing the result of the mean score of posttest of experimental was higher than the control group in reading comprehension ($78.04 > 66.54$). It means that by applying of Chunking strategy improved the students reading comprehension. This research also found that; (2) the students’ interest toward Chunking strategy is high. Most of the students were interested in learning reading comprehension toward Chunking strategy.⁹

Based on the research finding above that, shown of three researchers have been done the research about chunking strategy. That is all about how to chunking strategy can improve students’ reading comprehension. In this research, the

⁸Kasim Kiroglu, &Melek Demirel, *Chunked Texts in Reading Class: the Case of Turkish Learners of English* (Turki: Pamukkelle university, 2011), p. 56.

⁹Firman, *Using Chunking Strategy to Improve Students’ Reading Comprehension of SMP Negeri 36 Makassar*. FKIP Unismuh Makassar Vol. 3, No. 2, 2016. <https://ojs.fkip.unismuh.ac.id> (Accessed on May 03rd 2019).

researcher will use chunking strategy. It aims to know how is chunking strategy can improve students' reading comprehension.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Reading

2.2.1.1 Definition of Reading

According to Oxford Learner's Pocket Dictionary stated some definition of reading, they are: action of a person who reads, an amount indicated or registered by a measuring instrument, a way in which something is interpreted words through the eyes and mind, an entertainment at which is read to an audience, each of the stags, of debate through which a bill pass before it can become law.¹⁰

Reading is meaningful interpretation of printed or written verbal symbol. Reading (comprehension) is a result of the interaction between the perception of graphic symbol that represent language and the readers' language skill and knowledge of the world.¹¹

Furthermore, National Reading Panel (NRP) defines reading is a complex system of deriving meaning from printed text or written symbol that requires several things. Firstly, the skills and knowledge to understand how phonemes or speech sounds are connected to print. Secondly, it requires the ability to decode unfamiliar words. Thirdly, it deals with the ability to read fluently. Fourthly, it needs sufficient background information and vocabulary to faster reading comprehension. The fifth,

¹⁰Oxford University, *Oxford Learner's Pocket Dictionary Fourth Edition*(United Kingdom: Oxford University Press, 2010)

¹¹Harris, A.J & Sipay, E. R, *How to Increase Reading Ability* (New York: Longman Inc, 1980), p. 8.

the development appropriate active strategies to construct meaning from print is also required and the last is development and maintenance of a motivation to read.¹²

Based on the explanation above the researcher conclude that reading is the way in which something is interpreted or understood and reading is activity in which the reader try to understand the writer's idea presented.

2.2.1.2 Kinds of Reading

Generally, there are three kinds of reading as the following:

1. Intensive Reading

It is related to further progress in language learning under the teacher's guidance. Intensive will provide a basis for explaining difficulties of structure and for extending knowledge of vocabulary and idioms. It will also provide material for developing greater control of the language in speech and writing. The material selected should parallel the type of material the advanced student would enjoy in the native language: short stories, novel, plays, and poems, articles on scientific discoveries, artistic achievements, political development, and aspect of contemporary community life in a country where the language is spoken. Since this reading matter will be studied in detail, it will not serve as the ideal vehicle for further practice in direct teaching. This purpose will be served by the material chosen for extensive reading.¹³

Intensive reading material will be the basis for classroom activity. It will not only be read but will be discussed in detail in the target language, sometimes analyze

¹²Susan MC Shane, *Applying Research in Reading Instruction for Adult First Steps for Teacher* (US: The National Institute for Literacy, 2005), p. 3.

¹³Abbas Pourheseingilakjani, *How Can Students Improve Their Reading Comprehension Skill*. Journal of Studies in Education vol. 6, No. 2, 2016. (Accessed on June 15th 2019).

and use as a basis for writing exercises. At this stage, some teacher fall into the monotonous pattern of setting section of reading material for homework preparations every night. Then they begin the lesson each day by asking student to translate what they had prepared, sentence by sentence around the class. This became a tedious chore, complete in a purposeless way, and soon destroys any pleasure in the reading assignment. Teacher must work continuously for variety of presentation in the classroom. Sometimes section of intensive reading material may be set for preparation beforehand, the student being supplied with question to think about before they come to class.

The ability of the students to talk and write in the foreign language about the material chosen for intensive reading will be very dependent on the teacher choice of texts. The literature chosen for intensive study should be predominantly contemporary.

2. Extensive Reading

Extensive reading means that reading by heart, where there is no voice is expressed. A reader who wants to comprehend the text in reading comprehension process frequently practices it. This type of reading aims to find out the meaning of the passages. The purpose of extensive reading will train the students to read directly and fluently in the target language for enjoyment, without the aid o the teacher.

Brown states that extensive reading activity has advantage. First, it makes understand to read better. Secondly, it as a key to students gain reading ability, linguistic competence, vocabulary, spelling and writing. By stimulating reading for enjoyment or reading where all concepts, names, dates, and other details, need not to be retained, students gain an appreciation for effective and cognitive window of

reading. Extensive reading can sometimes help learner get away from their tendency to over analyze or look up words they do not know, and read for understanding.¹⁴

3. Reading Silently

Reading silently needs a reader with deep attention to what the student is reading. To gain the meaning given in the text, a reader should have full concentration. In silent reading, a reader tries to find out the main ideas, or ideas that stated explicitly. That is why, during the teaching process, teacher usually control the class while the student are reading to give some help if it is necessary or needed. Silent reading is belonging to reading comprehension. Thus, the attention of the reader is directed toward the extraction of information from the text, rather than towards the reading process itself.

Based on explanation above that there are three kinds of reading and must be understood by reader because, each kinds of reading has different style and level to read, understand more about kind of reading make the reader easy to determine style on reading.

2.2.1.3 Components of Reading

The National Reading Panel (NRP) released report that examined the five components of reading they are phonemic awareness, phonics instruction, fluency, vocabulary, as well as comprehension.¹⁵

¹⁴Brown, H. Douglas, *Teaching by Principles: An Interactive Approach to Language Pedagogy* (New York: Longman Inc, 2001), p. 301.

¹⁵T. Baker, *English Teaching Forum: The National Reading Panel* (Washington: NRP Publisher, 2008), p. 24.

1. Phonemic Awareness

It is the ability to notice think about manipulated the individual sound in spoken words. It is the perception of speech sound is distinct from their meanings. It includes the ability to detect rhymes, syllables within words, and individual sound within syllables and words.

2. Phonics instruction

It is an instruction that teaches the sounds that letters and groups of letters represent and how to blend the sounds to identify words. The term phonics is used to refer to instruction what teachers do and decoding is used to refer to what readers do.

3. Fluency

It is ability to read text accurate, smoothly and rapidly with proper expression. Fluency is patent neglected in the classroom and that guided, repeated oral reading with feedback is effective.

4. Vocabulary

It is knowledge of words and is required to communicate effectively and understand a text. It is important to reading comprehension in two ways. The beginning reader uses decoding skill to “translate” print into words that are already in his oral vocabulary. At higher reading levels, vocabulary knowledge is critical for understanding increasingly difficult materials. Learners not only need to learn new words; they need to deepen their knowledge of they already know.

5. Comprehension

It is the goal of reading instruction. All of the reading components contribute to the development of comprehension. Comprehension is the understanding of what is being read and it is the ultimate goal of reading. Several strategies to enhance reading

comprehension, namely comprehension monitoring, cooperative learning, list of graphic and semantic organizers, question generation, generation answering, story structure, summarizing.

From explanation above the researcher focus explain comprehension as the one of readings' component.

2.2.1.4 Factors of Affecting in Reading

Anderson describes that the factors of affecting in reading comprehension in his opinion does not reside on the text itself. Meaning is reached when the reader integrates personal background knowledge, purpose for reading, reading strategies, and the text to get meaning.¹⁶

The description about implies that to get a perfect comprehension in the reading process, there are some factors either internal or external factors into five categories, namely:

1. Background experience. It refers to the previous experience that readers have already known before and it relates to the reading materials that they read.
2. Language Ability, It refers to read's ability in ability in mastering some elements of language, for example: vocabulary, transition words, grammar, etc.
3. Thinking ability, It refers to the reader's ability to analyze the reading material that they read by considering some comprehension aid to support their achievement in comprehension.
4. Affection, It refers to some psychological factors that an affect the reader's comprehension. The reader has interest, motivation, attitudes, beliefs, and feeling.

¹⁶J. Estill Alexander, *Teaching Reading* (Toronto: Little Brown And Company, 1979), p. 65.

5. Reading Purpose, It refers to the reader's purpose why they read the reading materials. It is usually done by making some questions by reading process.

As the factor in affecting reading the researcher and the reader have to attention with five factors to make understand what have read.

2.2.1.5 Technique of Improving Reading Comprehension

According to Martin in Kustaryo reading comprehension requires motivation, mental frameworks for holding ideas, concentration and good study technique. There are some suggestions.¹⁷

1. Develop a broad background, broad your background knowledge by reading newspapers, magazine, and books, become interested in words events.
2. Know the structure of paragraph, Good writer construct paragraph that have a beginning middle, and end. Often, the first sentence will give an overview that that helps provide a framework for adding details, also look for transitional words.
3. Identify the type of reasoning; it deals with the identification of causing and affecting the reasoning hypothesis, model building, and introduction or deduction, system thinking.
4. Predict the ideas, Smart readers try to anticipate the author and predict future ideas and questions. It reinforces the understanding when it is right and it is an adjustment quicker when it is wrong.
5. Look for the method of organization, Determine the method of organization whether by the material organized chronologically, serially, logically, functionally, specially or hierarchical.

¹⁷Sukira Kustaryo, *Reading Technique for Collage Students* (Jakarta: P2L PTK, 1990), p. 85.

6. Create motivation and interest, Preview material, ask questions, and discuss ideas with the classmate, the stronger your interest, the greater your comprehension.
7. Pay attention to supporting cues, Study picture, graphs and headings. Read the first and last paragraph in a chapter, or the first sentence in each section.
8. Highlight, summarize and review, Just reading a book is not enough, to develop a deeper understanding, you have to highlight, summarize, and review important ideas.
9. Building a good vocabulary, It may carry around pocket dictionary and use it to look up new words, or it can keep a list of word to look up at the end of the day.
10. Monitor effectiveness, Good readers monitor their attention, concentration, and effectiveness. They quickly recognize if they have missed an idea and back up to read it.

From discussion above, Martin has concluded that there are ten techniques to help the researcher and the reader so that easy to comprehend the meaning.

2.2.2 The Definition of Reading Comprehension

Reading comprehension is a very complex activity. So much occurs inside mind of reader as the eyes glide over the printed words.¹⁸ It means to understand the meaning of text in reading activity, the reader makes interaction among eyes and mind to gain what the author extend.

Furthermore, Mc Shane states that reading comprehension is the process of simultaneously extracting and constructing meaning through interaction and

¹⁸Larry Lewin, *Paving the Way in Reading and Writing: Strategies and Activities to Support Struggling Students in Grade 6-12* (San Francisco: José-Bass), p. 2.

involvement with written language.¹⁹Gebhard adds that it include discovering in print and script, within social context, through bottom-up where to comprehend written language, and top-down processing with deal with background knowledge that related to the content of what we are reading, and use of strategies and skill.²⁰

Hence, to determinant of reading comprehension, students use the words extracting and constructing to emphasize both the importance and the insufficiency of the text, which entails three elements; they are the reader who is doing the comprehending, the text that is to be comprehended, and the activity in which comprehension is a part.

Based on the theoretical description above, the writer concludes that reading comprehension is an ability or capacity for comprehending and understanding reading materials to get information from them. It is not only how to get meaning of each words or sentences but also the important one is how to reader can get and understanding the message or the ideas.

2.2.3 Kinds of Reading Comprehension

There are different levels or strands of understanding or comprehension of a text. Distinctions are made between literal, referential, critical, and appreciate comprehending. The following are commonly referred to:

1. Literal comprehension

The first key to comprehending a written passage is to understand it from a literal point of view. Literal comprehension is the understanding of the written

¹⁹Susan MC Shane, *Applying Research in Reading Instruction for Adult First Steps for Teacher* (US: The National Institute for Literacy, 2005), p.72.

²⁰Jerry G. Gebhard, *Teaching English as a Foreign Language or Second Language* (Michigan: The University of Michigan Press, 2006), p. 194.

meaning of a passage: the definition of words, the context of the writing, the main idea of the passage, and the sequence of thought chosen by the author. Literal comprehension reserves studying author interpretation until after a student understands the basic message of a written passage.

Research Facts, A dictionary is an important tool for literal comprehension, but alone, it may not be enough. Researching the definition of words, to form a literal comprehension, begins with studying the definitions of words, but also requires a little experience with the way the author used the word during the time of the writing. Beyond the dictionary definition, review the cultural and political ideals present in the world where the author wrote the passage.

Understanding in context, while each word in a passage has a specific definition, each word is also defined by the words surrounding it in a sentence. A contextual analysis of a word involves looking at these surrounding words for clues about the meaning, or alternate meaning, of unfamiliar words. To form a contextual understanding a word, identify the definition of surrounding words and review how the surrounding words affect the definition of the original word.

Read for main idea, the main idea of a passage is the primary idea presented by the work. Passages can be a part of a larger work, or written in the context of another work, such as a small passage from a story. Studying a passage from this perspective requires that the passage be read from the point of view of the main idea.

Sequential Study, a sequential study is reading a passage in a specific order. The order of the passage becomes an important element for understanding how you should interpret it. For instance, if you are reading an action sequence, each statement builds the scene, adding more information to the image as the passage describes the

action. Reading the last line first would leave you confused, with no information about the meaning or perspective of the passage. A sequential study demonstrates how you can find interpretation clues about a passage from the previous information in it.

2. Referential Comprehension

At this level, readers go beyond what is said and read for deeper meanings. Readers must read carefully and analyze what they have read; they need to be able to see relationships among ideas. It is obvious that before readers can do this, they have understood that ideas that are stated (literal understanding). Referential comprehension includes thinking process such as drawing conclusion, generalizing and predicting outcomes.

3. Critical or Evaluate comprehension

Reading in order to compare information in a passage with the reader own knowledge and values. It requires them to be active in criticizing and evaluating whether or not the information expressed by the author is worth enough to be absorbed.²¹

From the three kinds of reading comprehension above, the researcher only focused on literal comprehension.

2.2.4 The Concept of Chunking Strategy

2.2.4.1 Definition of Chunking Strategy

Chunking has been known since the last century that the capacity of immediate memory is limited, but it is only comparatively recently that the

²¹Feng Liu, *Reading Abilities and Strategies: A Short Introduction* (Canada: Canadian Center of Science and Education, 2010), p. 153.

significance of that limited capacity has been recognized.²² The term chunk, denoting a unit, and the related term chunking, denoting mechanisms to construct that unit, are familiar terms within psychology and cognitive science. In the literature on perception, chunking is sometimes used with the meaning of implicit and automatic grouping of perceptual information.²³ A type of strategies, goal-oriented is chunking, where chunking is essentially re-coding of the information in a more efficient way. For example, the 9-digit binary number 101000111 can be re-coded as the 3-digit decimal number 327, making it easier to process and memorize for humans. The presence of chunks explains how humans, in spite of strict cognitive limitations in memory capacity, attention, and learning rate, can cope efficiently with the demands of the environment. Chunking has been established as one of the key mechanisms of human cognition, and plays an important role in showing how internal cognitive processes are linked to the external environment.

Chunking refers to the strategy of breaking down information into bite-sized pieces so the brain can more easily digest new information. The reason the brain needs this assistance is because working memory, which is where we manipulate information, holds a limited amount of information at one time.²⁴ Casteel states that studies indicate that the presentation of chunked material separated into

²²Steven H. Mc Donough, *Psychology in Foreign Language Teaching* (London: George Allen & Unwind Publisher, 1981), p. 63.

²³Fernand Gobet, *What's Name? the Multiple Meanings of "Chunk" and "Chunking"* <http://journal.frontiersin.org/article/10.3389/fpsyg.2016.00102/full> (Accessed on July 01st 2019).

²⁴Malamed Connie, *Chunking Information for Instructional Design*. <http://the e-learning coach.com/e-learning-design/chunking-information/2015>(Accessed on March 34th 2019).

meaningful related groups of words improves the comprehension of some readers, most noticeably those readers who are classified as poor or low-ability readers.²⁵

In addition, chunking strategy is a mental process grouped into three categories: linear chunking, taxonomic and multipurpose. Linear chunking is information arranged into time, space or process as controlled by the history chronology. Taxonomic chunking is the process of arranging information as observed in Bloom's Taxonomy for cognitive domain, whereas the multipurpose chunking involves the mechanism of arranging based on either the volume or the lack of information learned.²⁶

Based on explanation above, chunking is a reading strategy that breaks down challenging text into manageable places. Dividing content into smaller parts helps students identify key words, organize idea, and synthesize information. A text can be chunked in different ways depending on the size and complexity. For example, a section of text may be broken down into paragraphs, or a paragraph may be broken down into sentences. We can use several methods to make the chunks. Such like number paragraph, draw lines between sections, highlight sentences, or simply use paper to expose the chunk we are working on and high the rest of the text. Students determine the meaning of unknown words; identify main ideas and key details, and accurately summarize each chunk. The goal is for students to be able to chunk the independently in order to comprehend difficult reading passage.

²⁵Casteel. C, *Effects of Chunked Text-Material on Reading Comprehension of High and Low Ability Readers*. http://www.cehd.umn.edu/nceo/presentations/NCEO-LEP-IEP-ASCD_Handout_Chunking.pdf. 1989 (Accessed on March 24th 2019).

²⁶Norma CheLah, *Cognitive Strategy in Learning Chemistry: How Chunking and Learning Get Together*. The Malaysian Online Journal of Educational Science 2, No.1.www.Moj-es.Net (Accessed on March 10th 2019), p. 9.

Strategi chunking ini merupakan skema nyata yang digunakan manusia untuk mendeskripsikan, memahami, mempersentasikan dan mengingat benda maupun peristiwa. Bahkan chunking sudah dimulai sejak anak-anak. Mereka mampu menyortir benda-benda sesuai warna, bentuk dan sebagainya. Chunking telah lama menjadi focus peneliti yang membuat definisi chunking diantaranya pengelompokan, penataan, pengorganisasian. This strategy is a real scheme that human use to describe, understand, present and remember objects and events. Even chunking has started since children, they are able to sort objects according to colors, shapes and etc. chunking has long been the focus of researchers who make various definition of chunking including grouping, structuring, and organizing.²⁷

Furthermore, Chunking is a part of English language teaching is receiving increasing interest and attention. By using chunking strategy students can get information clearly from the text because every sentence will be made by a phrase.

2.2.4.2 The advantages of Using Chunking Strategy

Using chunking as a strategy for teaching can give us many advantages. The advantages are described under:

1. Chunking encourages thinking about groups of words rather than individual words.
2. Making a better understanding of the meaning from the text.
3. Enhancing overall comprehension.
4. Chunking of text encourages the students to connect the underlying thought with the text as they are reading.

²⁷Litinfoc, *9 Highly Effective Reading Comprehension Strategies for All Levels of Reader: Literacy in Focus*. <https://www.litinfoc.com> (Accessed on July 16th 2019).

5. Chunking increasing reading fluency and speed.
6. Chunking helps students organize information, making it easier for them to pull information together for better understanding of the main idea of the text.²⁸

2.2.4.3 Teaching Reading through Chunking Strategy

According to Malamed, the procedure of chunking strategy to apply in teaching reading comprehension consists of five steps. Those steps are as follows:²⁹

1. Step one: Preparation

Chunking can be used with challenging texts of any length. A paragraph can be chunked into phrases and sentences while a reading of several pages can be chunked into paragraphs or sections. It is often helpful to have students' record information about each chunk in a graphic organizer, which you may want to prepare in advance.

2. Step two: Review reading strategies

Before having students work on paraphrasing the text, it is helpful to go over specific decoding strategies. You may want to post the following "reading reminders" on the board:

- 1) Circle words that are unfamiliar.
- 2) Use context clues to help define.
- 3) Look up the meaning of unknown words.
- 4) Write synonyms for these new words in the text.
- 5) Underline important places and people and identify.

²⁸Firman, *Using Chunking Strategy to Improve Students' Reading Comprehension of SMP Negeri 36 Makassar* (FKIP Unismuh Makassar, Vol. 3, No. 2, 2016. <https://ojs.fkip.unismuh.ac.id> (Accessed on May 03rd2019).

²⁹Malamed Connie, *Chunking Information for Instructional Design*. <http://the e-learning coach.com/e-learning design/chunking-information/2015> (Accessed on March 34th 2019).

6) Read aloud.

7) Read multiple times.

3. Step three: Chunk the text

Chunking the text simply means breaking the text down into smaller parts. Sometimes teachers chunk the text in advance for students, especially if this is the first time students have used this strategy. Other times, teachers ask students to chunk the text. Students can work on chunking texts with partners or on their own. Depending on students' reading level, the lengths of chunks can vary. A struggling reader may work with phrases, rather than sentences. A stronger reader can often work with longer chunks.

Example: When a student reads a large piece of text, he should separate chunks where it makes sense to break up the story before rewriting it under subheadings or numbers. For instance, when reading the story of Cinderella, students break up the text into subheadings such as "Cleaning House," "The Evil Stepsisters," "The Evil Stepmother," "Someday My Prince Will Come," "The Lost Shoe" and "Happily Ever After." This activity gives students tools to break up longer passages and read smaller, more manageable pieces for better understanding.³⁰

4. Step four: Paraphrase meaning

Students should rewrite "chunks" in their own words. By the end of this activity, students should have a paraphrased version of the original text.

5. Step five: Assessment and sharing

The paraphrased text can be used to evaluate students' understanding and reading ability. You can also have students compare their versions of the text.

³⁰Lauren Ashley, *Comprehension Activities for Chunking*. [http:// www. E-how.com/info_8705350_comprehension_activities_chunking.html](http://www.E-how.com/info_8705350_comprehension_activities_chunking.html). 2015 (Accessed on March 24th 2019).

This step often leads to interesting discussion about interpretation – how people can often find different meaning in the same words.³¹

2.2.4.4 Variations on Teaching Chunking Strategy

There are some ways probably used in teaching reading by using chunking strategy to make students interest:³²

1. Identify and Define Key words

To help students move from reading the text to paraphrasing, ask them to first identify and define the key words found in that chunk. You can add a space on a graphic organizer for this step.

2. Create a Visual

To improve comprehension and retention of ideas, have students visually represent the selected chunk s picture or symbol. They can create the symbol or image, or they can find one in a magazine or online.

3. Paragraph Shrinking

To help students clarify main ideas, ask them to summarize the meaning of a paragraph in the ten words or less. In this way the students find the familiar meaning of word that unfamiliar to be heard.

4. Identify Significant and Connection

After students summarize a portion of the text, ask them to respond to these ideas. Questions you might use to prompt their thinking include: what do these ideas remind you of? What question do they raise? Why is this idea important? To whom?

³¹Malamed Connie, *Chunking Information for Instructional Design*. <http://the e-learning coach.com/e-learning design/chunking-information/>.2015 (Accessed on March 24th 2019).

³²Facing History and Ourselves Team, *Teaching Chunking Strategies*. <http://www.facing history.org> (Accessed on July 16th 2019).

5. Jigsaw Chunking

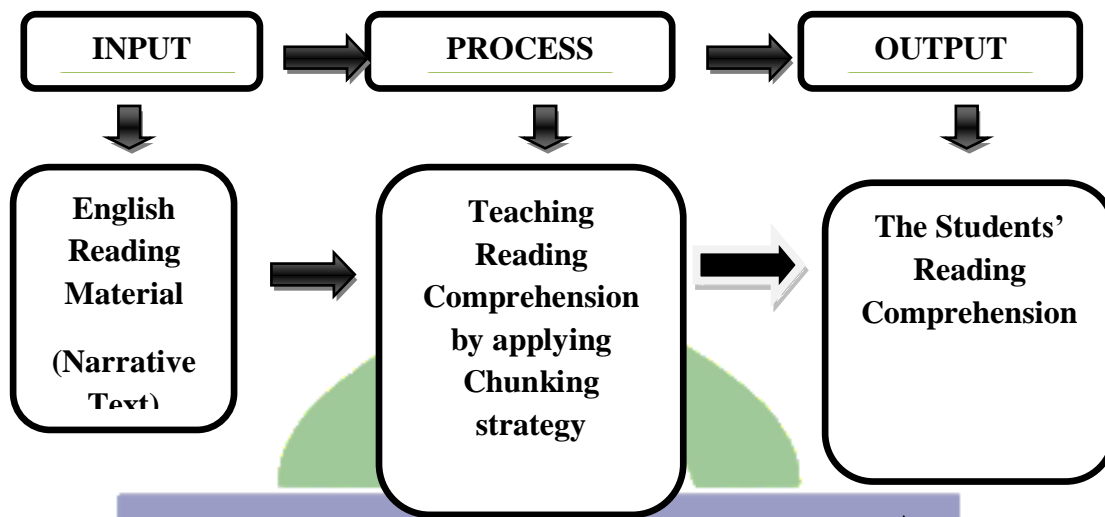
We can divide a longer text into sections and have small groups work on summarizing a paragraph or two each. Group can share the meaning of their section with the rest of the class by using jigsaw strategy or by having small-group presentation. This variation works well with a text that has clearly divided parts, such as the bill of rights, because students need to be able to paraphrase their section without having read prior section.

2.3 Conceptual Framework

Some experts defined the conceptual framework, Sugiono in his book states that framework is a conceptual model of how teory relates to a variety of factors that had been identified as an important issue.³³

Reading is very important skill that the students should master on it, without comprehension a reader doesn't really read. It is that reading comprehension is very important in reading learning process. The main focus of this research was the use of pre-reading task, learning in improving the student's skill in reading. The conceptual framework underlying in this research given below:

³³Sugiono, *Metode Penelitian Pendidikan Kuantitatif Kualitatif* (Cet. II; Bandung: Alfabeta, 2015), p. 91.



- *Step one:* Preparation
- *Step two:* Review Reading Strategies
- *Step three:* Chunk the text
- *Step Four:* Paraphrasing meaning
- *Step five:* Assessment and sharing.

There are three components are explained in the following:

Input : Refers to the applied in the classroom.

Process : Refers to teaching a treatment that was teaching reading to the eighth grade students of SMP Negeri 6 Duampanua Kab. Pinrang through the applying Chunking strategy.

Output : The result of the treatment was the improvement of the students' reading comprehension.

2.4 Hypothesis

Hypothesis is a statement and provisional answer toward the research problem, the hypothesis formulation is based on the theoretical investigated and the conceptual framework that the researcher did, furthermore the hypothesis need the research process to examine the data.³⁴

Based on previous related literature, some pertinent ideas, as well as the conceptual framework, the researcher formulates the hypothesis as follow:

2.4.1 Hypothesis Null (Ho)

There is no improvement in reading comprehension through applying chunking strategy at the eighth grade in SMP Negeri 6 Duampanua Kab. Pinrang.

2.4.2 Alternative Hypothesis (Ha)

There is improvement in reading comprehension through applying chunking strategy at the eighth grade in SMP Negeri 6 Duampanua Kab. Pinrang.

2.5 Definition Operational of Variable

2.5.1 Variable

There were two variable involved in this research, namely independent variable and dependent variable.

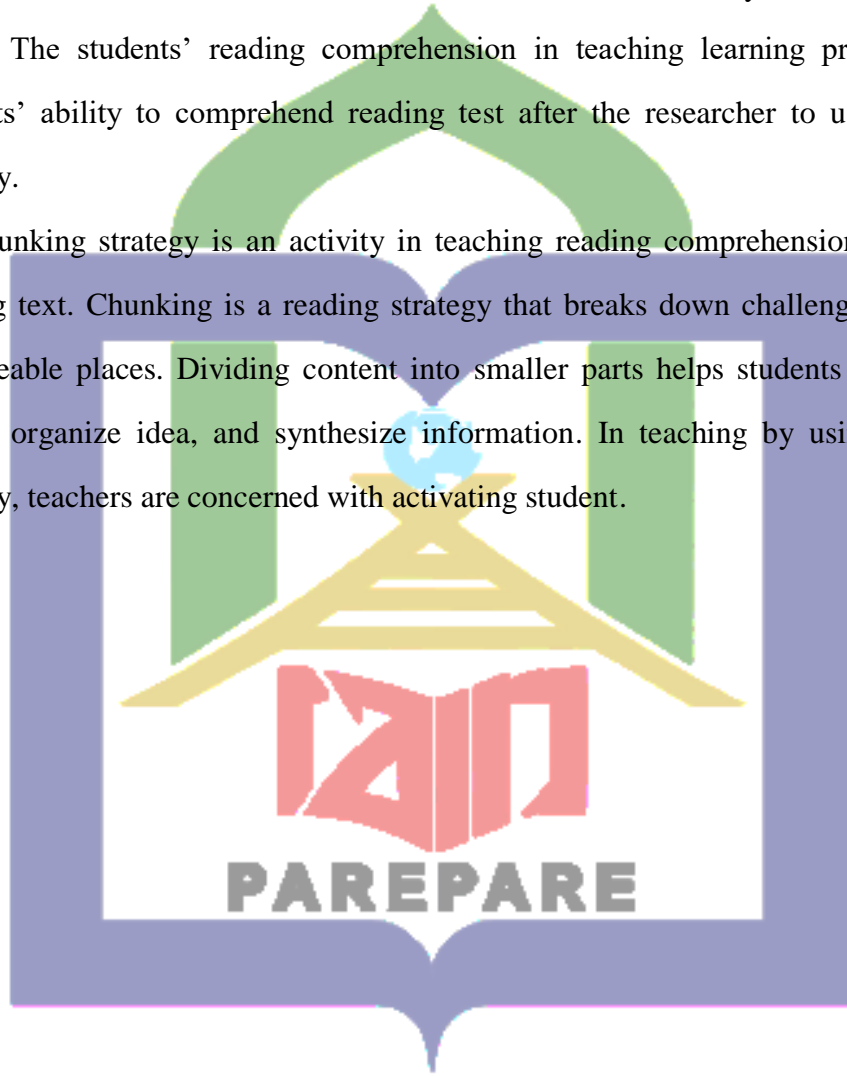
1. Independent variable: Teaching reading comprehension by using chunking strategy
2. Dependent variable : Improving the students' reading comprehension at the eighth grade students of SMP Negeri 6 Duampanua Kab. Pinrang.

³⁴Sekolah Tinggi Agama Islam Negeri (STAIN), *Pedoman Penulisan Karya Ilmiah* (Parepare: Departemen Agama, 2013), p. 26.

2.5.2 Operational Definition

1. Reading comprehension is an understanding, evaluating, and utilizing for information and ideas achieved through the interaction between the author and the reader. In this case, reader tries to understand what author really means and he was stated. The students' reading comprehension in teaching learning process is the students' ability to comprehend reading test after the researcher to use Chunking strategy.

2. Chunking strategy is an activity in teaching reading comprehension by using a reading text. Chunking is a reading strategy that breaks down challenging text into manageable places. Dividing content into smaller parts helps students identify key words, organize idea, and synthesize information. In teaching by using chunking strategy, teachers are concerned with activating student.



CHAPTER III

RESEARCH METHOD

Kinds of research method can be broadly divided into two; those are quantitative and qualitative categories. Quantitative categories are pre-experimental, quasi-experimental, descriptive, comparative, associative, expost facto. Qualitative categories are action research, research and development, analyze concept, and ethnographic.

In this section, the research is going to review research design, location and duration of the research, population and sample, instrument of the research, procedure of collecting data, and technique of data analysis.

3.1 Research Design

The research design of this research was pre-experimental with pre-test and post-test. It aims to know whether applying chunking strategy could improve the student's reading comprehension at the eighth grade in SMPNegeri 6 DuampanuaKab. Pinrang. The following is the formula:

$$E = O_1 \times O_2$$

Where:

E : Experimental Group

O₁ : Pre-test

X : Treatment

O₂ : Post-test³⁵

³⁵Sugiono, *Metode Penelitian Pendidikan* (Cet. XX; Bandung: Alfabeta, 2014), p. 111.

3.2 Location and Duration of the Research

The location of the research took a place at SMP Negeri6 Duampanua Kab. Pinrang. The research used the quantitative research that had several times to collect and analyzed data. The researcher did the research more than one month for collecting data.

3.3 Population and Sample

3.3.1 Population

The population of the research was the eighth grade students of SMP Negeri 6 Duampanua Kab. Pinrang academic year 2019/2020. There were three classes in that school which were VIII 1, VIII 2, VIII 3. The total of population were 73 students.

Tabel 3.1 The total students of the eighth year at SMPNegeri6 Duampanua Kab. Pinrang

No	Class	Number of Student
1	VIII 1	23 Students
2	VIII 2	23 Students
3	VIII 3	25 Students
Total of Students		73 Students

(Sources: Administration of SMP Negeri 6 Duampanua Kab. Pinrang)

3.3.2 Sampel

The sampel was taken by using cluster random sampling. The researcher used this technique because it could represent others as sample. Only by random all classes

at the eighth grade and took one of the class as sample from three classes. In this research the researcher took VIII 1 as a sample which consist 23 students.

3.4 The Instrument of Collecting Data

3.4.1 Instrument of the Research

The instrument of this research used objective and subjective test which consist of pre-test and post-test. In general there weretypes of objective test, that was multiple choices, true false, and matching.³⁶ In this research, instrument used test of multiple choices 10 numbers, and essay 10 numbers. The total number of this test was 20 numbers.

The pre-test intended to see the students' prior knowledge of reading text before giving treatment, while the post-test intended to know the students' reading comprehension after giving treatment through chunking strategy.

3.4.2 Procedure of Collecting Data

The procedures of collecting data in this research, as following:

3.4.2.1 Pre-test

Before implementing the treatment, firstly the researcher conduct a pre-test to finding out the basic score of students' reading comprehension. The test consists of some questions and the studentswere given 60 minutes to answer all the questions that the researcher provided in the paper sheet. At the first time, the researcherhold self-introduction and explain the aim of her research to the students. Then, the researcher gave them pre-test.

³⁶Eko Putro Widoyoko, *Teknik Penyusunan Instrument Penelitian* (Cet. I; Yogyakarta: Pustaka Pelajar, 2012), p. 61.

3.4.2.2 Post-test

After treatment, the researcher gave the students post-test to improve students' reading comprehension. In this post-test, the researcher gave multiple choice and essay test but, the questions were different with the pre-test to make the researcher easier to know was there improvement after giving treatment.

3.5 Treatment

After pre-test the researcher gave a treatment to the students. The researcher applied chunking strategy as a way to improve students' reading comprehension. The treatment process would be conducted for six meetings.

3.5.1 First Meeting

Step 1 preparation consisted of:

1. The researcher introduced herself to the students and explained her goal to conduct the research and what the students did during the research.
2. The researcher explained about narrative text.
3. The researcher explained chunking strategy and how to chunk narrative text.

Step 2 review reading strategies consisted of:

The researcher gave the passage about narrative text "A Greedy Dog Story" The Researcher asked the students to chunk it. The strategies were:

- a) Circle the words that were unfamiliar.
- b) Used context clues to help define.
- c) Look up the meaning of unknown words.
- d) Wrote synonyms for these new words in the text.
- e) Underlined important places and people and identify.
- f) Read aloud.

g) Read multiple times.

Step 3 chunk the text, the researcher asked the students to chunk the text into a smaller part.

Step 4 paraphrasing meaning, the researcher asked the students to rewrite the “chunks” by used their own words.

Step 5 assessments and sharing the researcher gave the students time to sharing with their friend and also the researcher gave assessment.

3.5.2 Second Meeting

1. The researcher prepared narrative text about “Running Hare and Snail Race.”
2. The researcher asked the students to chunk the text. The strategies were:
 - a) Circle the words that were unfamiliar.
 - b) Used context clues to help define.
 - c) Look up the meaning of unknown words.
 - d) Wrote synonyms for these new words in the text.
 - e) Underlined important places and people and identify.
 - f) Read aloud.
 - g) Read multiple times.
3. The students asked to answer the question that was provided in the paper.
4. The researcher asked the students to share their understanding version about the text and the researcher gave score.

3.5.3 Third Meeting

1. The researcher prepared narrative text about “Rabbit and Turtles” The researcher asked the students to chunk the text base on their version.
3. The students were asked to answer the question that was provided in the paper.

2. The researcher asked the students to share their understanding version about the text and the researcher gave score.

3.5.4 Fourth Meeting

1. The researcher prepared narrative text about “The Story of the Smart Parrot”
2. The researcher asked the students to chunk the text based on their version.
3. The students were asked to answer the question that was provided in the paper.
4. The researcher asks the students to share their understanding version about the text and the researcher gave score.

3.5.5 Fifth Meeting

1. The researcher prepared narrative text about “The Four Little Rabbits.”
2. The researcher asked the students to chunk the text based on their version.
3. The students were asked to answer the question that was provided in the paper.
4. The researcher asked the students to share their understanding version about the text and the researcher gave score.

3.5.6 Sixth Meeting

1. The researcher prepared narrative text about “The Wolf and The Dog”
2. The researcher asked the students to chunk the text based on their version.
3. The students were asked to answer the question that is provided in the paper.
4. The researcher asked the students to share their understanding version about the text and the researcher gave score.

3.6 Technique of Data Analysis

3.6.1 The Classification of the Students Score

Table 3.2: classification students' score³⁷

No.	Classification	Score
1.	Very Good	80 – 100
2.	Good	66 – 79
3.	Fair	56 – 65
4.	Poor	40 – 55
5.	Very poor	≤ 39

Based on SuharsimiArikunto's statements that the student who got 80 – 100 scores, they would be in very good position, the students who got 66 – 79 scores, they would be in good position, the students who got 56 – 65 scores, they would be in fair position, while the students who got 40 – 55 scores, they would be in poor position and the student would be in very poor position if they got ≤ 39 scores.

3.6.2 Scoring the Students' Reading of Pre-test and Post-test

To calculate the score the researcher used the formula as follows:³⁸

$$\text{Score} = \frac{\text{Students' correct answer}}{\text{the total items}} \times 100$$

³⁷Suharsimin Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2009), p. 254.

³⁸Depdiknas, *Langkah-Langkah Penyusunan Soal Pedoman Penskoran, dan Cara Perhitungan Nilai Akhir SMP/SMU/SMK* (Jakarta: Depdikbud), p. 28.

3.6.3 Finding out the mean score by using the following formula:

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

In which:

X = Mean score

Σ = Total Score

N = the total number of students³⁹

3.6.4 Calculating the rate percentage of the students' score by using the following formula:

$$P = \frac{F}{N} \times 100 \%$$

Where:

P = percentage

F = frequency

N = total of number of sample.⁴⁰

3.6.5 Finding out the difference of the mean score between pre-test and post-test by calculate the T-test value using the following formula:

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

³⁹Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan, Edisi Revisi* (Jakarta: Bumi Aksara, 2009), p. 264.

⁴⁰Anas Sudijon, *Pengantar Statistik* (Jakarta: Raja Grafindo Persada, 2006), p. 43.

Where:

T = test of significance

D = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.

3.6.6 Calculating the standard deviation of score by using the formula:⁴¹

$$SD = \frac{\sqrt{\sum x^2 - \frac{(\sum x)^2}{N}}}{N - 1}$$

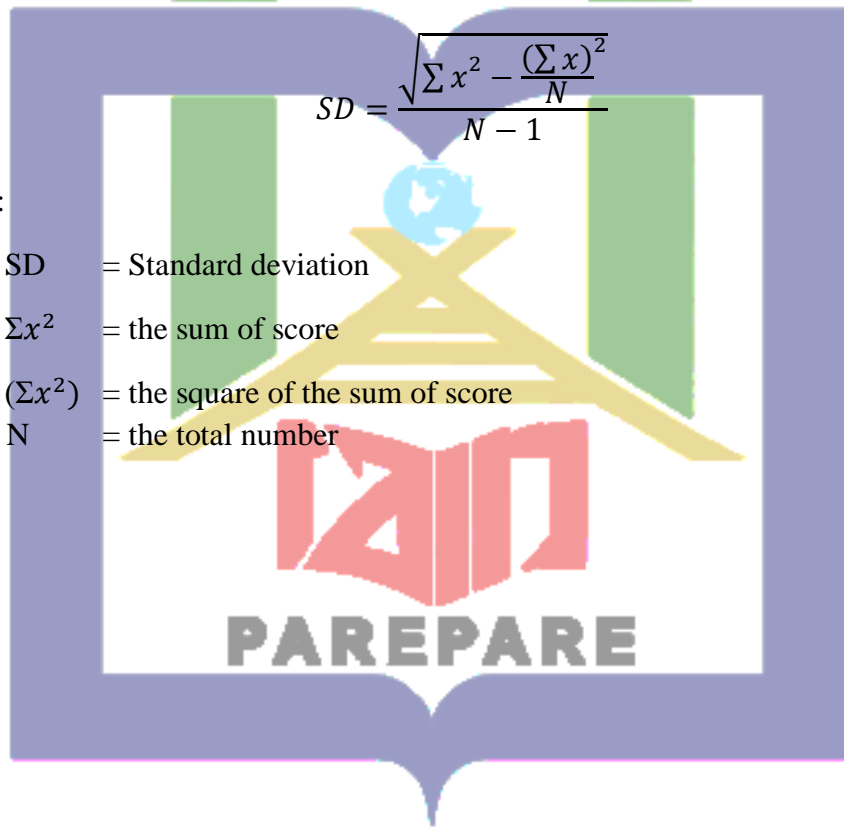
Where:

SD = Standard deviation

$\sum x^2$ = the sum of score

$(\sum x)^2$ = the square of the sum of score

N = the total number



⁴¹Gay. L. R, *Educational research: Competencies for Analysis and Application* (Eighth Edition, Columbus: A Bell & Howell Company, 2006), p. 297-298.

CHAPTER IV

FINDINGS AND DISCUSSIONS

This chapter consists of two sections, the section deals with the finding of the research and the discussion of the research. The finding of the research covers the description of the result of data collected through test that can be discussed in the section below.

4.1 Findings

The finding of this research deal with the classification of students' pre-test and post-test. To find out the answer of the research in the previous chapter, the researcher gave a test that was given twice. A pre-test was given before treatment to know the students' reading comprehension, while post-test was given after treatment to know the students' reading comprehension after giving treatment and the result of the post-test in this research can answer the question of this research that aims to find through the use of Chunking Strategy able to improve the students' reading comprehension at the Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang.

The finding of this research deal with the classification of students' pre-test and post-test, the frequency and rate percentage of the students' score, the mean score and standard deviation of pre-test and post-test, and hypothesis testing.

These finding are described as follows:

4.1.1 The Students' Score of Pre-Test

The finding through pre-test in answering the question text of reading comprehension at the Eighth grade of SMP Negeri 6 Duampanua Kab.Pinrang was tabulated as follow:

Table 4.1 The Students' Score of Pre-Test

No	Name	Score	Classification
1.	AH	45	Poor
2.	AF	30	Very Poor
3.	AL	50	Poor
4.	AN	10	Very Poor
5.	AR	35	Very Poor
6.	DI	57	Fair
7.	HA	55	Poor
8.	HE	45	Poor
9.	IN	35	Very Poor
10.	MA	50	Poor
11.	MH	25	Very Poor
12.	NA	40	Poor

13.	NI	45	Poor
14.	NH	35	Very Poor
15.	NHA	40	Poor
16.	SA	45	Poor
17.	SH	30	Very Poor
18.	SM	30	Very Poor
19.	SS	40	Poor
20.	SN	45	Poor
21.	SUA	57	Fair
22.	ZZN	45	Poor
23.	MRI	60	Fair
	Jumlah	$\Sigma = 949$	

(Data source: the students' score in pre-test)

The table above reveals that most of students were in the poor classification and other were gaining lower ≤ 40 . Thus, researcher concluded that students had lack of reading comprehension toward material and need more lessons to make them better. After scoring, researcher then tabulated and analyzed the score in percentage. The score was classified into five levels as follow:

Table 4.2 Percentage of the Students' Score Pre-Test

No	Classification	Score	Frequency	Percentage
1.	Very Good	80-100	-	
2.	Good	66-79	-	
3.	Fair	56-65	3	13.04%
4.	Poor	41-55	12	52.17%
5.	Very Poor	≤ 40	8	34.78%
Total			23	100%

(Data Source: The Percentage of the Students' pre-test of SMP Negeri 6 Duampanua Kab. Pinrang)

Based on the table above, it showed that the rate percentage of the students' score of the students' reading comprehension was still low because just there students got highest score and most of them got poor and very poor classification.

4.1.2 The Students' Score of Post-Test

After analyzing the students' pre-test, researcher then analyzed the students' post-test, which was shown on the table below:

Table 4.3 The Students' Score of Post-Test

No	Name	Score	Classification
1.	AH	65	Fair
2.	AF	70	Good
3.	AL	75	Good

4.	AN	60	Fair
5.	AR	70	Good
6.	DI	88	Very Good
7.	HA	80	Very Good
8.	HE	85	Very Good
9.	IN	70	Good
10.	MA	72	Good
11.	MH	55	Fair
12.	NA	85	Very Good
13.	NI	75	Good
14.	NH	80	Very Good
15.	NHA	80	Very Good
16.	SA	82	Very Good
17.	SH	77	Good
18.	SM	75	Good
19.	SS	80	Very Good
20.	SN	85	Very Good

21.	SUA	80	Very Good
22.	ZZN	82	Very Good
23.	MRI	80	Very Good
	Jumlah	$\Sigma = 1751$	

(Data source: the students' score in post-test)

The table showed that there as an improvement of students' score after giving treatment through applying Chunking Strategy.

After scoring, researcher then tabulated and analyzing the score into percentage. The score was classified into five levels as follow:

Table 4.4 Percentage of the Students' Score Post-Test

No	Classification	Score	Frequency	Percentage
1.	Very Good	80-100	12	52.17%
2.	Good	66-79	8	34.78%
3.	Fair	56-65	3	13.04%
4.	Poor	41-55	-	
5.	Very Poor	≤ 40	-	
Total			23	100%

(Data Source: The Percentage of the Students' post-test of SMP Negeri 6 Duampanua Kab. Pinrang)

Based on the table above, showed that the students got score higher. The others words the students got best score after the researcher applying Chunking strategy. Then the researcher concludes that using Chunking strategy able to improve students' reading comprehension at the eighth grade of SMP Negeri 6 Duampanua Kab. Pinrang

4.1.3 The Result of the Pre-test and Post-test Were Presented in the Following:

Table 4.5 The Result of the Pre-test and Post-test

No	Pre-test		Post-test		Deviation	
	X_1	X_1^2	X_2	X_2^2	D	D^2
1.	45	2025	65	4225	20	400
2.	30	900	70	4900	40	1600
3.	50	2500	75	5625	25	625
4.	10	100	60	3600	50	2500
5.	35	1225	70	4900	35	1225
6.	57	3249	88	7744	31	961
7.	55	3025	80	6400	25	625
8.	45	2025	85	7225	40	1600
9.	35	1225	70	4900	37	1369
10.	50	2500	72	5184	22	484
11.	25	625	55	3025	30	900
12.	40	1600	85	7225	45	2025

13.	45	2025	75	5625	20	400
14.	35	1225	80	6400	45	2025
15.	40	1600	80	6400	40	1600
16.	45	2025	82	6724	37	1369
17.	30	900	77	5929	47	2209
18.	30	900	75	5625	45	2025
19.	40	1600	80	6400	40	1600
20.	45	2025	85	7225	40	1600
21.	57	3249	80	6400	23	529
22.	45	2025	82	6724	37	1369
23.	60	3600	80	6400	20	400
Total	949	42173	1751	134805	824	31540

(Data Source: The Calculating of Pre-test and Post-test of SMP Negeri 6 Duampanua Kab. Pinrang)

4.1.4 The Mean Score and Standard Deviation of the Students' Pre-test and Post-test

1. Mean Score of Pre-test

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

$$X = \frac{949}{23}$$

$$= 41.26$$

2. Mean Score of Post-test

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

$$\bar{X} = \frac{1751}{23}$$

$$= 76.13$$

3. Standard Deviation of Pre-test

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N - 1}$$

$$SD = \frac{\sqrt{42173 - \frac{(949)^2}{23}}}{23 - 1}$$

$$SD = \frac{\sqrt{42173 - \frac{(900601)}{23}}}{22}$$

$$SD = \frac{\sqrt{42173 - 39156,57}}{22}$$

$$SD = \sqrt{137,11}$$

$$SD = 11.71$$

4. Standard Deviation of Post-test

$$SD = \frac{\sqrt{\sum x^2 - (\sum x)^2}}{N - 1}$$

$$SD = \frac{\sqrt{134805 - \frac{(1751)^2}{23}}}{23 - 1}$$

$$SD = \frac{\sqrt{134805 - \frac{(3066)^2}{23}}}{22}$$

$$SD = \frac{\sqrt{134805 - 133304.39}}{22}$$

$$SD = \sqrt{68.20}$$

$$SD = 8.25$$

Table 4.6 the mean score and standard deviation of pre-test and post-test

Test	Mean Score	Standard Deviation (SD)
Pre-test	41.26	11.71
Post-test	76.13	8.25

(Data Source: the mean score and standard deviation of Pre-test and Post-test)

The data in the table 4.6. Shows that the mean score of pre-test was 41.26 (X_1) while the mean score of the post-test increased 76.13 (X_2). The standard deviation of pre-test was 11.71 while the standard deviation of post-test was 8.25. Standard deviation in pre-test was 11.71, it means the students' reading comprehension is different or the students' reading comprehension was far, after giving treatment each student has almost same reading comprehension or the students' reading comprehension not far. It proved from standard deviation in post-test was 8.25.

As the result in this item was the mean score of the post-test was greater than the mean score in pre-test. It means that students' reading comprehension had improvement after doing the learning process that applying Chunking Strategy.

4.1.5 The Result of T-test and T-table

In order to know whether t-test was statistically greater or not than t-table at level significance 5% was employed that formula below:

Find out D

$$D = \frac{\sum D}{N} = \frac{824}{23} = 35.83$$

The calculation the t-test value

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

$$t = \frac{35.83}{\sqrt{\frac{31540 - \frac{824^2}{23}}{23(23-1)}}$$

$$t = \frac{35.83}{\sqrt{\frac{31540 - \frac{678976}{23}}{23(22)}}$$

$$t = \frac{35.83}{\sqrt{\frac{31540 - 29520.70}{506}}}$$

$$t = \frac{35.83}{\sqrt{\frac{2019.03}{506}}}$$

$$t = \frac{35.83}{\sqrt{3.99}} \quad t = \frac{35.83}{1.99}$$

$$t = 18.01$$

Thus, the t-test value is 18.01

This research used pre-experimental design with pre-test and post-test design. The data below showed the value of t-test was greater than t-table value. It indicated that there was significance between the result students' pre-test and post-test.

Table 4.7 the test of significant

Variable	T-test	T-table value
Pre-test -- Post-test	18.01	1.717

(Data Source: Primary data processing)

4.1.6 Hypothesis Testing

To find out degree freedom (df) the researcher used following formula:

$$Df = N - 1$$

$$= 23 - 1$$

$$= 22$$

$$\alpha = 1.717 \text{ and } t\text{-test value} = 18.01$$

For the level, significant (α) 5% and $df = 22$, and the value of the table is 1.717, while the value of t-test 18.01. It means that the t-test value is greater than t-table ($18.01 \geq 1.717$). Thus, it can be concluded the students' reading comprehension through applying Chunking strategy is significant better after getting the treatment.

So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_a) is accepted. It can be concluded that there is an improvement reading comprehension through Chunking strategy at the eighth grade of SMP Negeri 6 Duampanua Kab. Pinrang.

4.1.7 Applying Chunking Strategy Improve Students' Reading Comprehension

After the researcher applied Chunking strategy in the class during teaching reading, the researcher found that some of the students seem to be appealing in doing the reading test. It can be proved by the score and analysis. After calculating and analyzing the data, the researcher found that result showed the through applying Chunking strategy could improve students reading comprehension. The result was proven by the improvement of students' score in reading test.

Based on the result showed in pre test and post test, the researcher concluded that applying Chunking strategy was able to improve the students' reading comprehension. The impact through applying Chunking strategy seems to be significant in students' improvement. At the beginning of the study the mean score of pre-test was 41.26. By the end of the study the result through applying Chunking strategy post-test enhance after giving treatment. The mean score indicate 76.13. The result showed that the score post-test is higher than pre-test. And it can be conclude that the treatment have been effective.

There were eight meetings for doing this research. Two meeting for doing the test and six meetings for doing the treatment to prove that is the implementation of Chunking strategy can improve the students' reading comprehension. At the first meeting, the researcher asked the students to answer pre-test where there were ten numbers multiple choice, ten numbers essay. It aimed to know the students' ability in reading text before got the treatment. In the second meeting, the researcher explains

about reading text especially about narrative text and introduced the strategy. Before entering the material, the researcher gave task to the students as the opening activity in the classroom. The researcher gave instruction and explain text before students read the text, after that the researcher called the students for read the text. After that, the researcher divided the students in some group and each group contains four students then, the researcher asked students to apply the branch steps of Chunking strategy, the researcher gave the opportunity to all members of the group to read the text and discuss about the text. The researcher chose one of the students from each group to read the result from his group and retell the story given in front of the other group. For example, the story about greedy dog, the student explained by their own language and synthesize the information, as a follow *“one day, there was a dog passed over the river, on his mouth there was a slice of meat. The dog suddenly look to the river and saw another dog bite a slice of meat and it was bigger than the dog’ meat. Because the dog want the bigger meat, so the god opened his mouth and suddenly the meat on his mouth fell to the river and sank. The dog felt regret and slunk away.*

The researcher would supplied a worksheet explained the material in the meetings. It was aimed at to evaluate the students’ attention and knowledge after explanation. The researcher asked the students to find out the answer in the worksheet and the students were allowed to use dictionary. After students’ did the worksheet which has given, the researcher asked them to collect that and correct it together.

In the third until seventh meetings, the researcher gave the students text with different title in every meeting and the students asked to chunk the text based on their version, the researcher only watched the students and gave explanation if there were

misunderstanding on chunking processes. After, applied Chunking strategy as usual one of the students read the text that have been chunked and answer the questions. In the last meeting, the researcher gave a post-test. The students answered the test was the form of test different as when researcher gave in pre-test with the topic that had been provided by the researcher. It aimed to know whether this treatment has an impact or not

Through applying Chunking strategy was effective to improve the students' reading comprehension. The applying Chunking strategy could make student was trained in reading English text, and students more easily understand the meaning in the text through applying Chunking strategy given at each meeting.

Through applying Chunking strategy was effective to improve the students' reading comprehension. Applying Chunking strategy in teaching reading could improve the students reading comprehension. Applying Chunking strategy was one of word play was used to make interest the learning process. Through applying Chunking strategy was one strategy in teaching reading to take the students more active in learning process. This made student to recognize many text, memorize vocabulary, and to know how to pronounce it.

The applying Chunking strategy changed classroom situation in class and in learning process was better than the previous meeting. It could be seen from the result of observation that students who were able to focus and to pay attention on the researcher explanation. Students' behavior changed. They did not do the useless activity during the lesson, students were more motivated and they enjoy in reading class, students were more active to ask about the lesson what they did not understand, students gave more responses when the researcher asked them to do the task in front

of the classroom, and students were pleasant with the situation. So, applying Chunking strategy could increase motivation of the students. In addition the researcher got new knowledge applying Chunking strategy to teach English, especially in Reading ability. The researcher had improved her knowledge in using the strategy and various materials for the teaching process. As a result, the researcher become more open minded to make the English teaching and learning process more interesting.

4.2 Discussion

The Improvement of Students' Reading Comprehension

In teaching reading, the writer applied Chunking strategy to improve the students' reading comprehension. The result of the total score and the mean score of the eighth grade of SMP Negeri 6 Duampanua Kab. Pinrang. The data above was collected through test that to improve the students Reading Comprehension by The Applying Chunking strategy, it was supported by the frequency and rate of the student's score of pre-test and post-test. After presenting the Chunking strategy, the students score in teaching was bigger than before.

By looking at the test finding, from the data provided in classification of the table in pre-test, clearly to shows that the writer can conclude that the students' reading comprehension improved from very poor up to poor then fair to good until excellent classification.

In addition, the mean score of pre-test was 41.26 and the mean score of post-test was 76.13. As conclusion, the mean score of post-test (76.13) was greater than pre-test (41.26). Even, for level significant 5% ($p = 0.05$) and $df = 22$, and the value of t-table is 1.717, while the value of t-test is 18.01. It means that, the t-test value is

greater than t-table ($18.01 > 1.717$). Thus, it can be concluded that the students' reading comprehension is significant better after getting the treatment. So, the null hypothesis (H_0) is refused and the alternative hypothesis (H_a) is accepted.

From the result of the improvement of the students' reading comprehension it was caused by applied chunking strategy as tool in reading learning for the students, students learned appropriately to understand the meaning and correct pronunciation in English. Furthermore, the students felt enjoy and be active in learning process because the researcher took the students to work together in small group.

In the first meeting when did the treatment, the students felt bored in learning reading through applying Chunking strategy. It was because the teacher never applied Chunking strategy in teaching reading so the students be confusing. During the time of teaching reading, the researcher started to explain the applying of Chunking strategy in teaching reading. The researcher began to guide the students to understand the process of Chunking strategy. The applied of Chunking strategy made the students easily understood the materials and it also improved the students' confidence and comprehension in teaching reading.

In the teaching reading activities process, the researcher used steps of Chunking strategy as well preparation, review reading strategies, chunk the text, paraphrasing meaning, assessment and sharing.⁴² In the preparation, the researcher prepared the students to start studying and introduced the material. Second step was review reading strategies, in this step had branches step and the researcher asked students to do this branches step were circle the words that unfamiliar, use context clues to have define, look up the meaning of unknown words, write synonyms for

⁴²Malamed Connie, *Chunking Information for Instructional Design*. <http://the e-learning coach.com/e-learning design/chunking-information/2015> (Accessed on March 34th 2019).

these new words in the text, underline important places people and identify, read aloud, read multiple times. Third steps were chunk the text, in this step the researcher asked the students to chunk the text in to some phrases or sentences. Fourth step was paraphrasing meaning, after chunking the text and looked meaning up the researcher asked students to paraphrasing the text by own their way. The last step was assessment and sharing, these students were given some question about the text or story that the students had paraphrased, that was the way to teach reading comprehension by applying Chunking strategy. In the short explaining, chunking strategy was a reading strategy that breaks down challenging text into manageable places. Dividing content into smaller parts helps students identify key words, organize idea, and synthesize information. A text can be chunked in different ways depending on the size and complexity. For example, a section of text may be broken down into paragraphs, or a paragraph may be broken down into sentences.

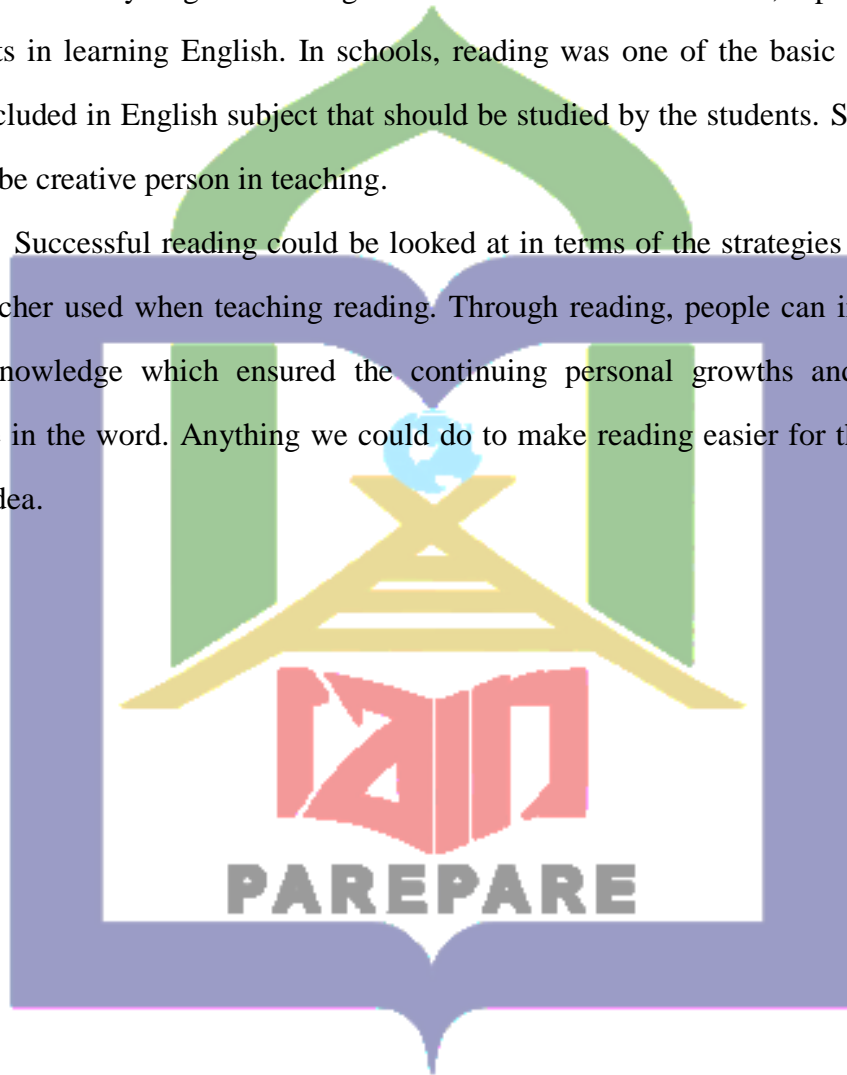
The students would answer the question of reading in form of text and the students had to focus. The researcher would supply a worksheet explained the material in the meeting. It was aimed at to evaluate the students' attention and knowledge after explanation. After that the researcher asked students to read the text that was given and follow the five steps of chunking strategy, and the last was asked students to understand the meaning contained in the text. After students did the worksheet which had given, the researcher asked them to collect that and correct it together.

Anderson described that the factors of affecting in reading comprehension in his opinion does not reside on the text itself. Meaning is reached when the reader

integrates personal background knowledge, purpose for reading, reading strategies, and the text to get meaning.⁴³

Whereas reading was one of those skills that was considered as the most important activity to get knowledge and information in human life, especially for the students in learning English. In schools, reading was one of the basic competences that included in English subject that should be studied by the students. So the teacher had to be creative person in teaching.

Successful reading could be looked at in terms of the strategies or technique the teacher used when teaching reading. Through reading, people can improve their own knowledge which ensured the continuing personal growths and adapts the change in the world. Anything we could do to make reading easier for them must be good idea.



⁴³J. Estill Alexander, *Teaching Reading* (Toronto: Little Brown And Company, 1979), p. 65.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter deals with two parts. The first part contains conclusion which based on the researcher findings and discussion. The eighth parts some suggestions based on the conclusion.

5.1 Conclusion

Based on the discussion in the previous chapter, the findings of the results showed the positive impact in the students' reading ability and class situation. This study is categorized pre-experiment research design which was consist of a pre-test was given before treatment to know the students' reading comprehension, while post-test was given after treatment to know the students' reading comprehension after giving treatment and the result of the post-test in this research can answer the question of this research that aims to find through the use of Chunking Strategy, the objective in this study is to find out whether through the applying Chunking strategy able to improve the students' reading comprehension. Therefore, this study is using quantitative research. The results of data analysis: The mean score of pre-test (41.26) and standard deviation (11.71). The mean score of post-test (76.13) and the standard deviation (8.25). T-test result in which the value of t-test was 18.01. It was greater than t-table was 1.717 at the level significance 5% and degree of freedom (df) was 22. The result of the research showed that through The applying Chunking strategy was able to improve the students' reading comprehension where could increase their knowledge about reading, to know how to pronounce the text , how to understand reading text. The enhancement of the students' reading comprehension is also supported by the result of the test scores. Based on the description of the result above, the mean score of pre-test was 41.26 and it improved into 76.13 in the post-test.

Then, the t-test (18.01) was greater than t-table (1.717). It means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_a) was accepted. It proved that the applying Chunking strategy in teaching reading able to improve the students' reading comprehension.

5.2 Suggestion

Based on the result of the writer, the writer would like to offer some suggestion, they are:

5.2.1 For The English Teacher

1. The English teacher have to be creative to manage the class in teaching the material.
2. The English teacher should prepared or use or make a new technique or strategies in teaching reading that able to make the students feel fun in learning process but they are still focus to the material.
3. The English teacher when use this strategy shall more creative and develop it to make a good way in teaching reading comprehension

5.2.2 For The Students

1. The students should be more active and not afraid of making mistake during teaching learning process, especially in the reading class.
2. The students should help their teacher to applying a new technique or strategies. They also should be serious and pay attention to their teacher in learning process.
3. The students should always be diligent read anything to enrich vocabulary so that the students do not find unfamiliar words again.

5.2.3 For Other Researcher

For the next researcher, they could use this research as a literature to guide them when they want to do the similar research. Although the study has been done but because of limited time is still have many weaknesses. Therefore, any researchers interested in the same field are suggested to do deep analysis and focus on improving the students' reading comprehension through the applying Chunking strategy.

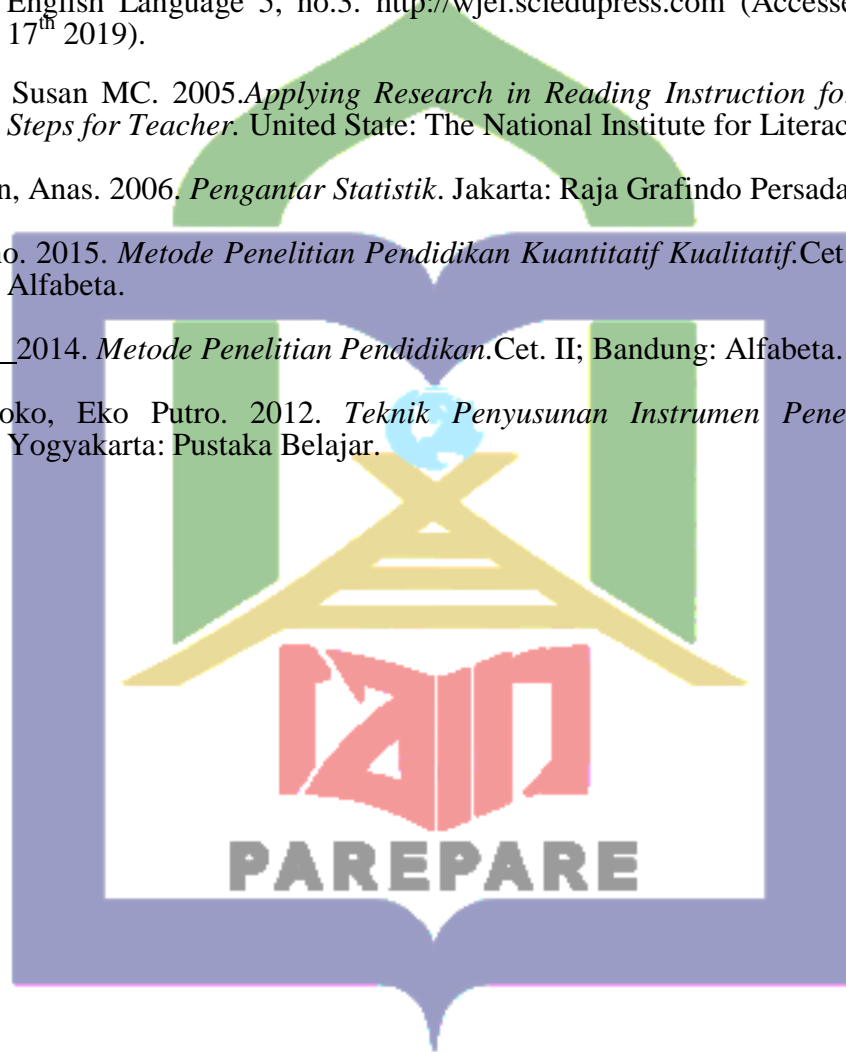


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Appendix 1: Lesson Plan/RPP

**Rencana Pelaksanaan Pembelajaran
(RPP)**

Sekolah : SMP Negeri 6 Duampanua, Kab. Pinrang
Mata Pelajaran : Bahasa Inggris
Kelas/semester : VIII/ 1
Alokasi Waktu : 2 x 45 Menit
Pertemuan : 1,2,3,4,5 & 6
Materi pokok : Teks Narrative

A. Kompetensi Inti

KI3 :Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.

B. Kompetensi Dasar

3.6 Memahami tujuan, struktur, dan unsure kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.

C. Indikator Pencapaian:

1. Mengidentifikasi tujuan, struktur, dan unsure kebahasaan dari jenis teks naratif, lisan dan tulis, berbentuk fabel, pendek dan sederhana.
2. Mengidentifikasi berbagai informasi yang terkandung dalam teks bacaan.

D. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran, peserta didik diharapkan dapat:

1. Melalui proses membaca peserta didik mampu menganalisis dan menangkap makna dalam teks.

E. Materi pembelajaran

- | | |
|--------------------------------|-------------------------|
| 1. A greedy dog | 4. The Smartest Parrot |
| 2. Running hare and snail race | 5. Four Little Rabbits |
| 3. Rabbit and turtle | 6. The Wolf and The Dog |

F. Metode Pembelajaran: Diskusi

G. Sumber Belajar: Buku Bahasa Inggris dan internet

H. Langkah-langkah kegiatan pembelajaran

Langkah Pembelajaran	Deskripsi	Alokasi Waktu
Pendahuluan	1. Sebelum memulai pembelajaran, guru mengucapkan salam dan peserta didik menjawab salam. 2. Mengecek kehadiran siswa. 3. Memberitahukan tujuan pembelajaran atau indikator yang akan dicapai. 4. Menyampaikan garis besar cakupan materi dan penjelasan tentang kegiatan yang akan dilakukan peserta didik untuk menyelesaikan permasalahan atau tugas peserta didik.	15
Kegiatan Inti	1. Guru menjelaskan tentang reading comprehension dan teks narrative. 2. Kemudian, guru menjelaskan tentang chunking	60

	<p>strategy.</p> <ol style="list-style-type: none"> 3. Setelah itu peserta didik diberikan teks narrative dengan judul yang berbeda-beda setiap pertemuan 4. Sebelum menerapkan chunking strategy, guru menuliskan hal apa saja yang harus dilakukan seperti: <ol style="list-style-type: none"> a. Melingkari kata-kata yang tidak diketahui maknanya. b. Mencari makna kata yang tidak diketahui. c. Menuliskan persamaan makna kata yang terdapat didalam teks. d. Menggaris bawahi kata yang penting seperti tempat, pelaku dan mengidentifikasi. e. Teks dibaca dengan suara yang keras. f. Mengulang-ulangi teks bacaan. 5. Setelah itu, guru mengarahkan dan mengawasi peserta didik untuk melakukan chunk pada teks bacaan. 6. Selanjutnya, guru membimbing peserta didik untuk memparaphrasing teks 7. Kemudian peserta didik membacakan teks narrative yang diparaphrasing. 8. Untuk mengetahui apakah peserta didik paham dengan isi materi maka diberikan lembar soal untuk dikerjakan. 	
--	--	--

	untuk dikerjakan.	
Penutup	<ol style="list-style-type: none">1. Dengan sikap tanggung jawab, peduli, responsive, dan santun peserta didik bersama guru menyimpulkan pelajaran.2. Guru mengakhiri pelajaran dengan memberikan motivasi/arahan kepada peserta didik untuk tetap semangat.3. Menyampaikan rencana kegiatan pertemuan berikutnya.4. Salam.	15

I. Penilaian

$$S = \frac{R}{N} \times 100$$

Dimana:

S: skor

R: jumlah jawaban benar

N: jumlah soal

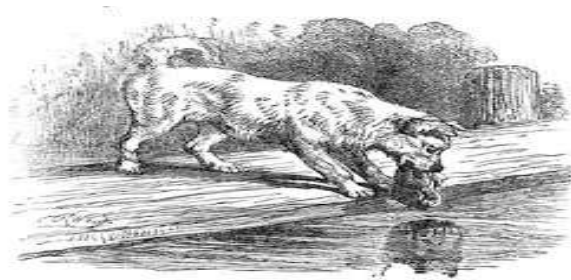
Parepare, 18 September 2019

Peneliti,



Hardiana
15.1300.020

Pertemuan Pertama



A Greedy Dog

One sunny day, a dog was walking home with a piece of meat in his mouth. On the way, the dog crossed a plank bridge over a stream and saw his own reflection in the water. It looked like another dog with a larger piece of meat that doubles his own. "Why should he get such good meat?" thought the dog greedily. "I want that piece too, it should be mine."

Without thinking any longer, the dog opened his mouth to bite the larger piece of meat, and instantly he dropped his meat into the stream and disappears. When the greedy dog saw his meat sank into the water, he felt so foolish. The dog put his tail between his legs and slunk away.

Pertemuan Kedua



Running Hare and Snail Race

One day met with a deer slug lane times. Seeing with the slow snail crawl, the deer with the arrogant and arrogantly say.

Hare: "O snail, dare you race with me?" (Invitation was very taunt snail, thought for a moment, then replied) Snail: "Well, I accept your invitation and do not be embarrassed if later on your own to lose." Hare: "I cannot run past the world champion to be outdone by you, snails, crawl animal first-class in the world." deer sneered. Hare: "Well, let us specify his run fast!" the deer replied. Snail: "How about tomorrow Sunday, so many is watching." the snail said. Hare: "Okay, I agree." the deer replied.

While waiting for the appointed day, the snail adjusts tactics. Soon he collected as many snails' nations. During the meeting, the slug fired up with his friends and they want to embarrass deer furiously in public. In deliberation, it was agreed unanimously that the snails race each assigned later standing among the grass at the edge of time. Arrange their own places. When you call a deer in front of the

slug that was the answer and so on. The awaited moment came. The audience was very full. The audience came from all corners of the forest.

Hare and snail has underlined started preparing. Race leader raised the flag, a sign the race started. A hare ran very fast. All the energies release. Applause echoed growing audience, encouraging the deer. After running many miles, stop deer. While important, he called. Hare: "Snail," cried deer. Snail: "Yes, I'm here."

Because snails have been in front, back hare runs very fast until there is no more energy left. Then he was summoned. Hare: "Snail," cried the deer again. Snail: "Yes, I'm here." Many times always so. Until the deer finally limp and cannot run again. Give up the deer and admit defeat. The audience stunned.

Snail victory was welcomed with a smile alone. There is no jump for joy as the winner of the race in general.

Questions

True or False

- _____ 1. The Hare challenged the Snail.
- _____ 2. The Hare is the winner of this competition.
- _____ 3. Deer, Snail and Hare are participants of race competition.
- _____ 4. Snail becomes a winner.
- _____ 5. Snail compiled some plans for this competition.

Pertemuan Ketiga



Rabbit and Turtles

In a small forest on the edge of the village there is a rabbit that arrogant. She likes to taunt animals - other weaker animals. Animals - other animals such as turtles - turtles, snails, ants and animals - other small animals no one likes the rabbits was cocky. One day, the rabbit walks arrogantly seek to be insulted weak opponent. Incidentally, he met the tortoise - tortoise.

Rabbit: "Hey, turtle - the tortoise, the slow, you do not run off the road.... Let's run, let me quickly up. Turtles: "Let the hare, slow path indeed. The important thing I got to my destination safely, rather than quickly - faster later fall and get hurt." Rabbit: "Hey turtles - turtles, what if we run the race. If you win, I'll give you anything you ask for a gift."

Whereas in the rabbit' heart says. Rabbit: "How could he be able to beat me?" Turtles: "Well, how could I compete rabbit racing with you, you can run and jump quickly, while I go step by step while carrying this heavy my house." Rabbit: "I cannot, you should not reject my challenge this. Anyway, I'll see you tomorrow morning under the banyan tree. I will call the wolf pack to be the referee."

Turtles can only be silent gawking. Said in his heart. Turtles: "How can I beat the rabbit?"

The next day the rabbit waits Proudly under the banyan tree. Mr. Wolf also has come to be a referee. Once the turtles come pack of wolves said.Wolf pack: "The rules are like this, you start from the tree line on the other side under the mango tree. Can you not see? "Rabbit: "Can...." Turtles: "Can...."Wolf pack: "Now who could come first under the banyan tree, that's what wins." Okay, One..... Two..... Three..... Started! "Rabbits jump immediately preceded turtles, which began to move slowly because he could not leave his house.

Rabbit: "Come turtles, run dong!" Well, I'm waiting here.... "Rabbits sit while singing. The wind was blowing softly and when cool, so make a sleepy bunny rabbit and soon fell asleep. Slowly but surely turtles stepping over backwards. With turtles, he passed a rabbit that had fallen asleep. A few more steps he will reach the finish line. That's when the rabbit got up. How shocked he saw turtles has almost reached the finish over backwards he ran and jumped to catch turtles. But it was too late, a foot turtle has touched the finish line and a pack of wolves has been decided that the winner is the turtles. The arrogant rabbit stunned silence, as if not believing that he could fall asleep. So who is the winner yes, turtles.

Pertemuan Keempat

The Smart Parrot



A man in Puerto Rico had a wonderful parrot. There was no other parrot like it. The parrot could say every word, except one word. The parrot would not say the name of the place where it was born. The name of the place was Catano.

The man felt excited having the smartest parrot but he could not understand why the parrot would not say Catano. The man tried to teach the bird to say Catano however the bird kept not saying the word.

At the first, the man was very nice to the bird but then he got very angry. “You stupid bird!” pointed the man to the parrot. “Why can’t you say the word? Say Catano! Or I will kill you” the man said angrily. Although he tried hard to teach, the parrot would not say it. Then the man got so angry and shouted to the bird over and over; “Say Catano or I’ll kill you”. The bird kept not to say the word of Catano.

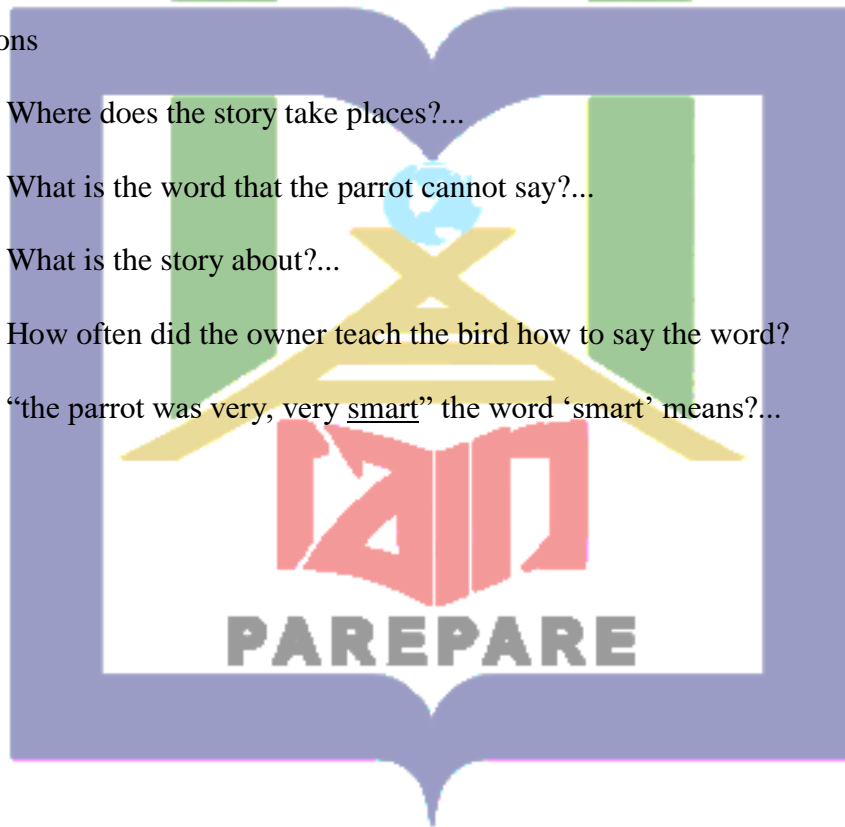
One day after he had been trying so many times to make the bird say Catano, the man really got very angry. He could not bear it. He picked the parrot and threw it into the chicken house. There were four old chickens for next dinner “You are as

stupid as the chickens. Just stay with them” Said the man angrily. Then he continued to humble; “You know, I will cut the chicken for my meal. Next it will be your turn, I will eat you too, stupid parrot”. After that he left the chicken house.

The next day, the man came back to the chicken house. He opened the door and was very surprised. He could not believe what he saw at the chicken house. There were three death chickens on the floor. At the moment, the parrot was standing proudly and screaming at the last old chicken; “Say Catano or I’ll kill you”.

Questions

1. Where does the story take places?...
2. What is the word that the parrot cannot say?...
3. What is the story about?...
4. How often did the owner teach the bird how to say the word?
5. “the parrot was very, very smart” the word ‘smart’ means?...



Pertemuan kelima

Four Little Rabbits



Once upon a time there were four little rabbits. Their names were Flopsy, Mopsy, Cotton-tail and Peter. One morning they were allowed to play outside. Their mother reminded them not to go to Mr. McGregor's garden because their father had an accident there.

Flopsy, Mopsy, and Cotton-tail were good little rabbits. They went down the lane to pick blackberries. But Peter was naughty. He ran straight away to Mr. McGregor's garden. He ate some lettuces, French beans, and radishes. Suddenly, he met Mr. McGregor. Peter was very frightened and rushed away as fast as he could. He lost a pair of shoes and a jacket while he was running. Peter never stopped running or looked behind him till he got home. During the evening, he was sick because he was so tired. He had to drink some medicine while three of his brother had bread, mild and blackberries for supper.

After read the text answer the question below:

1. Who was the naughtiest rabbit?
- a. Flopsy
 - b. Mopsy
 - c. Cotton-tail
 - d. Peter
 - e. Mr. McGregor
2. What did Flopsy, Mopsy and Cotton-tail eat?
- a. Carrot
 - b. Blackberries
 - c. Lettuce
 - d. Strawberry
 - e. French beans
3. What did Peter lose while he was running?
- a. One of his shoes
 - b. A book
 - c. Vegetable
 - d. Medicine
 - e. A pair of shoes
4. Why did Peter get sick? Because
- a. He was so tired
 - b. He did not eat
 - c. He caught a cold
 - d. He was eating to much
 - e. He was naughty
5. Whom did Peter meet at the garden?
- a. His mother
 - b. Flopsy
 - c. Mr. McGregor
 - d. Mrs. McGregor
 - e. His faith

Pertemuan Keenam
The Wolf and the Dog



There was once a Wolf, who got very little to eat because the Dogs of the village were so wide awake and watchful. He was really nothing but skin and bones, and it made him very downhearted to think of it.

One night this Wolf happened to fall in with a fine fat House Dog who had wandered a little too far from home. The Wolf would gladly have eaten him then and there, but the House Dog looked strong enough to leave his marks should he try it. So the Wolf spoke very humbly to the Dog, complimenting him on his fine appearance. “You can be as well-fed as I am if you want to,” replied the Dog. “Leave the woods; there you live miserably. Why, you have to fight hard for every bite you get. Follow my example and you will get along beautifully.”

“What must I do?” asked the Wolf.

“Hardly anything,” answered the House Dog. “Chase people who carry canes, bark at beggars, and fawn on the people of the house. In return you will get tidbits of every

kind, chicken bones, choice bits of meat, sugar, cake, and much more besides, not to speak of kind words and caresses.”

The Wolf had such a beautiful vision of his coming happiness that he almost wept. But just then he noticed that the hair on the Dog’s neck was worn and the skin was chafed.

“What is that on your neck?”

“Nothing at all,” replied the Dog.

“What! Nothing!”

“Oh, just a trifle!”

“But please tell me.”

“Perhaps you see the mark of the collar to which my chain is fastened.”

“What! A chain!” cried the Wolf. “Don’t you go wherever you please?”

“Not always! But what’s the difference?” replied the Dog.

“All the difference in the world! I don’t care a rap for your feasts and I wouldn’t take all the tender young lambs in the world at that price.” And away ran the Wolf to the woods.

Questions

1. What is the main idea of the text above?
2. Where the story happens?
3. Who is the main character of the story?
4. What we can learn from the story?
5. Explain the characteristic of wolf!

Appendix 2: Instrument of Pre-Test and Post-Test

	<p>KEMENTERIAN AGAMA REPUBLIK INDONESIA INSTITUTE AGAMA ISLAM NEGERI (IAIN) PAREPARE</p> <p>JURUSAN TARBIYAH</p> <p>Jl. Amal Bakti NO. 8 Soreang 911331</p> <p>Telepon (0421)21307, Fax mail (0421)2404</p>
	<p>VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI</p>

NAMA MAHASISWA : HARDIANA
NIM/ PRODI : 15.1300.020/PBI
FAKULTAS : TARBIYAH
JUDUL : APPLYING CHUNKING STRATEGY TO
IMPROVE STUDENTS' READING
COMPREHENSION AT THE EIGHTH GRADE OF
SMP NEGERI 6 DUAMPANUA KAB. PINRANG

Instrumen penelitian

Dalam penelitian ini, peneliti akan menggunakan pre-experiment dengan memberikan pre-tes dan post-test pada kelas yang dijadikan sebagai sample penelitian serta dilengkapi dengan instruksi pada instrumen sebagai berikut:

Instrument of the Pre-Test

Name:

Class :

Read carefully the text below and answer the question!

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Questions:

1. Where was the story happen?
 - a. At market
 - b. In the forest
 - c. In the garden
 - d. At river

2. What did the beer do to the man who was lying on the ground?
 - a. Beat him
 - b. Kill him

- c. Step on him
d. Smell in his ears
3. “They promised each other that they would always be together in any case of danger” the underlined phrase can be replaced by....
- a. Never leave each other
b. Save our self
c. Together in any case of happiness
d. Stay alone
4. “One of them climbed a nearby tree at once” the synonym of the underlined word....
- a. Imminent
b. Close
c. Far
d. Offing
5. “They knew that anything dangerous can happen any time in the forest” the underlined word refers to....
- a. The beers
b. The writer
c. The two friends
d. The reader

Read carefully the text below and answer the question!

Multiple choices 6-10

Essay 1-5

A hungry crocodile

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

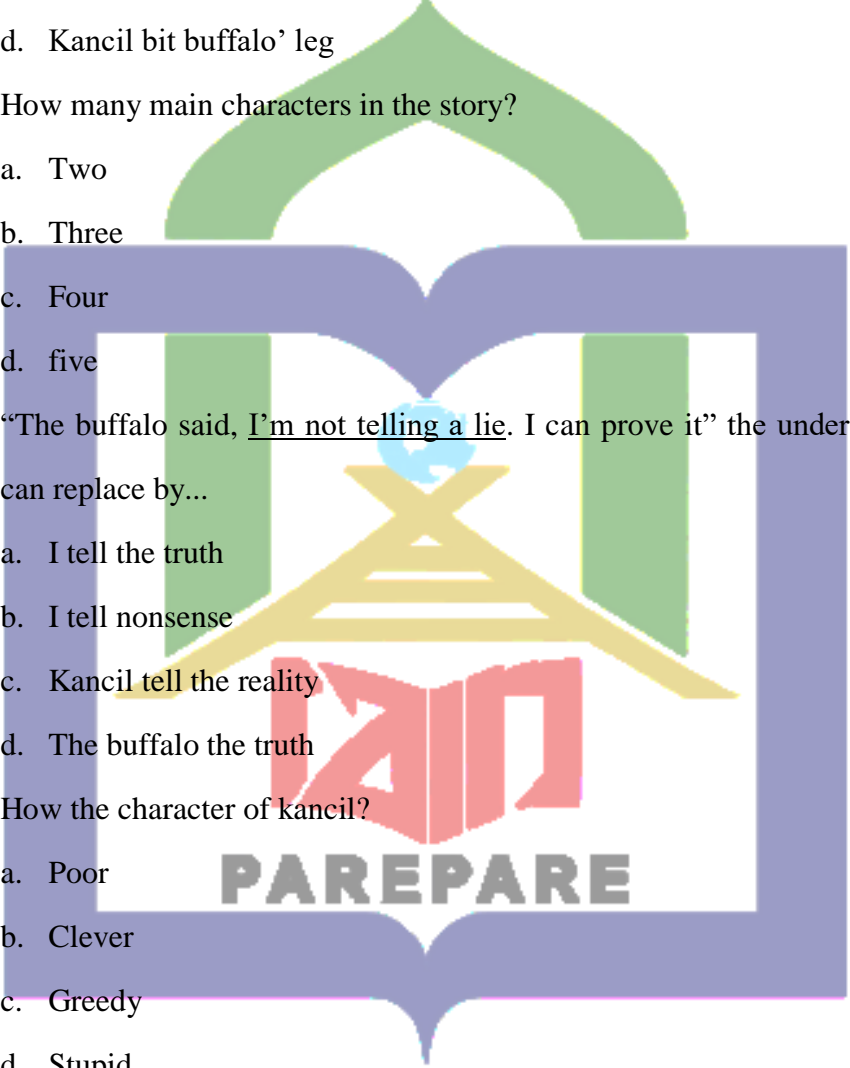
The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo." The crocodile laughed at the buffalo. Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie. I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

Question:

6. Where the crocodile was wait a prey?
 - a. At jungle
 - b. At lake
 - c. At forest
 - d. At river

- 
7. What happen with Buffalo after helping crocodile?
- The crocodile bit buffalo' leg
 - Buffalo leave crocodile
 - Buffalo bit crocodile' leg
 - Kancil bit buffalo' leg
8. How many main characters in the story?
- Two
 - Three
 - Four
 - five
9. "The buffalo said, I'm not telling a lie. I can prove it" the underlined phrase can replace by...
- I tell the truth
 - I tell nonsense
 - Kancil tell the reality
 - The buffalo the truth
10. How the character of kancil?
- Poor
 - Clever
 - Greedy
 - Stupid

Essay

- What did kancil do before asking buffalo to run fast?
- When the story happens?...

3. What we can learn from the story above?
4. What was the character of crocodile?
5. After read the story above, what is your message for crocodile?

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 gave a loud bray, I thinking the donkey was going to eat him, the tiger 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 it struck out his hind legs and kicked wildly. Seeing 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 questions based on the text above!

6. Was there a donkey in Guizhou?
7. When did the tiger hide himself and survey it from under cover?
8. Why did the tiger hurry run away?
9. Why did the donkey feel angry to the tiger?

10. What did the donkey do then?

Good Luck

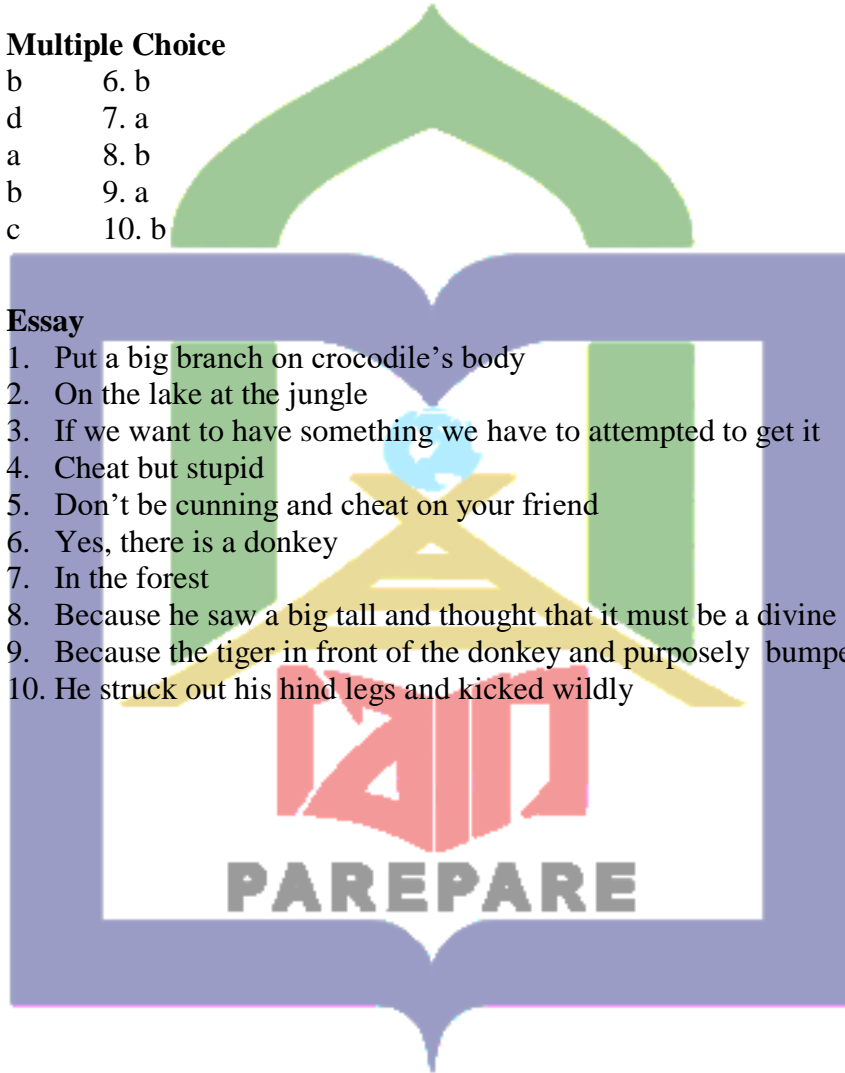
The Key of Pre-test

A. Multiple Choice

- | | |
|------|-------|
| 1. b | 6. b |
| 2. d | 7. a |
| 3. a | 8. b |
| 4. b | 9. a |
| 5. c | 10. b |

B. Essay

1. Put a big branch on crocodile's body
2. On the lake at the jungle
3. If we want to have something we have to attempted to get it
4. Cheat but stupid
5. Don't be cunning and cheat on your friend
6. Yes, there is a donkey
7. In the forest
8. Because he saw a big tall and thought that it must be a divine
9. Because the tiger in front of the donkey and purposely bumped it
10. He struck out his hind legs and kicked wildly



Instrument of the Post-Test

Name:

Class :

Read the following text to answer question number 1-3.

Two Roosters

A story from the farm two roosters was fighting fiercely to be king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hides itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could.

Suddenly, an eagle come sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....
 - a. Only one rooster can rule the roost
 - b. The roosters are fighting to flap their wings
 - c. The eagle had watched the all day
 - d. The arm needs a new king
2. What is the main idea of paragraph 3
 - a. An eagle watching the rooster from a distance
 - b. The loosing rooster came out from its hiding place
 - c. The eagle took the winning rooster as its prey
 - d. The winning roosters celebrates its winning proudly
3. What can we learn from the story?
 - a. There's always a bigger enemy in this life
 - b. Your friend can be your enemy

- c. Always grab an opportunity before you
- d. Don't be cocky when we have achieved our goal

Read the following text to answer question number 4-7

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh...Ihate this branches, I don't like it!"

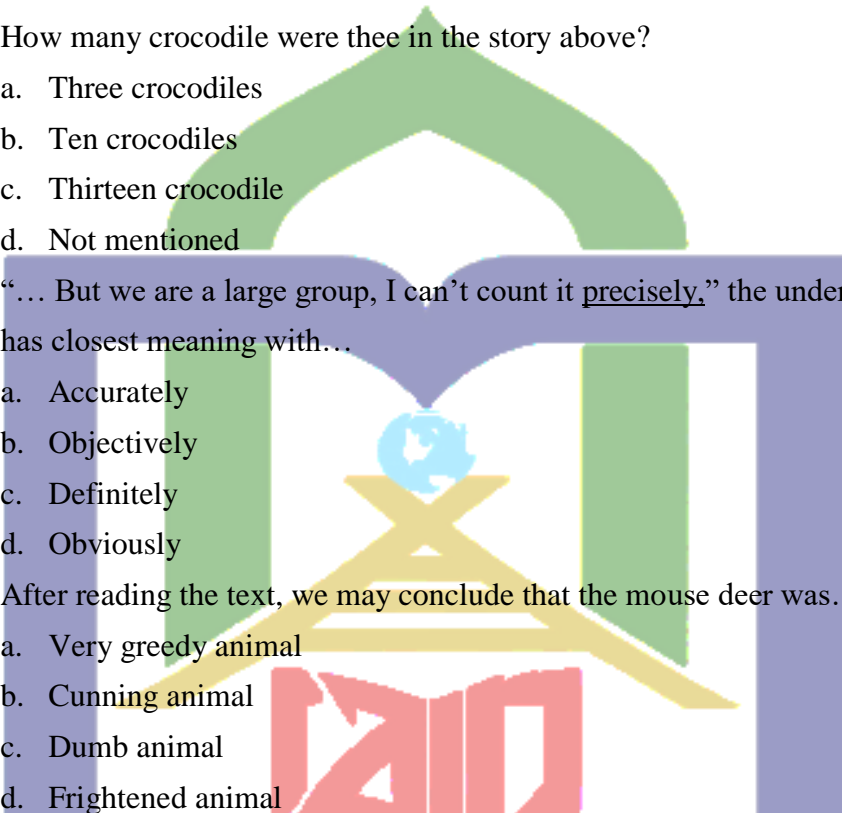
Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air,'aha.: he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly.They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly,"said the mouse deer.

"Oh...o, great, good idea! But we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

- 
4. Why did mouse deer want to go across the river
 - a. Because he was very hungry
 - b. Because he wanted to cheat Mr. crocodile
 - c. He wanted to eat some dying trees
 - d. He was afraid of the current of the river
 5. How many crocodile were thee in the story above?
 - a. Three crocodiles
 - b. Ten crocodiles
 - c. Thirteen crocodile
 - d. Not mentioned
 6. "... But we are a large group, I can't count it precisely," the underlined word has closest meaning with...
 - a. Accurately
 - b. Objectively
 - c. Definitely
 - d. Obviously
 7. After reading the text, we may conclude that the mouse deer was....
 - a. Very greedy animal
 - b. Cunning animal
 - c. Dumb animal
 - d. Frightened animal

Read the following text to answer question number 8-10

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to

leave, her brother said “it is getting dark. Let my son, Ah Tim go with you though the forest.”

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, “ please eat my own son instead.” Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son’s life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman’s baby the wolves were playing with him.

8. What separated between one villages to another a long time ago in the New Territories?
 - a. Another village
 - b. Mountains
 - c. Forests
 - d. Towers and logs
9. What did the villagers bring sticks for?
 - a. For the weapon to beat the wolves
 - b. To bring the woman’s nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

10. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :

- a. Caught
- b. Got
- c. Hit
- d. Lifted

Read the following text to answer question number 1-10

An ugly chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him become more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and then he ran away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

1. How many eggs does the hen have?
2. What is the main idea of paragraph 2?
3. Where was an ugly chick met with a man?
4. Why did an ugly chick leave the farm?
5. Who caught an ugly chick?
6. "He saw his appearance at the river and it was true that he was so ugly and different from the other chicks" the underlined phrase refers to...
7. "He was *afraid* and then he ran away" what is the synonym of the italic word?
8. What is your message for all chickens at the farm who laughed at that ugly chick and every day they mocked him?

9. When an ugly chick knows that he was not a chick?

10. What we can learn from the story?

The Key of Post-Test

A. Multiple Choice

- | | |
|------|-------|
| 1. a | 6. a |
| 2. c | 7. b |
| 3. d | 8. c |
| 4. a | 9. a |
| 5. b | 10. d |

B. Essay

1. There are 7 eggs
2. There is a different chick with another chick
3. At river
4. Because another chick at farm laughed and every day they mocked at him
5. A man
6. The chick really lousy
7. Scared
8. For six chick, you should be good to another although both of you have differences
9. When he saw a big and beautiful bird near the fool
10. Everybody born to be different that one thing makes us the same.

Appendix 3: Students' Reading Comprehension of Pre-Test

12
2022 * 100 . (60)

Instrument of the Pre-Test

Name: MUH. RAIDUL ISLAM . A

Class : VIII . 1 (8.1)

Read carefully the text below and answer the question!

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Questions:

1. Where was the story happen?

- At market
 - In the forest
 - In the garden
 - At river
- What did the bear do to the man who was lying on the ground?
 - Beat him
 - Kill him
 - Step on him
 - Smell in his ears
 - "They promised each other that they would always be together in any case of danger" the underlined phrase can be replaced by....
 - Never leave each other
 - Save our self
 - Together in any case of happiness
 - Stay alone
 - "One of them climbed a nearby tree at once" the synonym of the underlined word....
 - Imminent
 - Close
 - Far
 - Offing
 - "They knew that anything dangerous can happen any time

in the forest" the underlined word refers to....

- a. The beers
- b. The writer
- c. The two friends
- d. The reader

Read carefully the text below and answer the question!

Multiple choices 6-10

Essay 1-5

A hungry crocodile

One day, there was a hungry crocodile waiting a prey near the lake in the jungle. That crocodile hiding under the surface of the lake for a long time, but there was not yet any prey approaching that lake to drink. That crocodile was so cruel and thus it had no friend and the other animals hate it so much.

At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo

got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo." The crocodile laughed at the buffalo. Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie. I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

Question:

6. Where the crocodile was wait a prey?
 - a. At jungle
 - b. At lake
 - c. At forest
 - d. At river
7. What happen with Buffalo after helping crocodile?
 - a. The crocodile bit buffalo' leg
 - b. Buffalo leave crocodile
 - c. Buffalo bit crocodile' leg
 - d. Kancil bit buffalo' leg
8. How many main characters in the story?
 - a. Two
 - b. Three
 - c. Four
 - d. five
9. "The buffalo said, I'm not telling a lie. I can prove it" the underlined phrase can replace by...
 - a. I tell the truth

- b. I tell nonsense
- c. Kancil tell the reality
- d. The buffalo the truth

10. How the character of kancil?
 - a. Poor
 - b. Clever
 - c. Greedy
 - d. Stupid

Essay

1. What did kancil do before asking buffalo to run fast? *foresd*
~~to tell the truth~~
at afternoon
~~to help buffalo~~
2. When the story happen? ~~in the forest~~
3. What we can learn from the story above? *Should not easy tricked*
4. What was the character of crocodile? *bad*
5. After read the story above, what is your message for crocodile? *Should not easy tricked*

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 gave a loud bray, thinking the donkey was going to eat him, the tiger 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 it struck out his hind legs and kicked wildly. Seeing 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 questions based on the text above!

6. Was there a donkey in Guizhou?
7. When did the tiger hide himself in the forest and survey it from under cover?
8. Why did the tiger hurry run away?

9. Why did the donkey feel angry to the tiger?

10. What did the donkey do then?

Good Luck

6. yes

7. afraid

8. chase

9. angry

10. run

$$\frac{11}{20} \times 100 \Rightarrow 55$$

Instrument of the Pre-Test

Name: Dwa sulpiana sere
Class: VII^A

Read carefully the text below and answer the question!

True Friends

Once upon a time, there were two close friends who were walking through the forest together. They knew that anything dangerous can happen any time in the forest. So they promised each other that they would always be together in any case of danger.

Suddenly, they saw a large bear getting closer toward them. One of them climbed a nearby tree at once. But unfortunately the other one did not know how to climb up the tree. So being led by his common sense, he lay down on the ground breathless and pretended to be a dead man.

The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Questions:

1. Where was the story happen?

- a. At market
- b. In the forest
- c. In the garden
- d. At river

2. What did the bear do to the man who was lying on the ground?

- a. Beat him
- b. Kill him
- c. Step on him
- d. Smell in his ears

3. "They promised each other that they would always be together in any case of danger" the underlined phrase can be replaced by....

- a. Never leave each other
- b. Save our self
- c. Together in any case of happiness
- d. Stay alone

4. "One of them climbed a nearby tree at once" the synonym of the underlined word....

- a. Imminent
- b. Close
- c. Far
- d. Offing

5. "They knew that anything dangerous can happen any time

in the forest" the underlined word refers to....

- a. The beers
- b. The writer
- ✓ c. The two friends
- d. The reader

Read carefully the text below and answer the question!

Multiple choices 6-10

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At the afternoon, the crocodile could not stay any longer to the lake. It finally walked to the ground. But that day was unlucky day for that crocodile. After getting at the bank of the lake suddenly there was a big branch of the tree falling upon its neck. The crocodile could not move at all. Not long after the falling branch, finally there was a buffalo coming to the lake to drink. The buffalo saw the crocodile and the buffalo was afraid and would leave that lake soon. But the crocodile asked it sadly to help.

The buffalo felt sad about it and decided to help the crocodile. But after helping the crocodile, the buffalo

got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

Kancil asked: "what happened?" And the buffalo answered: "the crocodile bite my leg after I help to remove the big branch from its neck". The crocodile also said: "I'm hungry and you are at my territory, therefore I bit you poor buffalo." The crocodile laughed at the buffalo. Kancil said to buffalo, "It is impossible you had helped the crocodile, thus the crocodile had the right to bite you." The buffalo said, "I'm not telling a lie, I can prove it." Kancil said, "I believe that crocodile is right, but then you can try to prove your telling. But first crocodile must release your bite, okay?" Crocodile said, "Okay, it is easy, but after that I will eat the buffalo." Kancil said, "Okay, deal."

The buffalo laid the big branch at the former position, upon the crocodile's neck. After that suddenly kancil said, "Lets run buffalo, lets run!" The buffalo and kancil run as fast as possible and the crocodile had realized that it is had been fooled by kancil. The crocodile was still trapped there and there was no one helped it.

Question:

6. Where the crocodile was wait a prey?

- a. At jungle
- b. At lake
- c. At forest
- d. At river

7. What happen with Buffalo after helping crocodile?

- a. The crocodile bit buffalo' leg
- b. Buffalo leave crocodile
- c. Buffalo bit crocodile' leg
- d. Kancil bit buffalo' leg

8. How many main characters in the story?

- a. Two
- b. Three
- c. Four
- d. five

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b. I tell nonsense

c. Kancil tell the reality

d. The buffalo the truth

10. How the character of kancil?

- a. Poor
- b. Clever
- c. Greedy
- d. Stupid

Essay

1. What did kancil do before

asking buffalo to run fast? The buffalo laid the big branch at the former position, upon the crocodiles.

2. When the story happen?..At the Afternoon

3. What we can learn from the

story above?..WE MUST GOOD FOR FELLOW creature.

4. What was the character of

crocodile?..Dud and stupid

5. After read the story above,

what is your message for

crocodile?..! Message Crocodile must good for kancil and buffalo.

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 gave a loud bray, thinking the donkey was going to eat him, the tiger 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 it struck out his hind legs and kicked wildly. Seeing 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 questions based on the text above!

6. Was there a donkey in Guizhou?
7. When did the tiger hide himself in the forest and survey it from under cover?
8. Why did the tiger hurry run away?

9. Why did the donkey feel angry to the tiger?
10. What did the donkey do then?

Good Luck

$$\frac{9}{20} \times 100 = 45$$

Instrument of the Pre-Test

Name: Herpanti

Class : $\sqrt{11-1}$ 8-1

Read carefully the text below and answer the question!

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The bear came near the one who was lying on the ground. It smelt in his ears, and slowly left the place because the bears do not want to touch the dead creatures. After that, the friend on the tree came down and asked his friend that was on the ground, "Friend, what did the bear whisper into your ears?" The other friend replied, "Just now the bear advised me not to believe a false friend."

Questions:

1. Where was the story happen?

- a. At market
- b. In the forest
- c. In the garden
- d. At river

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- b. Kill him
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3. "They promised each other that they would always be together in any case of danger" the underlined phrase can be replaced by....

- a. Never leave each other
- b. Save our self
- c. Together in any case of happiness
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got something unexpected. The crocodile bit the buffalo's leg and the buffalo shouted loudly asking help for any other animal near it. Kancil that was at the way to go to the Lake heard the buffalo's voice. Kancil run quickly to see what had happened to the buffalo. Near the lake, kancil saw the buffalo and the crocodile.

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10. How the character of kancil?

- a. Poor
- b. Clever
- c. Greedy
- d. Stupid

Essay

1. What did kancil do before

asking buffalo to run fast?.. they buffalo lap the big branch.

2. When the story happen?...

3. What we can learn from the

story above? we must not be good for fellow

4. What was the character of

crocodile? ~~Bad and stupid~~ Bad and stupid

5. After read the story above, what is your message for

crocodile?.. message crocodile must got for kancil and buffalo

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Answer the questions based on the text above!

6. Was there a donkey in Guizhou?
7. When did the tiger hide himself in the forest and survey it from under cover?
8. Why did the tiger hurry run away?

9. Why did the donkey feel angry to the tiger?
10. What did the donkey do then?

Good Luck

Appendix 4: Students' Reading Comprehension of Post-Test

$\frac{16}{20} \times 100 = 80$

Instrument of the Post-Test

Name: M.V.H. RAIDUL ISLAM, A
 Class : VII - 1 (3.1)

Read the following text to answer question number 1-3.

Two Roosters

A story from the farm two roosters was fighting fiercely to be king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hides itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could.

Suddenly, an eagle come sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....
- a. Only one rooster can rule the roost
 - b. The roosters are fighting to flap their wings
 - c. The eagle had watched the all day
 - d. The arm needs a new king

2. What is the main idea of paragraph 3

- a. An eagle watching the rooster from a distance
 - b. The loosing rooster came out from its hiding place
 - c. The eagle took the winning rooster as its prey
 - d. The winning roosters celebrates its winning proudly
3. What can we learn from the story?
- a. There's always a bigger enemy in this life
 - b. Your friend can be your enemy
 - c. Always grab an opportunity before you
 - d. Don't be cocky when we have achieved our goal

Read the following text to answer question number 4-7

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh...I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm... it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha': he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But

we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river?
 a. Because he was very hungry
 b. Because he wanted to cheat Mr. crocodile
 c. He wanted to eat some dying trees
 d. He was afraid of the current of the river
5. How many crocodile were there in the story above?
 a. Three crocodiles
 b. Ten crocodiles
 c. Thirteen crocodile
 d. Not mentioned

6. "... But we are a large group, I can't count it precisely," the underlined word has closest meaning with...

a. Accurately
 b. Objectively
 c. Definitely
 d. Obviously

7. After reading the text, we may conclude that the mouse deer was....

a. Very greedy animal
 b. Cunning animal
 c. Dumb animal
 d. Frightened animal

Read the following text to answer question number 8-10

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

8. What separated between one villages to another a long time ago in the New Territories?
- a. Another village
 b. Mountains
 c. Forests
 d. Towers and logs

9. What did the villagers bring sticks for?
- a. For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.

10. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :
- a. Caught
 - b. Got
 - c. Hit
 - d. Lifted

Read the following text to answer question number 1-10

An ugly chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not

understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how

long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him become more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

1. How many egg that the hen has?

2. he was the same with the big birds he had seen before

2. What is the main idea of paragraph 2?
3. Where was an ugly chick met with a man?
4. Why an ugly chick leaves the farm?
5. Who catch an ugly chick?
6. "He saw his appearance at the river and it was true that he was so ugly and different from the other chicks" the underlined phrase can refers to...
7. "He was *afraid* and the he run away" what is the synonym of the italic word?
8. What is your message for all chicken at farm who laughed at that ugly chick and every day they mocked him?
9. When an ugly chick knows that he was not a chick?
10. What we can learn from the story?

answer

1. seven eggs
 2. there were six cute yellow chicks and ^{one} big black and ugly chick

3. river
 4. that ugly also are

$$\frac{17.5}{20} \times 100 \Rightarrow 87.5$$

Instrument of the Post-Test

Name: *DIVA SUPRIYA SERE*

Class : *8th L*

Read the following text to answer question number 1-3.

Two Roosters

A story from the farm two roosters was fighting fiercely to be king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hides itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could.

Suddenly, an eagle come sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

1. From the text we know that....

- ✓ (a) Only one rooster can rule the roost
- b. The roosters are fighting to flap their wings
- c. The eagle had watched the all day
- d. The arm needs a new king

2. What is the main idea of paragraph 3

- a. An eagle watching the rooster from a distance
- ⓑ The loosing rooster came out from its hiding place
- X ✗ (c) The eagle took the winning rooster as its prey
- d. The winning roosters celebrates its winning proudly
3. What can we learn from the story?
- a. There's always a bigger enemy in this life
- b. Your friend can be your enemy
- c. Always grab an opportunity before you
- ✓ (d) Don't be cocky when we have achieved our goal

Read the following text to answer question number 4-7

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh...I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.' he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But

we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three; and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

4. Why did mouse deer want to go across the river
 - a. Because he was very hungry
 - b. Because he wanted to cheat Mr. crocodile
 - c. He wanted to eat some dying trees
 - d. He was afraid of the current of the river
5. How many crocodile were thee in the story above?
 - a. Three crocodiles
 - b. Ten crocodiles
 - c. Thirteen crocodile
 - d. Not mentioned

6. "... But we are a large group, I can't count it precisely," the underlined word has closest meaning with...

a. Accurately
b. Objectively
c. Definitely
d. Obviously

7. After reading the text, we may conclude that the mouse deer was....

a. Very greedy animal
 b. Cunning animal
c. Dumb animal
d. Frightened animal

Read the following text to answer question number 8-10

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

8. What separated between one villages to another a long time ago in the New Territories?

a. Another village
b. Mountains
 c. Forests
d. Towers and logs

9. What did the villagers bring sticks for?
- (a) For the weapon to beat the wolves
 - b. To bring the woman's nephew
 - c. For the fire woods.
 - d. For building a house for the woman.
10. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :
- a. Caught
 - b. Got
 - c. Hit
 - (d) Lifted

Read the following text to answer question number 1-10

An ugly chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not

understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how

long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him become more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

1. How many egg that the hen has?

Jawaban:

1. 7 eggs
2. There were six cute yellow chicks and one big black and ugly chick.
3. The river
4. That ugly chick also grew 100 faster than the other six chicks.
5. a man
6. That chicks true was so ugly

2. What is the main idea of paragraph 2?
3. Where was an ugly chick met with a man?
4. Why an ugly chick leaves the farm?
5. Who catch an ugly chick?
6. "He saw his appearance at the river and it was true that he was so ugly and different from the other chicks" the underlined phrase can refers to...
7. "He was *afraid* and the he run away" what is the synonym of the italic word?
8. What is your message for all chicken at farm who laughed at that ugly chick and every day they mocked him?
9. When an ugly chick knows that he was not a chick?
10. What we can learn from the story?

$$\frac{17}{20} \times 100 = 85$$

Instrument of the Post-Test

Name: Hesperian

Class: VIII 3-1

Read the following text to answer question number 1-3.

Two Roosters

A story from the farm two roosters was fighting fiercely to be king of the farm yard. One finally gained advantage and the other surrendered.

The loosing rooster slunk away and hides itself in a quiet corner. The winner flew up to a high wall, flapped its wings and crowed its victory as loud as it could.

Suddenly, an eagle come sailing through the air and carried it off, with its talons. The loosing rooster immediately came out of its corner and ruled the farm yard from then on.

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2. What is the main idea of paragraph 3

a. An eagle watching the rooster from a distance

b. The loosing rooster came out from its hiding place

c. The eagle took the winning rooster as its prey

d. The winning roosters celebrates its winning proudly

3. What can we learn from the story?

a. There's always a bigger enemy in this life

b. Your friend can be your enemy

c. Always grab an opportunity before you

d. Don't be cocky when we have achieved our goal

Read the following text to answer question number 4-7

Mouse Deer and Mr. Crocodile

One day, a mouse deer was walking by the river. He was very starving because he hadn't eaten since morning. It was midday. But he found nothing in the land but dying trees. "Huh...I hate this branches, I don't like it!"

Across the river, there was green grassland, with young leaves. 'Hmm.. it seems delicious' imagined the mouse deer, 'but how can I get there? I can't swim, the current is very rapid?'

The mouse deer was figuring out the way how to reach there. Suddenly, he jumped to the air, 'aha.' he then walked to the edge of the river. He didn't see the reflection because the water flowed very fast. He dipped one of his fore legs into the water. A few moment later, appeared Mr. Crocodile showing his sharp teeth. He then laughed, "Ha... ha... ha, you can't run away from me, You'll be my tasty lunch!" said the crocodile.

"Of course I can't. You are very strong, Mr. Croco," replied the mouse deer frightenedly. Then, the other crocodiles approached moving slowly. They approached the edge of the river.

"But, before you all have a party, I wonder how many your members are there in the river. If I know your number exactly, I can distribute my meat evenly," said the mouse deer.

"Oh...o, great, good idea! But

we are a large group, I can't count it precisely," Mr. Croco moaned. "Leave it to me, and I can make it for you!" Now, can you ask the others to line up, from one edge to the other edge of the river? The mouse deer requested. Then the crocodiles arranged themselves in line from one edge to the other edge of the river. The mouse deer jumped to the body of one crocodile to the others while he was counting, 'one, two, three, and so forth up to ten. Then at last he arrived at grassland, and he thanked to the dumb crocodiles.

- ✓ a. Why did mouse deer want to go across the river
- ✗ b. Because he was very hungry
- b. Because he wanted to cheat Mr. crocodile
- c. He wanted to eat some dying trees
- d. He was afraid of the current of the river
5. How many crocodile were thee in the story above?
- ✓ a. Three crocodiles
- ✗ b. Ten crocodiles
- c. Thirteen crocodile
- d. Not mentioned

6. "... But we are a large group, I can't count it precisely," the underlined word has closest meaning with...

a. Accurately
 b. Objectively
 c. Definitely
 d. Obviously

7. After reading the text, we may conclude that the mouse deer was....

a. Very greedy animal
 b. Cunning animal
 c. Dumb animal
 d. Frightened animal

Read the following text to answer question number 8-10

A Woman and the Wolves

A long time ago, very few people lived in the New Territories. There were only a few villages. If the people wanted to go from one village to another, they often had to pass through wild and unsafe forest.

One day, a farmer's young wife went to the next village to visit her own mother and brother. She brought along her baby son. When it was time for her to leave, her brother said "it is getting dark. Let my son, Ah Tim go with you though the forest."

So Ah Tim led the way and the young woman followed behind, carrying her baby. When they were in the forest, suddenly they saw a group of wolves. They began to run to avoid the danger, but Ah Tim kicked against a stone and fell down. At once the wolves caught him. The young woman cried to the wolves, " please eat my own son instead." Then, she put her baby son on the ground in front of the wolves and took her nephew away.

Everyone understood that this was because the woman was very good and kind. She had offered her own son's life to save her nephew.

They ran back to the house and called for help. All men in the village fetched thick sticks and went back with her into the forest. When they got there, they saw something very strange. Instead of eating the woman's baby the wolves were playing with him.

8. What separated between one villages to another a long time ago in the New Territories?
- a. Another village
 b. Mountains
 c. Forests
 d. Towers and logs

9. What did the villagers bring sticks for?

- a. For the weapon to beat the wolves
b. To bring the woman's nephew
c. For the fire woods.
d. For building a house for the woman.

10. "all men in the village fetched thick stick ... " the word " fetched" has a similar meaning to :

- a. Caught
b. Got
c. Hit

d. Lifted

Read the following text to answer question number 1-10

An ugly chick

One day, at the farm there was a hen with her 7 eggs. The one of those eggs was too big for the usual hen's egg. The hen did not understand how she had that egg but she still took care of it.

At one morning, all of those eggs cracked. There were six cute yellow chicks and one big black and ugly chick. The mother did not

understand why one of his chicks was too big and black and ugly. That ugly chick also grew too fast than the other six chicks. All chicken at farm laughed at that ugly chick and every day they mocked him. That ugly chick was so sad. He felt different and ugly and he was so shy of his appearance.

One day, the ugly chick decided to run away from the farm. He asked the other bird about his kind but there was no bird knew about him. He was more and more sad and lonely. He walked slowly near the river to get food. He saw his appearance at the river and it was true that he was so ugly and different from the other chicks. When the ugly chick went alone, a man come and caught him. The man took it home and kept it in a stall.

Every day that man gave some food and water for that ugly chick. He was saved actually but he felt alone inside that stall. He can see the other chicken outside the stall. He did not understand why that man did not release him outside the stall. The chick grew bigger and he did not know how

long he had been in the stall so far. He did not know yet how he looked like after he grew bigger. What he knew was that all chickens on that farm were afraid of him. That made him become more and more sad and felt ugly.

One day, the man released him outside that stall because its stall was not enough for his size. He can feel a little bit happier because finally he could walk around. He saw a big and beautiful bird came close to him. That bird was as big as him and has so very beautiful feather. He was afraid and the he run away.

Near the pool at that farm, finally he can see his appearance. He was the same with the big bird he had seen before. Then he understood that he was not a chicken but a bird. Then he came to that bird and asked about his kind. He told all of his sad stories to that bird. Finally, he knew that he was a peacock and he was happy because he was not alone and ugly anymore. He was a beautiful peacock with his new family.

1. How many egg that the hen has? \checkmark ~~5~~ 7 eggs
2. There were six cute yellow chicks and one big black and ugly chick.
3. River
4. That ugly chick also grew too fast than the other six chicks
2. What is the main idea of paragraph 2?
3. Where was an ugly chick met with a man?
4. Why an ugly chick leaves the farm?
5. Who catch an ugly chick?
6. "He saw his appearance at the river and it was true that he was so ugly and different from the other chicks" the underlined phrase can refer to \checkmark that chicks true was so ugly
7. "He was *afraid* and the he run away" what is the synonym of the italic word? \checkmark scared
8. What is your message for all chicken at farm who laughed at that ugly chick and every day they mocked him? \checkmark they should not laugh at a ugly chick because they it's family
9. When an ugly chick knows that he was not a chick?
10. What we can learn from the story? \checkmark 9. he was the same with the big bird he had seen before
10. ~~we~~ ^{we} should not laugh physical some one

Appendix 5: Distribution of T-Table

df	Confidence interval percents (two-tailed)					
	80%	90%	95%	98%	99%	99.9%
	α level for two-tailed test					
	.20	.10	.05	.02	.01	.001
df	α level for one-tailed test					
	.10	.05	.025	.01	.005	.0005
1	3.078	6.314	12.71	31.82	63.66	636.6
2	1.886	2.920	4.303	6.965	9.925	31.598
3	1.638	2.353	3.182	4.541	5.841	12.924
4	1.533	2.132	2.776	3.747	4.604	8.610
5	1.476	2.015	2.571	3.365	4.032	6.869
6	1.440	1.943	2.447	3.143	3.707	5.959
7	1.415	1.895	2.365	2.998	3.499	5.408
8	1.397	1.860	2.306	2.896	3.355	5.041
9	1.383	1.833	2.262	2.821	3.250	4.781
10	1.372	1.812	2.228	2.764	3.169	4.587
11	1.363	1.796	2.201	2.718	3.106	4.437
12	1.356	1.782	2.179	2.681	3.055	4.318
13	1.350	1.771	2.160	2.650	3.012	4.221
14	1.345	1.761	2.145	2.624	2.977	4.140
15	1.341	1.753	2.131	2.602	2.947	4.073
16	1.337	1.746	2.120	2.583	2.921	4.015
17	1.333	1.740	2.110	2.567	2.898	3.965
18	1.330	1.734	2.101	2.552	2.878	3.922
19	1.328	1.729	2.093	2.539	2.861	3.883
20	1.325	1.725	2.086	2.528	2.845	3.850
21	1.323	1.721	2.080	2.518	2.831	3.819
22	1.321	1.717	2.074	2.508	2.819	3.792
23	1.319	1.714	2.069	2.500	2.807	3.767
24	1.318	1.711	2.064	2.492	2.797	3.745
25	1.316	1.708	2.060	2.485	2.787	3.725
26	1.315	1.706	2.056	2.479	2.779	3.707
27	1.314	1.703	2.052	2.473	2.771	3.690
28	1.313	1.701	2.048	2.467	2.763	3.674
29	1.311	1.699	2.045	2.462	2.756	3.659
30	1.310	1.697	2.042	2.457	2.750	3.646
40	1.303	1.684	2.021	2.423	2.704	3.551
50	1.299	1.676	2.009	2.403	2.678	3.496
60	1.296	1.671	2.000	2.390	2.660	3.460
80	1.292	1.664	1.990	2.374	2.639	3.416
100	1.290	1.660	1.984	2.364	2.626	3.390
120	1.289	1.658	1.980	2.358	2.617	3.373
∞	1.282	1.645	1.960	2.326	2.576	3.291

* To be significant, the *t* obtained from the data must be *equal to or greater than* the value shown in the table.

Appendix 6: Documentation

Documentation





CURRICULUM VITAE

HARDIANA, the writer was born on September 19th 1997 in Kaliang, Kab.



Pinrang. She is the second child from four children in her family. From the couple, Abd. Rahman and Hj. Namira. She has one sister and two brothers, her sister's name is Sutriani and her brothers' names are Muhammad Al-Fahmi and Muhammad Al-Muamar.

She began her study in kinder garden and graduate 2003. In the same year, she continued her study to an Elementary school at SDN 32 Duampanua and graduate on 2009. She decided to continue her study at SMPN 1 Duampanua and finish her junior high school on 2012. After that, she is registered as a student in SMAN 2 Pinrang and graduate on 2015. In the same year, She continues her study at State Islamic College (STAIN) Parepare but now it was changed become State Islamic Institute (IAIN) Parepare. During she study in IAIN Parepare, she active in Lintasan Imajinasi Bahasa Mahasiswa IAIN Parepare (LIBAM) 2015-2018. Also active in one community name is Skholatanpabatas in 2015-2017. On 2019 she completed her skripsi with the title “Applying Chunking Strategy to Improve Students’ Reading Comprehension at the Eighth Grade of SMP Negeri 6 Duampanua Kab. Pinrang”