A THESIS

USING CHUNKING STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF MTS IZZATUL MA'ARIF TAPPINA SULAWESI BARAT

By

SULUMIA
REG NUM. 19.1300.003

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

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Submitted to the English Program of Tarbiyah Faculty of State Islamic Intitute of Parepare in Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

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SUBBMISSION PAGE

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Thesis

As a Part of Fulfillment of the Requirement for the Degree of

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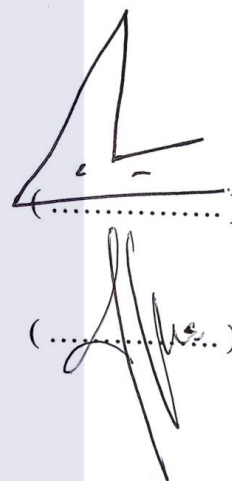|	
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Name of the Student	: Sulumia
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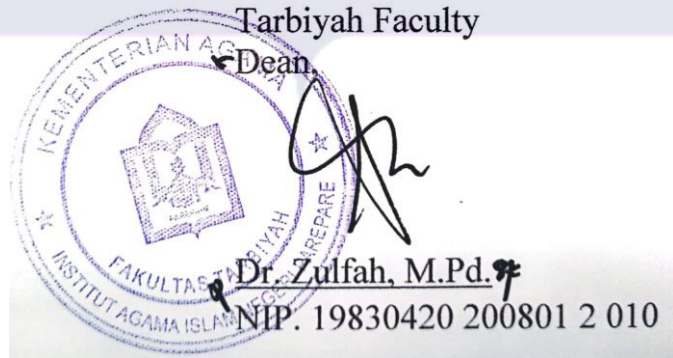|	
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بِسْمِ اللهِ الرَّحْمنِ الرَّحِيْمِ

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May Allah swt always bless those who have helped, Aamiin. The athor realizes that this thesis is still far from being perfect and needs improvement in order to be perfect. So, for the perfection of this thesis, suggestions are needed so that it can improve the deficiencies that exist.

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DECLARATION OF THE AUTHENTICITY OF THE SKRIPSI

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Tittle of Skripsi : Using Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade Students' of MTs Izzatul Ma'arif Tappina Sulawesi Barat

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

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ABSTRACT

Sulumia. *Using Chunking Strategy to Improve Students' Reading Comprehension at the Eighth Grade Students' of MTs Izzatul Ma'arif Tappina Sulawesi Barat.* (Supervised by Hj. Nanning and Kalsum)

This research was carried out at MTs Izzatul Ma'arif Tappina Sulawesi Barat. Based on the preliminary research, nowadays people in Indonesia still have a low interest in reading because teaching reading comprehension skills to students' is very difficult. The difficulties may come from teachers who are not creative in teaching reading, the teacher are not able to choose good and interesting strategies that can improve students reading comprehension, and teachers who pay less attention to students' needs. The outcome of this problem is low reading comprehension among students, particularly in class VIII at MTs Izzatul Ma'arif Tappina Sulawesi Barat. Various factors, such as insufficient vocabulary and lack of motivation, contribute to poor reading comprehension skills. Reading comprehension is influenced by various element such as students' lack of vocabularies, unmotivated to read so that students end up lazy and do not have the enthusiasm to understanding the meaning when read English texts.

To overcome the problem, the writer used chunking strategy. This strategy was selected to stimulate the students to be more creative to improve their reading comprehension. The question research was "Is chunking strategy effective in improving the reading comprehension of eighth grade students at MTs Izzatul Ma'arif Tappina Sulawesi Barat?". This research employed pre-experimental research design with one group pre-test and post-test. The writer to examine whether or not the using chunking strategy can improve the students' reading comprehension at the eighth grade of MTs Izzatul Ma'arif Tappina Sulawesi Barat. The subjects of this research were the students of class VIII.B at MTs Izzatul Ma'arif Tappina Sulawesi Barat which consist of 19 students. The sample is selected by using cluster random sampling. The research employed a multiple-choice test with 10 questions and 5 point essay as instrument.

The results revealed that the chunking strategy led to an improvement in students' reading comprehension, as evidenced by the data analysis. (1)The mean score of students' before being taught by using chunking strategy was 31.52 and the students' mean after using chunking a text strategy improved to be 79.05. So that the result of the t-test 13.61 are compare with result of the t-table 1.734 for level significant (p) 5% and df = 18. It means the t-test higher then t-table. It means of significance value indicated that the null hypothesis (ho) is rejected and the alternative hypothesis (ha) is accepted. (2)The researcher concluded that use chunking strategy can improve students' reading comprehension effectively used in teaching reading.

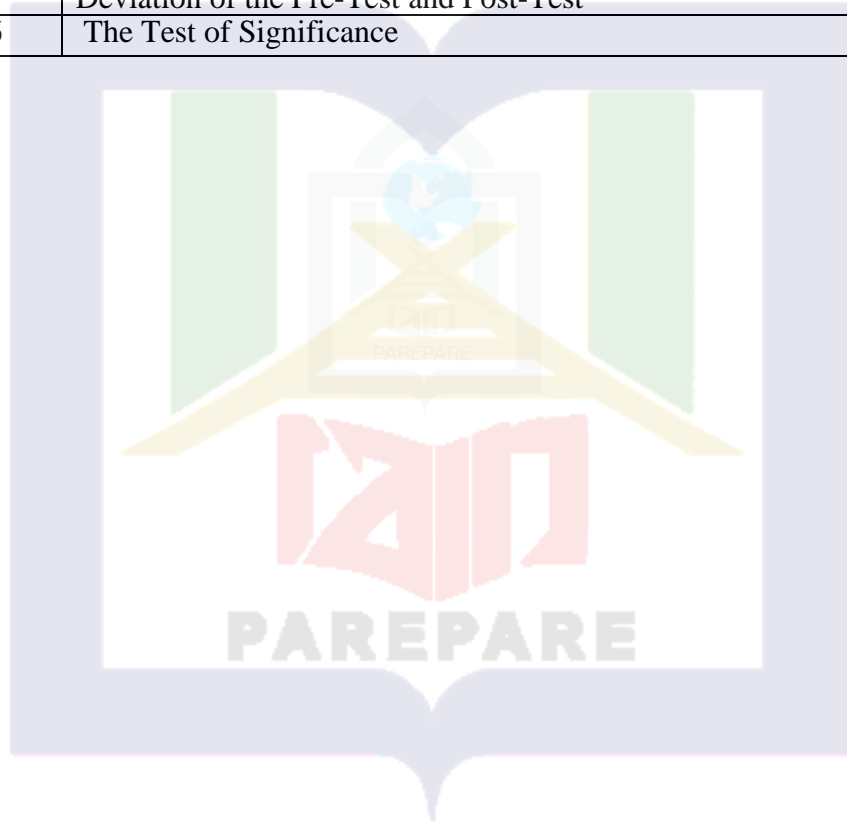Keywords: Chunking, Strategy, Reading, Comprehension

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CHAPTER I

INTRODUCTION

A. Background of the Research

Reading is one of the skills that must be mastered by students. Reading is the most critical skill for future success in school as well as throughout life. It is imperative for students to focus on this skill as it is the key to success. [1] Reading is highly significant as it helps students to expand their knowledge by providing them with a plethora of information.

Reading comprehension requires the ability to comprehend the written word, understand the content and construction of meaning in a text. Having an interest in reading can lead to various positive impacts, such as increasing reading comprehension. However, people in Indonesia still lack interest in reading.[2]

There are strategies for reading, and it can be done through electronic or print media. Reading is necessary for acquiring new information and improving understanding. Vocabulary mastery and a good understanding of the text are essential for comprehending it. The best comprehension is necessary if the reading has a purpose, if readers want to learn from it and enjoy it. Reading comprehension is crucial for students as English learners. Students' sometimes lack clarity in understanding a text or need a substantial ideas, to understand it students must master a lot of vocabulary and get a good understanding of the text to expose it. The best comprehension is essential if reading has a purpose, if readers want to engage and

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[1] Anum Sahara et al., "The Use of Reading Aloud in Teaching Reading Comprehension," 2018, 112–14, https://jim.unsyiah.ac.id/READ/article/view/9244.

[2] Fauzul Etfifa, Improving Students Reading Comprehension of Descriptive Texts through Cognitive Startegy, vol. 3, 2013.

learn from a text and, ultimately, if readers want to enjoyment what are they reading. [3] But actually, in fact as now reading comprehension is very important for students as English learners. Therefore, when we are able to understand a text, we do not just remember the exact words and phrases we read. Instead, we form mentally models of what the text describes by integrating the meanings of words and sentences into a meaningfulness whole.

Observations have revealed that there are several issues hindering the learning process, particularly in the students' employment of strategies. These issues include insufficient vocabulary, poor reading skills, limited comprehension abilities, and an inability to comprehend sentences despite possessing vocabulary and comprehension skills. To comprehend sentences, students must understand the meaning of sentences through chunking strategies.

By utilizing chunking, students can understand the temporary structure of a text, allowing them to restructure and organize the content of a sentence. To promote an interactive learning environment, educators must implement effective strategies that engage students in their reading material. Consequently, the researcher has taken an interest in utilizing chunking strategies to improve students' reading skills. The researcher hopes that through this approach, students will be able to enhance their comprehension abilities.

Reading is the meaningfulness interpretation of printed letters into meaning. It is a mental activity in interpreting the symbols of the language that is also called "decoding". The focus of reading is meaning comprehending the content of a text for

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[3] Nurlaily Sofyan, et al "The Effectiveness of Reading Aloud Strategy in Concerning Students' Reading Skills," *Jo-ELT (Journal of English Language Teaching) Fakultas Pendidikan Bahasa & Seni Prodi Pendidikan Bahasa Inggris IKIP* 8, no. 1 (2021): 11, https://doi.org/10.33394/jo-elt.v8i1.3564.

practical or aesthetic purposes. Then, defined reading as purposeful reconstruction of an author print out message for functional purposes.[4]

Based on the above statement, it is clear that reading comprehension is a crucial aspect of learning English that needs to be improved. Reading is a common way to obtain up-to-date or current information, as almost all data, advertisements, scientific books, and instructions are presented in written form. Additionally, reading allows individuals to broaden their knowledge and experiences, which is necessary for personal growth. However, many people still struggle with reading.

Teaching reading comprehension skills to students can be challenging, as the difficulties may stem from uncreative teachers, a lack of grammar knowledge, or a lack of attention to students' needs. Students may also struggle with reading due to disinterest in lengthy passages, a limited vocabulary, or an inability to comprehend the meaning of what they read. Conventional teaching strategies can often bore and demotivate students, making it difficult to improve their reading comprehension. Therefore, various strategies, such as chunking, can be implemented to enhance reading skills.

At the end of the day, low reading comprehension among students is a common problem in schools. Internal and external factors, such as a lack of vocabulary or motivation, can influence reading comprehension. The quality of learning activities is also crucial, as it depends on the learning strategies used.

The learning strategy used in the learning process in the classroom must be right on target and able to be applied by the teacher properly. A good learning strategy is a learning strategy that is chosen and developed by the teacher to encourage students to

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[4] Sasha Blakeley, "What Is Reading? - Definition & Process," 2022, https://study.com/academy/lesson/what-is-reading-definition-process.html.

read by utilizing their potential optimally. Therefore, to improve the reading comprehension students cannot work optimally on their own. The students have need strategies to improving their reading comprehension. A good strategy must involve students' to become active participants in the learning process. These chunking strategy. This chunking strategy is the way of learning strategies that makes students' comfortable at reading and does not take time.[5] Chunking is one of the effective reading strategies that can challenge and invent students feels comfortable in reading. Both the challenge and the feel of comfort are caused by breaking difficult passages into easier-to-understand parts or small parts. By doing this students' can find and identify key ideas and words, improving their ability to paraphrase, organize students' thinking and gather information.[6]

Teaching reading through text chunking strategy very interesting to do in teaching a second language. This chunking strategy is intended to improve the teaching system carried out by teachers so far, with the use of this chunking strategy the teacher is expected to be able to apply it well, so the results in teaching and learning process are good and in accordance with what is expected. Departing from the use of the chunking strategy, it is necessary for teacher to apply this strategy in the classroom so that teaching is not monotonous which makes students sleepy, lazy, and unmotivated to read. Therefore, this strategy is expect to provide an alternative to students in a forum which students can carried out activity with the helping of teachers as teaching staff who will direct students to read. Especially here, the MTs

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[5] Anggraeni Rini, "The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension," *Research in English and Education (Read)* 5, no. June (2020): 56–64.

[6] Atul Nur Riva Aida, "The Effectiveness of Using Chunking a Text Strategy Towards Students' Reading Comprehension in Recount Text of The Second Grade Students at MTs Mujahidin Ngadiluwih Kediri in Academic Year 2018/2019." 4, no. 1 (2557): 88–100.

Izzatul Ma'arif Tappina school. The school has a fairly long history with teaching staff who keep changing over time that is so sophisticated as it is today. Therefore, it is not uncommon for teachers to have different ways of carrying out the process of learning in the classroom, especially in use of second language learning strategies.

As it was found in the field that the teacher mastered the material of a subject well but could not carry out learning activities well. This happened because the activity was not based on a particular learning strategy so that this had an impact on the student's learning process, especially on students reading comprehension.

Based on observations (pre-observation) in the field conducted at MTs Izzatul Ma'arif Tappina Sulawesi Barat, it is clear that teacher are only able to master the material, but they are not able to choose good and interesting strategies that can improve students reading comprehension. After conducting an interview directly with the teacher, Mrs. Najrah she said that she used the strategy when learning English, namely TPR (Total Physical Response) because the students was still a beginner with the aim of directly involving students in Mts Izzatul Ma'arif Tappina, by using direct hearing. Then regarding the strategy in reading, namely Mrs. Najrah guides his students because this is related to pronunciation when reading. So Mrs. Najrah set an example first while his students followed him.

Then regarding the problems that exist in learning English, especially related to reading comprehension, this English teacher has already done this chunking strategy, but several steps have not been carried out, as Mrs. Najrah said during my observations and interviews directly at the school. She only said that she has used this strategy but she didn't know the name and she also just found out that it was called strategy chunking. As well as Mrs. Najrah as the English teacher at Mts Izzatul

Ma'arif Tappina, she also only teaches his students, namely by simply asking his students' about which vocabulary they don't know about the reading on the blackboard. Apart from that, Mrs. Najrah also said that she didn't know much about strategy because it lacked updates, she would find out when there was training, not only that, she also classified as old and does not understand this increasingly sophisticated technology.[7]

So from the explanation provided by the eighth grade English teacher, the researcher concluded that the strategy applied when teaching this teacher was very monotonous and there was no renewal. Therefore, the researcher wants to implement and to develop this chunking strategy to enhance students' reading comprehension. Moreover, with the introduction of the chunking strategy, where the chunking strategy introduces an utilization and meaningfulness of the learning process that will be delivered by the teacher, so that the teacher is to enhance the students' reading comprehension significantly. However, the reality is that in the field the teacher does not utilize the strategy as much as possible in the learning process in the classroom, so that the desired reading comprehension of students is not achieved at school. Therefore, the title of this research was chosen, namely using chunking strategy to improve students reading comprehension at the eighth grade students of MTs Izzatul Ma'arif Tappina Sulawesi Barat. The reason is where students' low reading comprehension is found in learning English, one of which is because teachers are not able to carry out learning activities well, especially in choosing learning strategies, so students do not understand reading English texts.

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[7] Najrah S.Pd, Desa Mirring, Kec. Binuang, Kab. Polewali Mandar, Sulbar, wawancara di MTs Izzatul Ma'arif Tappina, 22 December 2022).

B. Research Question

Based on the background above, the researcher formulates the research question as follows :"Is chunking strategy effective in improving the reading comprehension of eighth grade students at MTs Izzatul Ma'arif Tappina Sulawesi Barat?"

C. Objective of the Research

Based on the research question above, the researcher states the objective of this research as follow:

To examine students' reading comprehension using the chunking strategy of the eighth grade students at MTs Izzatul Ma'arif Tappina Sulawesi Barat.

D. Significance of the Research

The significance of this research the author hopes to make a useful contribution for the author himself and others, the benefits that can be taken in this research include:

1. Theoretical Significance: The results of this research are expected to be useful information for students to learn English, in particular in improving reading comprehension. This research added insight and knowledge of researchers and readers regarding chunking strategies in second language learning. Then this research also examines learning strategies that are suitable to be used to improve students reading comprehension.

2. Practical Significance: This research is expected to make a meaningful contribution to the following parties:

   a. For Students: This research is useful to providing source or information for students. In addition, this research also contributes to

them as examples in language learning, especially in learning to read. Therefore, they can learn with strategies that suit the needs and abilities of students.

b. For English teacher: This research is expected to provide information and knowledge about the application of chunking strategies to improve students reading comprehension.

c. For Readers: This research can be useful as a references to conduct similar research related to the same strategy and with the same or different research design to develop the quality of teaching reading through any text.
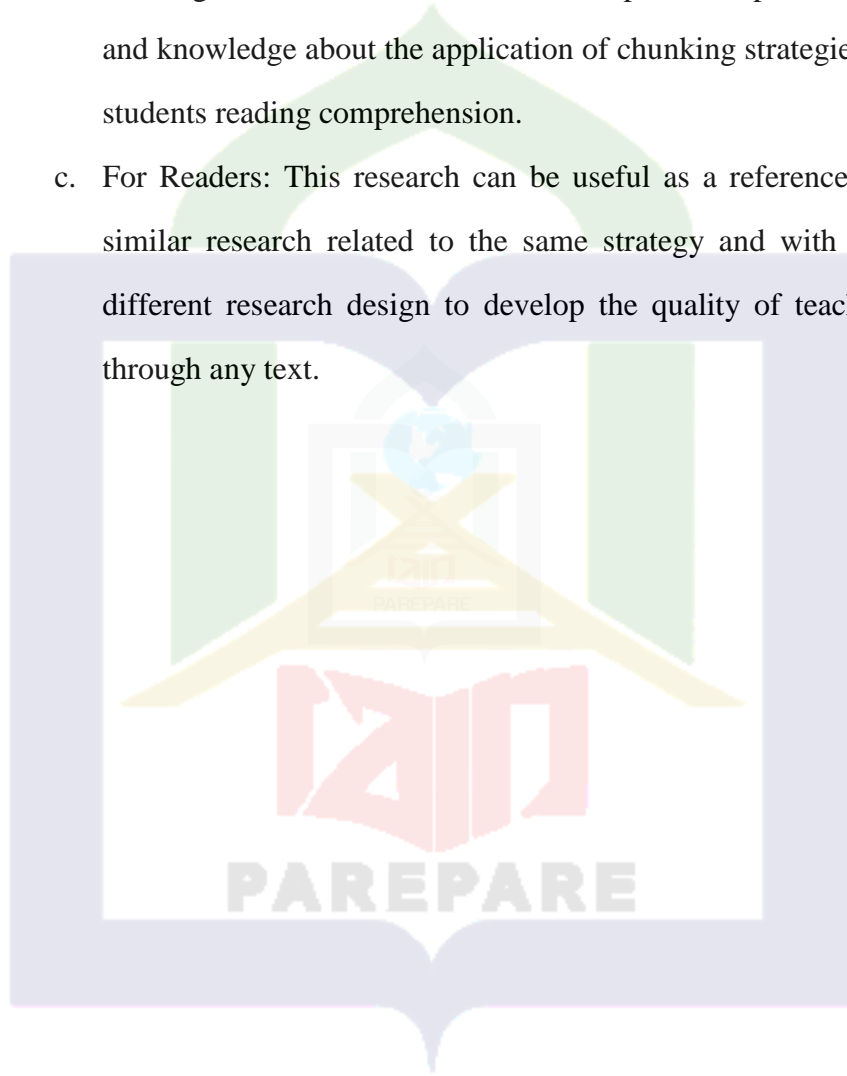
CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Research Findings

The review of the research results was used as a support for the research that will be carried out by the researcher. On the other hand, it is intended as a material for comparison to existing research, both regarding its strengths and weaknesses. So in this case the researcher takes research related to the title raised.

However there are some researchers who have conducted research on it is use. Namely:

1. Riva Atul Nur Aida (2019), conducted research to determine whether there is significant difference on students' reading comprehension in recount text before and after taught using chunking a text strategy. The research design of this research is pre experimental research. The participant is the second grade of students at MTs Mujahidin Ngadiluwih Kediri which consist of 90 students. This research instrument was reading comprehension test which is in the form of multiple choices. The result showed that (1) The mean of students' score before using chunking a text strategy was 63.50 and the students' mean after using chunking a text strategy improved to be 80.50 (2) In addition, the result of statistical computation used T-test with IBM SPSS 16.0, showed the significance value was 0.00. It means, significance value was lower than significance level (0.00<0.05). This result of significance value indicated that the null hypothesis (ho) is rejected and the alternative hypothesis (ha) is not rejected. It means there is significance on the students'

reading comprehension in recount text before and after using chunking a text strategy at MTs Mujahidin Ngadiluwih Kediri.[8]

Based on the results of previous studies with prospective researchers, there are differences, namely differences in research locations, differences in student levels in terms of class and learning material used recount text and this research use narrative text. While the similarities are in the learning strategies, methods and types of research used.

2. Rini Anggraeni (2015), conducted study to find out whether chunking strategy effective to improve students reading comprehension of the second year of SMP Negeri 2 Barombong. The study also assessed the learners' attitudes towards using this strategy. This research was a Quasi Experimental design that consisted of two groups, with 60 students participating. The research instruments employed were reading texts, observation sheets, and questionnaires. The findings indicated that (1) the chunking strategy was effective in enhancing the students' reading comprehension, as evidenced by the experimental group's mean score of 56 in the posttest, which was significantly higher than the controlled group's score of only 23; and (2) this study was successful in addressing the students' difficulties in comprehending the text by utilizing the chunking strategy.[9]

Based on the results of previous studies with prospective researchers there are differences, namely differences in research locations, research designs and used quasi

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[8] Riva Atul Nur Aida, "The Effectiveness of Using Chunking a Text Strategy Towards Students' Reading Comprehension in Recount Text of The Second Grade Students at MTs Mujahidin Ngadiluwih Kediri in Academic Year 2018/2019." 4, no. 1 (2557): 88–100..

[9] Rini Anggraeni, "The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension," *Research in English and Education (READ)* 5, no. June (2020): 56–64.

experimental research while this research use pre experimental resaerch. While this similarities are found in learning strategies.

3. Asni Nurul Fajriana (2014), conducted research to find out whether or not the using chunking technique can improve the students reading comprehension at Eighth grade of SMPN 1 Tanete Rilau Kab. Barru in literal and interpretive comprehension. This use of research was pre-experimental design using one group pre-test and post-test. The participant of this research class VIII.8 of SMPN 1 Tanete Rilau in academic year 2014/2015 which consisted of 30 students as sample. The sample is selected by using purposive sampling. The instrument of this research is an essay test used in pre-test and post-test. This research showed that (1) Using Chunking Technique can improve students' reading comprehension. It was proved by the mean score of pretest was 5.77 is classified as fair score then improved to be 7.6 in posttest is classified as good (2) Therefore there was the improvement of the students' reading comprehension in terms of main idea, word meaning and conclusion (3) The result of improvement is also proved with t-test value. In this research, the researcher concludes that using chunking technique can improve students' reading comprehension of the Eight Grade at SMPN 1 Tanete Rilau, Kab. Barru.[10]

Based on the research findings above, showed of three researchers have done about this research chunking strategy. That's all about how the chunking strategy can improving students reading comprehension. In this study, the researcher wanted to

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[10] Asni Nurul Fajriana, "Using Chunking Technique to Improve the Students Reading Comprehension at the Eight Grade Students of SMPN 1 Tanete Rilau in Barru Regency (An Experimental Study).," 2014, 139.

find out how the chunking strategy can improving students' reading comprehension. The researcher also wanted to examine whether the use of chunking strategy is effectively used to identify students who have difficulty in reading comprehension. However, the disparity in this research with studies of previous is that in this study the researchers focused more on examining students' reading comprehension in one of its types, namely focused on inferential comprehension, reading comprehension types. Whereas the three previous studies focused more on literal comprehension and of course the researcher focused on eight grade of MTs Izzatul Ma'arif Tappina Polewali Mandar with participants taken from class VIII.

Therefore, according to the findings of Norma, Rohaida and Ruhaya in their journal stated that chunking strategies are significance in understanding how students learn, and assist teacher in select the most appropriate teaching strategies that allow students of various cognitive levels to learn and practice independently, cognitive strategy effective.[11]

B. Some Partinent Ideas

1. The Concept of Reading

a. Definition of Reading

Tom Solomon asserts that reading should be done with meaning in mind, getting, or understanding, a text's content for practical or aesthetic purposes. He continues by defining reading as an author's intended reconstruction, printed message for entertainment or utility. An ability that is reading. Reading is a component of teaching and learning, so it is a skill that students must master. Students can learn information or engage in discussion while reading, books, newspapers, and novels are

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[11] Norma Che Lah, et.al, "Cognitive Strategy in Learning Chemistry: How Chunking and Learning Get Together," *Malaysian Online Journal of Educational Science* 2, no. 1 (2014): 9–15.

just a few of the sources of knowledge plus others. Another crucial component of academic success is reading. The students have a better chance of succeeding in their studies if they have good reading comprehension. Students, on the other hand, struggle to master their lessons. if their reading comprehension is poor. Students need to in order to. Students who want to improve their reading comprehension must read more frequently.[12]

Reading is not only a source of information in every class activity, but also as a means of expanding, strengthening an idea, and language knowledge. Reading can be defined as a combination of reading text, fluency, and strategy. The combination of readers can be obtained from the correlation between the background knowledge of the readers and the text. Meanwhile, strategies can be decided to achieve the reading objectives if students face reading difficulties. Fluency is needed to improve reading comprehension. Reading is an active process of getting information that involves, predicting, guessing, checking and asking oneself.[13]

From the above description, conclusion is that reading is a process in which the reader constructs the author's message from the text. Then, the reader could obtain information and ideas based on the students' thinking. Reading also helping students improvement their vocubulary.

According to Wahyuni Fitria said that reading interest and reading comprehension are correlational studies. Reading is an activity that can help readers

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[12] Tom Solomon et al., "Review of Liteture," *International Journal of Tropical Insect Science* 8, no. 4 (2004): 104–10.

[13] Richard R. Day and Baford Julian, A Reading Comprehension, Extensive Reading in the Second Language Classroom, *(New York: Cambridge University Press, 1998), P 12 11* (New York: Cambridge University Press, 2019).

gain more knowledge without wasting more money. Through reading, readers gain new information, acquire new knowledge and discover new ideas.[14]

Reading receiving and interpreting information is what reading entails, media-related language. Reading involves creating text as a form of exercise meaning. The study's conclusion that reading is based on this definition should grow so that readers can comprehend what reading and means as well as the text meaning.[15]

b. Category of Reading

According to Junaedi, several categories of reading like; intensive reading, extensive reading, reading aloud, and silent reading.

1) Intensive Reading: Idioms are the main focus of the reading style known as intensive reading. The teacher's in-class vocabulary lessons, as well as those. In poetry, poetry, novels, or other sources, there are idioms and vocabulary. Students concentrate on the linguistic or, for instance, in this example focus on the structure-related details rather than the passage's semantics like grammar.

2) Extensive: Students are involved in extensive reading, a type of reading for pleasure and to improve all reading abilities. As an illustration, let's say that students primarily read magazines, newspapers, and a variety of books, including journals. for amusement purposes only, and only needs a general comprehension of its contents.

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[14] Wahyuni Fitria, "Reading Interest and Reading Comprehension : A Correlational Study" 4, no. 1 (2019): 95–107.

[15] Jose Helio Duvaizem, "T the Use of Chunking Technique to Enhance English Reading Skills," *T the Use of Chunking Technique to Enhance English Reading Skills,* no. 2008 (2009): 12–42.

3) Reading aloud entails speaking out loud and clearly. As an read novels, plays, poetry, and other genres, for instance.

4) The goal of silent reading exercises is to teach students how to read silently to allow students to concentrate or think. Regarding comprehend the text. Students read the text using this example heart.[16]

Considering the four categories of reading previously explained and must be comprehended by the reader because each type of reading has different requirements. The reading style and difficulty level help the reader learn more about the genre. Reading style is easily discernible. Therefore, the reading categories are very helping students use the reading level or style is crucial. So the categories of reading very important to help students use the style or level to read.

c. The purpose of reading

Reading goals are set for each lesson change with each expansion setting of reading goal changes the readers focus. That's what it's for reading is accomplished when the reading has the best chance of understanding it reading material. Reading can be summarized as a process that involves reading get informed and improve your reading knowledge.

The reason why people read:

1) Reading for pleasure or Reading for enjoyment involves reading stories, novels, comics, etc. Here, readers take pleasure in the rhythm and sound of literary texts.

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[16] Jose Helio Duvaizem. "The Use of Chunking Technique to Enhance English Reading Skills," *The Use of Chunking Technique to Enhance English Reading Skills,* no. 2008 (2009): 12–42.

2) Reading for impressions of general, like: as to get a sense of the author's point of view, to decide whether to read the text or not.

3) Reading to organize reading and learning, such as by deciding which section of the text to begin studying. The purpose of reading this is to learn what happens to each section of the text, including the first part, the second part, and the third.

4) Reading to learn procedures or contents, such as to obtain understanding of new concepts, to learn specific facts from the text, and to follow instructions.[17]

d. The Components of Reading

The Four Components of Reading Instruction:

1) Alphabet

Alphabet refers to the skills of phonemic awareness, decoding, word recognition and spelling.

2) Fluency

Fluency refers to the quickness, as well as the precise phrasing and expressions that the reader used. Fluency is necessary for understanding. A fluent reader identify words quickly and accurate with minimal effort.

3) Vocabulary

Vocabulary refers to knowledge of the meaning of words and it is important to understanding the read. Vocabulary teaching should include hands-on teach and a context based approach.

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[17] Day, A Reading Comprehension, Extensive Reading in the Second Language Classroom, *(New York: Cambridge University Press, 1998), P 12 11*.

4) Comprehension

Comprehension refers to the process of simultaneously unpacking and constructing meaning through interaction and written interaction simply put, it interacts with text in a number of different ways using comprehension strategies allows students to check their reading comprehension.[18]

From the above explanation, the researcher concluded that all reading components contribute to the development understanding of being to read, and that is the ultimate goal of reading, but the focus of this research the researcher explains the understanding as one part reading.

2. The Concept of Reading Comprehension

Reading is skills that must be studied by students. It is a thought process for students to understand or analyze a text or paragraph that prompts them to more information than what is read. According to Liya Astarilla and Dede Warman state that understanding is a process build a supportive understanding of a text. Students must remember and organize information and build overall understanding of a text.[19]

Reading is not only a way to comprehend, but also a skillful means of reconstructing the author's meaning for our own benefit. Because every word in a book creates meaning that must be understood, reading has the potential to expand our knowledge. The reader gained more knowledge or ideas by reading. This indicates that learning to read is essential. The reader's comprehension of the message or concept is just as important as how each word or sentence is interpreted. Reading comprehension is the result of a complex interaction between what the reader brings

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[18] Susan McShane, *The Four Components of Reading Instruction*, vol. 4, 2005.

[19] Liya Astarilla and Dede Warman, "Improving Students' Reading Comprehension." 1, no. 2 (2015): 1–8.

to the reading situation and the properties of the text. Readers must be able to decode words, differentiate based on text and examples, use a variety of reading strategies, and have metacognitive skills, among other things. The process of reading comprehension requires the reader to select linguistic symbols and reconstruct them into a meaningful whole in accordance with the author's intent.[20]

a.   Definition of reading comprehension

The researcher investigated a variety of topics in order to account for the definition of reading comprehension. The majority of researchers hold the view that reading comprehension encompasses more than merely recognizing and comprehending individual words. The process of comprehending the meaning of a given text, which involves word knowledge and critical thinking, is called comprehension. Readers can proficiently continue from the phase of figuring out how to peruse to a definitive objective of perusing to learn on the grounds that their comprehension is exceptionally experienced. Simply put, reading comprehension is the ability to comprehend the written text's structure through the exchange of ideas between the reader and the text.

The ability to use previous knowledge to make sense of a text is called reading comprehension. Reading comprehension is understood to be the process of comprehending written text. It is expected of readers to have comprehension skills when learning new information. Reading comprehension is a multi-component, highly complex process that involves both text-related variables and numerous interactions between readers and what they present to the text. The capacity to comprehend concepts presented in full text by going beyond the words is called

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[20] Day, A Reading Comprehension, Extensive Reading in the Second Language Classroom, *(New York: Cambridge University Press, 1998), P 12 11*.

comprehension. Alternately, think of reading comprehension as a shared process that involves collaborating and interfering with written language to quote and construct meaning.[21]

b. The purposes of reading comprehension

So many researchers have referred to the reason why we read. Readers can efficiently proceed from the learning to read stage to the ultimate goal of reading because their comprehension skills improve.

As follows is the main objectives of reading:

1) Reading survival: Individuals have observed that perusing is very valuable or huge in regular daily existence, for example, while perusing a guidance signs. Reading for survival meets immediate needs.

2) Reading for learning: Reading is an important school activity because it helps students learn. In order for students to acquire vocabulary, identify relevant groups or structures, use a printed text as a writing model, and practice pronunciation while reading, they must translate their material literally or figuratively.

3) Reading for pleasure: A way to be happy is to read for pleasure. Because of the rhythm of happiness's sound, some readers are drawn to texts. Reading English must be evaluated as a motivating activity because the literature being read is written with the intention of

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[21] Pham Thi Kieu Oanh, *et al*, "Using Chunking Technique To Improve English Reading Comprehension For First-Year English Majors At Thai Nguyen University Of Education," *International Journal of Scientific and Research Publications (IJSRP)* 11, no. 8 (2021): 482–90.

providing pleasure, which is why some readers are drawn to the text.

where students are well-informed regarding their actions..[22]

c. Reading comprehension Types

There are four types of reading comprehension, which are defined by experiences in teaching, reading, and analyzing material and are based on levels of reading comprehension.

1) Literal comprehension

Literal comprehension places an emphasis on the text's central idea. Literal comprehension is the capacity to comprehend the text's fundamental meaning. Such as: concepts, dates, locations, and other information mentioned in reading texts. To respond to the fundamental questions, students can refer to the information presented in the text. Concerning who, what, when, and why. To efficiently gather information, students can utilize literal comprehension skills like underlining key words, skimming, and scanning.

2) Reorganizational comprehension

One type of comprehension is reorganizational comprehension. In order to respond to the pertinent questions, students must integrate information from multiple sections of the text. For instance, during a reading lesson, the students were taught that a man named Joey was born in 1942 and died in 2010 at the text's conclusion. Students must organize the information after reading the entire text in order to answer questions like "How old was Joey when he died?" The task for the student is to combine two pieces of information from different parts of the book.

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[22] Nimatuzahroh, "Efektifitas Strategi Membaca Kolaboratif Untuk Meningkatkan Pemahaman Bacaan Siswa Sekolah Dasar," no. October (2015): 184, https://doi.org/10.13140/RG.2.2.14997.63205.

3) Inferential comprehension

In comparison to literal comprehension, making inferences is more important. Because the information is not made clear in the text, students will have trouble understanding it. Students must combine their literal comprehension of the text with their own knowledge and intuition to answer comprehension questions of this kind. Based on their own knowledge of the subject and the information provided in the text, readers are required to respond to comprehension questions.

4) Evaluation comprehension

While reading English, students must be able to relate their real-life experiences to existing knowledge or opinions and be able to make judgments about certain aspects of the text. Specifically, this mode of comprehension makes use of the text's information to generate novel concepts. [23]

e. Teaching Reading

Teaching is a series of events, in addition to the learner, that support the learner's internal learning process. Teaching is external to the learner. Learning is in-house for students. We can't motivate others if we're not motivating ourselves. The pattern is invisible, but the behavior is visible. Is learning a purpose or a behavior? Learning is a pattern and a behavior, but only behavior is visible, learning is internal.[24] Reading is an important part of education and learning activities. Nevertheless, the teaching and learning process can include challenging activities. Teachers need to identify what

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[23] Kieu Oanh, Thanh Dung, and Ngoc Anh." "Using Chunking Technique To Improve English Reading Comprehension For First-Year English Majors At Thai Nguyen University Of Education," *International Journal of Scientific and Research Publications (IJSRP)* 11, no. 8 (2021): 482–90.

[24] A. H. Sequeira, "Introduction to Concepts of Teaching and Learning," *SSRN Electronic Journal*, no. September 2012 (2012), https://doi.org/10.2139/ssrn.2150166.

students need, including material selection, instructional strategies and media, classroom management, etc. It is intended that students become active participants and better understand continuous learning.[25]

3. The Concept of Chunking Strategy

   a. Definition of chunking strategy

A strategy is how a teacher applies the overall plan. Abdul Majid said a strategy is a deliberately planned and set pattern for carrying out an activity or action. Strategies are primarily defined as steps that promote risk recognition and purposeful learning tasks.[26] The goal is to reach a successful learner by applying the right strategies. Learners then make various efforts and avenues to use their language in order to discover their knowledge, abilities, and skills. They learn in such a way that they acquire knowledge, abilities and skills.

Chunking strategy is one of the way teacher use that makes students comfortable in reading and does not take time.[27]

This chunking strategy is intended to improve the teaching system carried out by teachers so far, with the use of this chunking strategy the teacher is expected to be able to apply it well, so that the results in the teaching and learning process are good and in accordance with what is expected. Reading use place are now very common. This may be partly because cutting is one of them components related to literacy.[28]

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[25] "Reading Comprehension, Teaching Reading, Testing Reading, Recount Text, Chunking a Text Strategy" 34, no. 2 (1968): 78–86.

[26] Abdul Majid M.Pd, *Strategi Pembelajaran*, ed. Engkus Kuswandi, 7th ed. (Bandung: PT Remaja Rosdakarya, 2017).

[27] Rini Anggraeni, "The Effectiveness of Using Guided Reading Strategy to Improve Students' Reading Comprehension," *Research in English and Education (Read)* 5, no. June (2020): 56–64.

[28] Harumi Nishida, "The Influence of Chunking on Reading Comprehension: Investigating the Acquisition of Chunking Skill," *Journal of Asia TEFL* 10, no. 4 (2013): 163–83.

The stead of chunking in reading comprehension are; increased processing speed. Typically, packets are measured with bit precision and text understanding is based on "bits" A chunk is a semantically and structurally distinct entity constructed by the researcher.

b. Steps for Using the Chunking Strategy

The steps for using the chunking strategy in teaching reading comprehension consist of five steps. These steps are as follows:

1) Step one: In the first step then the teacher do the preparation, chunking can be used with challenging texts of any length. A paragraph can be cut into phrases and sentences while multiple page readings useful for students' are cut into paragraphs or sections. It can be helpful if students' record information about each "chunk" that has been prepared in advance.

2) Step two: In this step, review reading strategies before students' work on paraphrasing the text, it is helpful to discuss specific decoding strategies. The teacher may want to place the following "reading reminders" on the whiteboard:

a) Circle unknown words.

b) Use context clues to help define, the teacher uses adverbs in giving a detailed description of the time of place in the reading so that students' will easily understand the reading text, another includes active verbs in the reading such as fishing and crying.

c) Look up the meaning of unknown words by small groups.

d) Write synonyms for these new words in the text with small groups and use dictionary.

e) Underline important places and people and identify them by small groups.

f) Read aloud by small groups.

g) Read several times by small groups.

3) Third step: Cutting text

In this step the students "cutting text" means breaking text into smaller parts by small groups. Sometimes teachers cut text in advance for students, especially if this is the first time students have used this strategy. Other times, the teacher asks students to cut text. Students' can work on chunking texts with a partner or alone. Depending on the student's reading level, the length of the chunks may vary. A struggling reader can work with phrases, not sentences. More powerful readers can often work with longer pieces. Example: when a student reads a large text, he or she should separate the parts that make sense to break up the story before rewriting them under subtitles or numbers. For example, when reading a Cinderella story, students break up the text into subheadings such as "Cleaning the house", "The wicked stepsister", "The wicked stepmother", "One day my prince will come", "The lost shoe" and "Happy ever after". "This activity gives students the tools to break down longer passages and read the smaller, more manageable sections for better understanding.

4) Step four: Paraphrasing meaning

The students' must rewrite the "chunk" in their own words with discuss learning, each group consist of 4 people. Paraphrasing is done individually from the result of group discussion and presented in front of class so as not to take a long time. Activities are carried out so that the material delivered per group can be optimally

understood. At the end of this activity, students' should have a paraphrase version of the original text.

     5)   Step five: Assessment and sharing paraphrasing texts

Assessment and sharing paraphrasing texts by conducting question and answer between students' and students, teacher and students regarding the reading text that students have cut or broken texts into small parts. On this activity can be used to evaluate students comprehension and reading ability. In this step the teacher ask students to compare their versions of the text. This step often leads to interesting discussions about interpretation how people often find different meanings in the same word.[29]

3. Chunking Strategy Teaching Variance

According to Matthew Lynch there are several ways that might be used in teaching reading using chunking strategies to get students interested.

    1.   Identify and Define Keywords

To help students move from reading the text to paraphrasing, ask them to first identify and define the key words contained in the chunk. The teacher can add spaces in the graphic organizer for this step.

    2.   Create Visuals

To increase understanding and retention of ideas ask students to visually represent selected image pieces or symbols The students can create the symbols or pictures , or the students can find them in magazines or online.

    3.   Initial shrinkage

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[29] Matthew Lynch, "How to Implement Chunking Teaching Strategy in Your Class," 2022.

To help the student clarify the main idea, ask her to summarize the meaning of the paragraph in her 10 words or less. In this way, students find the meaning of words they know or are unfamiliar with.

4. Identify meaning and connections.

After students have summarized a portion of the text, ask them to respond to these ideas. Teacher questions can be used to make students think. "What do these ideas remind you of?" What questions are they asking? Why is this idea important?

C. Conceptual Framework

The conceptual framework of research is the relationship or connection between one conception of the problem under study and another conception. This framework helps link and extend the topic under discussion. Reading comprehension is one of the most important of the four English skills that students need to master. Without reading comprehension, the reader cannot really read. Because reading comprehension is required because it is very important for reading. Reading comprehension is very important in the process of learning to read, especially when learning a second language. The focus of this research was on a pre-reading task whose learning was designed to improve students' reading comprehension.

The conceptual framework underlying this research is presented below.

The researchers designed framework of conceptual of this research by showing diagram below:

```
        ┌─────────────┐
        │    Input    │
        └──────┬──────┘
               │
        ┌──────┴───────────┐
        │ Teaching Reading │
        └──────┬───────────┘
               │
        ┌──────┴───────────┐
        │ Process/ Treatment│
        └──────┬───────────┘
               │
        ┌──────┴──────┐
        │  Chunking   │
        │  Strategy   │
        └──────┬──────┘
               │
        ┌──────┴──────┐
        │   Output    │
        └──────┬──────┘
               │
   ┌───────────┴────────────┐
   │ The Result of the Students│
   │  Reading Comprehension  │
   └────────────────────────┘
```
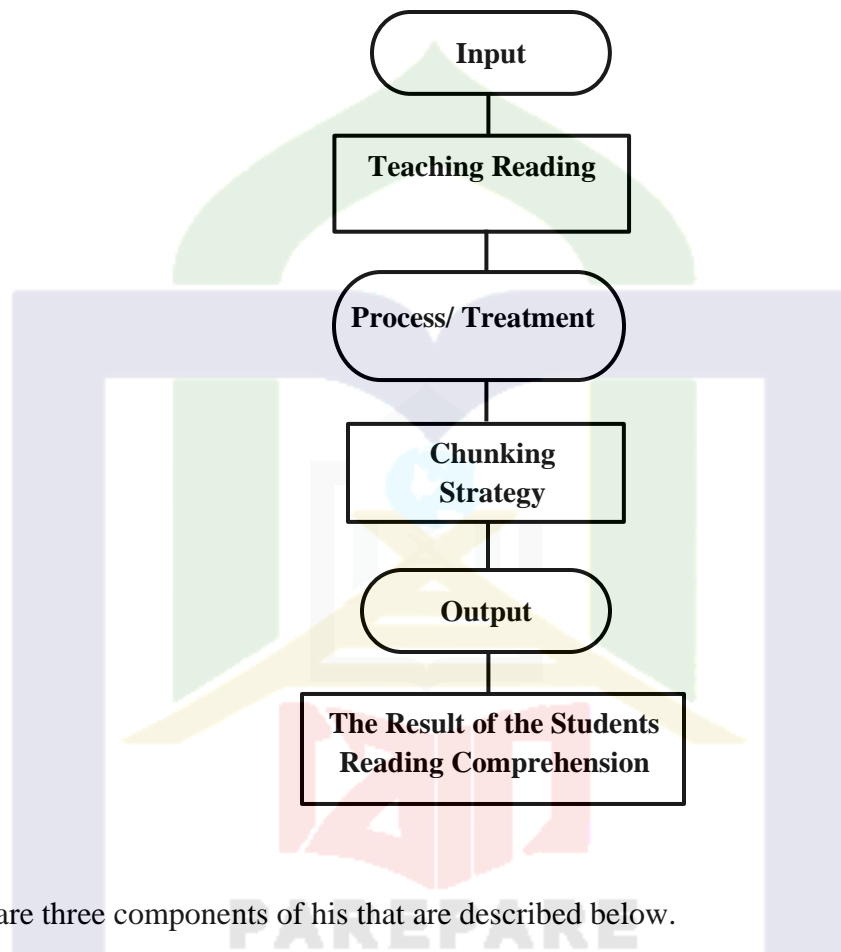
There are three components of his that are described below.

The first is the input. Refers to the applied in the classroom

Second, the process relates to the teaching of treatment using chunking strategies to teach reading to MTs Izzatul Ma'arif Tappina Sulawesi Barat eighth graders.

Third, the outcome of the treatment was an improvement in students' reading comprehension.

D. Hypothesis

Hypothesis is nothing but the heat of the research. In the research without hypothesis, research cannot service properly.[30]Hypotheses are statements of researchers' expectations or predictions about the relationships between study variables. The research process begins and ends with a hypothesis. This is the most important as it is central to the whole process. Hypotheses are nothing but the heat of research. A study without a hypothesis does not work properly.

Based on previous relevant literature, some relevant ideas, conceptually the researchers hypothesize the following:

1. The Null Hypothesis (Ho) There is no effective in reading comprehension through the using of chunking strategies of the eighth grade students of MTs Izzatul Ma'arif Tappina Sulawesi Barat.

2. The Alternative Hypothesis (Ha) There is effective in reading comprehension through the use of chunking strategies of the eighth grade students of MTs Izzatul Ma'arif Tappina Sulawesi Barat.

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[30] Anupama. K Dayanand, Hypothesis Types and Research, Internasional Journal of Nursing Science Practice and Research, vol. 4, n.d., www. Journal pun.com.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

A pre-experimental research design was using through the use of group pre-test and post-test with a quantitative approach. The aim was to see if using a chunking strategy would improve eighth grade reading skills in MTs Izzatul Ma'arif Tappina. A pre-experimental design (non-designed) is not yet an actual experiment, as there are still external variables that also influence the formation of the dependent variable. This is explained by Emzir in Experimental Research Methods in Education. Pre-experimental planning is the foundation of experimental research. It is called to be the basis of experimental research because it follows the basic steps of experimental research. Pre-Experimental Design does not include, control group or external variables that also affect the dependent variable.

The following the formula:.[31]

$$E = O1 x O2$$

Note:

E= Experimental Group

O1= Pre-test (before given the treatment and posttest)

X= Treatment

O2= Post-test (after treatment)

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[31] Jakni, S.Pd, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, ed. Al Kautsar Wirawan, 1st ed. (Bandung: Alfabeta, 2016).

B. Location and Duration of the Research

The research location of the research took a place for conducting research at MTs Izzatul Ma'arif Tappina, Binuang District, Polewali Mandar Regency, West Sulawesi. MTs Izzatul Ma'arif Tappina school has several classes, namely consisting of 9 class where, class VII has three classes, class VIII has three classes, and classes IX has three class. The research location was used as a place for conducting research is at MTs Izzatul Ma'arif Tappina because MTs Izzatul Ma'arif Tappina is one of the schools the researcher wanted to apply a new strategy to find out whether it is effectively used to improve students reading comprehension. The researcher did this research more than two month for collecting data.

C. Population and Sample

1. Population

The population of this research is all eighth grade students of MTs Izzatul Ma'arif Tappina Sulawesi Barat. Consisted of three students classes in the school, namely students class VIII A, VIII B, and VIII C. And the total of population is 57 students.

Table 3.1. Number of class VIII students of MTs Izzatul Ma'arif Tappina

No	Class	Number of Students
1	VIII.A	19 Students
2	VIII.B	19 Students
3	VIII.C	19 Students
	Total of Students	57 Students

Data Source: Administration of MTs Izzatul Ma'arif Tappina

2. Sample

The sample in this research took by using cluster random sampling. The cluster random sampling technique is a technique for selecting other samples using the principle of probability. Where is the cluster sampling technique, namely sampling is not based on individual but rather based on groups, regions or groups subjects who naturally come together.[32] The researcher used this technique because it could represent others as sample. Only by random classes at the eighth grade of students and took of class as sample from three classes. In this research the researcher took VIII.B as a sample which consist 19 students.

D. Procedure of Collecting Data

In this research, researchers were directly involved in research observations or field surveys to conduct surveys and obtain specific data relevant to the research. Prior to treatment, researchers first gave a pre-test to determine the baseline value at which students' reading comprehension improved before starting treatment. The test consisted of several questions, and it took 60 minutes for the student to answer all the questions the first time.

1. Pre-test

Before applied the treatment, the researcher first conducted a pre-test to decide the basic score of students' reading comprehension. The test consists of several questions and students are given 60 minutes to answer all the questions that the researcher given on the sheet of paper. At first, the researcher introduced themselves

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[32] Prof Sukardi Ph.D, *Metodologi Penelitian Pendidikan Kompotensi Dan Praktiknya*, 8th ed. (Jakarta: PT Bumi Aksara, 2010).

and explained the purpose of his research to the students. Then the researcher given a pre-test to them.

2. Treatment

After the given pre-test, the researchers treated the students. Researchers used a chunking strategy to improve students' reading comprehension. The treatment process was performed in 4 meeting.

Below was describing the treatment steps that the researchers carried out at each meeting.

a. *The first meeting*

Initial Interview Initial Treatment:

1) Researchers introduce themselves to students and explain the purpose of conducting research and what students must do during research.

2) The researcher explained about narrative text.

3) The researcher explained the chunking strategy and how to chunk narrative text.

4) The researcher gave an excerpt about the narrative text "The dog and the Bone" The researcher asks the students to cut it with groups by the strategy is:

   a) Circle unfamiliar words.

   b) Using context clues to help define.

   c) Looking for the meaning of unknown words or words that are not understood.

   d) Write synonyms for these new words in the text.

   e) Underline important places and people and identify them.

      f)   Read aloud.

      g)   Read many times.

6) The researcher asked the students to paraphrasing meaning and rewrite the chunks by use only the students words or the result of their group discuss consisting of 4 to 5 people in one group. Paraphrasing is done individually from the result of group discussion and presented in front of class.

7) The researcher gave the students time to sharing about question and answer between students and students and teacher and students regarding the reading text that students have cut or broken texts into phrases or small parts and also the researcher gave assessment.

b. *Second Treatment*

1) The researcher prepared a narrative text about "True Friends".

2) The researcher asked the students to cut the text. The strategy is:

      a)   Circle unfamiliar words.

      b)   Using context clues to help define.

      c)   Look up the meaning of unknown words.

      d)   Write synonyms for these new words in the text.

      e)   Underline important places and people and identify them.

      f)   Read aloud.

      g)   Read many times.

3) Students are asked to answer the questions that have been provided on the paper.

4) The researcher asked the students to share their versions of group understanding about the text and the researcher given a score.

c. *Third Meeting*

1) The researcher prepared a narrative text about " Snow White "

2) The researcher asked the students to cut the text based on their version.

3) Students are asked to answer the questions that have been provided in the paper.

4) The researcher asked the students to share their versions group of understanding of the text and the researcher given a score.

d. *Fourth meeting*

1) The researcher prepares a narrative text about "The fox and grapes".

2) Researchers asked students to cut text based on their version.

3) Students are asked to answer the questions that have been provided on the paper.

4) The researcher asked the students to share their versions of group understanding about the text and the researcher given a score.

3. Post-test

After the given treatment, the researcher was given a post-test to the students to improve students reading comprehension. In this post-test, the researcher gave multiple choice and essay tests to the students, but the questions are different from the pre-test so that it makes it easier for researchers to find out whether there is an increase after being given treatment.

E. Variable of the Research

Definition of Operational Variables: There are 2 variables involve in this study, namely the variable independent and the variable dependent.

1. Independent Variable : Chunking strategy

2. Dependent Variable : Students reading comprehension

Operational Definitions:

1. Chunking strategy is an activity that teaches reading comprehension through reading text. Chunking is a reading strategy that splits or chops text into plain text. Break sentences into words or smaller parts to help students identify keywords, organize ideas, and summarize information.

2. Reading comprehension is one of the activities to gain an understanding related to the information and ideas contained in the reading through Interaction between author and reader. In this case, the reader needs 40 minutes to understand what the author actually meant and said. Student reading comprehension in the teaching and learning process means that students are able to comprehend passages while they are reading them after researchers apply the chunking strategy.

F. Instruments of the Research

A research instrument is a tool or instrument used to measure the natural and social phenomena observed in this research utility test. A test is a tool or procedure use to know or measure some condition. Roads and rules are established. This research uses objective and subjective tests consisting of a pretest and a posttest[33] In

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[33] Acta Medica Scandinavica, "Chapter iii,"143, no. 269 S (1952): 46, https://doi.org/10.1111/j.0954-6820.1952.tb19069.x.

general, objective tests include types such as multiple choice tests, truth tests, and matchmaking. In this research, researcher used this tool in the form of 10-digit multiple choice test and a 5-point essay.

G. Technique of Data Analysis

According to Suharsimi Arikunto, in his book, formally defines data analysis as the process of delineating efforts to find topics and formulate hypotheses suggested by the data, as well as attempts to support the hypotheses. In this research, researchers give data to respondents, test it, and then analyze it. Researchers use descriptive statistics to analyze data. Data are collected in the form of pre-test and post-test results and compared.[34]

Compare both values by asking the question whether there is a difference between the values obtained between the pre-test scores and post-test scores. Testing the difference in value is only made on the average of the two values, and for this purpose a technique called the (t-test) is used. Because of the hope of researcher to know the effect of chunking strategy. First, the researcher conducted a pre-test. After the pre-test, the researcher gave the post test and treatment as the last. Finally, averages of the two tests are compared to find out if they are present significant difference.

The steps for analyzing the experimental data with the experimental with the one group pre-test post-test design are as follow.[35]

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[34] Suharsimi Arikunto, *Proses Penelitian Suatu Pendekatan Praktis* (Jakarta : Rineka Cipta, 2006), h. 151

[35] Sugiono, *Statistik Untuk Penelitian*, 4th ed. (Bandung: Alfabeta, 2002).

a. The of the students score classification [36]

Table 3.2. Classification of Student Score

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

Based on Suharsimi's remarks that students scoring 80-100 are in excellent position, students scoring 66-79 would be in good position. A student with a score of 56-65 would be in a fair position, a student with a score of 40-55 would be in a poor position, and a student with a score of 39 would be in a very poor position.

b. Scoring students from the pre-test and post-test

After give the respondent the test, scoring the test should be done soon to continue the research.

To calculate the students' scores, the researcher using the following formula:[37]

$$scores = \frac{students\ corect\ answer}{the\ total\ items}\ x\ 100$$

c. The illation by researcher out the main score by using the following formula:[38]

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

In which:

X : Mean Score

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[36] Suharsimin Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi aksara, 2009).

[37] Depdiknas, *Langkah-Langkah Penyusunan Soal Pedoman Perskoran Dan Cara Perhitungan Nilai Akhir SMP/SMU/SMK* (Jakarta, n.d).

[38] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan*.

$\sum$: The total score

N : The total of number students

d. The researcher calculating percentage students rate scoring by the using following formula:

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

In Which:

P: Percentage

F: Frequency

N: Total of number of sample.[39]

e. The researcher calculating standard deviation of score by using the formula:[40]

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

In which:

SD: Standard deviation

$\sum x^{2:}$ The sum of score

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[39] Anas Sudijon, *Pengantar Statistik* (Jakarta: Raja Grindo Persada, 2006).
[40] Gay. L. R, Educational research Competencies for Analysis and Application, ed. A Bell & Howell Company, 8th ed., 2006.

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

N: The total of the number

Researcher use statistical technique t (t-test).[41] With the following stages:

f.   By calculating the T-test value using the formula below, the researcher was able to determine the difference in mean score between the pre-test and post-test.

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

In which:

T: Test of significance

D: Mean difference score (X1-X2)

$\sum D$: Sum of total score

$\sum D2$: The square of the total difference score

N: The total of sample

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[41] Dr.Hj.Rostina Sundayana, M.Pd, *Statistika Penelitian Pendidikan*, 3rd ed. (Bandung: Alfabeta, 2016).

CHAPTER IV

FINDINGS AND DISSCUSSION

In this section consist of two parts, the part of dealing with the finding of this research and discussions. The finding in this research are in form of a description of the result consisting of the descriptions of the result of data collection through tests which can be discussed in the section below.

A. Findings

1. The Students Pre-test and Post-test Score of Classification

The results of this research relate to placement of students before and after testing. To find answers from the research in the previous chapter, researchers administered 10 question multiple choice test and a 5 point essay test. A pre-test was conducted by researchers before treatment to determine students' reading comprehension, and a post-test was administered to determine students' reading comprehension after treatment, and the results of the post-test in this research could answer questions from the hypotheses that had been designed by the researcher.

This research aims to determine whether using the chunking strategy can improve students' reading comprehension in class VIII.B at MTs Izzatul Ma'arif Tappina. Thus, the results of this research are closely related to the classification of students' pre-test and post-test, the percentage of frequency and level of student scores, the average value and standard deviation of the pre-test and post-test, and the hypothesis testing conducted.

Students' pre-test scores in results to answer the reading comprehension text questions in class VIII.B, to know the classification the results can be seen below:

a. The Score of Students Pre-test

Table 4.1 The Classification Students' Score of Pre-test

No	Classification of Students Score Pre-test	Students
1	80-100 (Excellent)	-
2	66-79 (Good)	1
3	56-65 (Fair)	-
4	40-55 (Poor)	3
5	≤39 (Very Poor)	15

Data Source: *The Students Score in Pre-test*

The data in the table above show that none of the students achieved excellent classification on the pre-test, one student achieved good classification, and no student achieved fair classification. three students got poor classification and fifteen students got very poor classification. This means that the students' reading comprehension was low.

After the researcher gives a score on the pre-test results, the researcher then make a tabulation and analyzes the score in the form of a percentage. Scores are classified into five levels as follows:

b. The Score Percentage of Students Pre-test

Table 4.2 Percentage of Students Score of the Pre-test

Classification	Score	Frequency	Percentage
Excellent	80-100	-	-
Good	66-79	1	5%
Fair	56-65	-	-
Poor	40-55	3	16%
very poor	≤39	15	79%
Total		19	100 %

Data source: The Students Percentage Pre-test of MTs Izzatul Ma'arif Tappina Sulawesi Barat

From the table above, we can see that the percentage of students' average reading comprehension scores is still low because one only students' get the one highest scores in the excellent classification, and most students classifications of poor or very poor.

c. The Students Score of the Result Post-test

After analyzing the students pre-test, the researchers conducted post-test analyzes of the students as shown in the following table.

Table 4.3 The Classification Students' Score of Post-test

No	Classification of Students Score Post-test	Students
1	80-100 (Excellent)	13
2	66-79 (Good)	2
3	56-65 (Fair)	-
4	40-55 (Poor)	4
5	≤39 (Very Poor)	-

Data Source: The Students Score of Post-test

This table shows the increase in students' classification scores after treatment with the implementation of the chunking strategy. The data in the table above, showed that 13 of students got excellent scores on the post-test, 2 students got good scores, and 4 students got poor scores. This means that students' reading comprehension has improved significantly.

After the researcher provides the classification, the researcher creates a table and analyzes the ratings as percentages. This score is broken down into her five levels as follows:

d. The Percentage of Student Score Post-test

Table 4.4 Percentage of Student Score After Post-test

Classification	Score	Frequency	Percentage
Excellent	80-100	13	69%
Good	66-79	2	10%
Fair	56-65	-	-
Poor	40-55	4	21%
very poor	≤39	-	-
Total		19	100%

Data Source: The Students Percentage Post-test of Mts Izzatul Ma'arif Tappina Sulawesi Barat

According to the information presented, it has been demonstrated that using the chunking strategy can improve the reading comprehension of students, as a majority of them achieved outstanding and satisfactory results.

Table 4.5. The Mean Score of Students of Pre-test Post-Test and Standard Deviation of the Pre-Test and Post-Test

Test	Mean score	Standard Deviation (D)
Pre-Test	31.52	11.99
Post-Test	79.05	19.03

Data Source: The Mean Score and Standard Deviation of Pre-test and Post-test

The information presented in the table above displays that the mean score for the pre-test was 31.52, whereas the mean score for the post-test was 79.05. Additionally, the standard deviation for the pre-test was 11.99, and for the post-test, it was 19.03. These findings indicate that the average and standard deviation scores for the post-test were higher than those of the pre-test. Consequently, it can be inferred that the students' reading comprehension improved after using the chunking strategy in the classroom.

e. The result of T-test and T-Table

To assess the students' scores, a t-test was conducted, and the results showed that : Find out D

$$D = \frac{\Sigma D}{N} = \frac{903}{19} = 47.52$$

Therefore, the t-test value is 13.61.

To find out the degree freedom or df, the researcher used the formula below:

df =N-1

=19-1

=18

After obtaining the degree of freedom, the table at the degree of freedom 18 is in significant degree of (□) 0.05, the table value 1.734, the table following have shown that the t-test was greater than t-table value. So, it indicated that there was significant difference between the students pre-test and post-test result.

Table 4.6 The test of Significant

Variable	T-Test	T-Table Value
Pre Test- Post Test	13.61	1.734

Data Source: Primary Data Processing

f. Testing of Hypothesis

This level significant (□) 0.05 (5%) df=18, then the value of the t-table is 1.734 while the value of t-test is 13.61. That's means that the t-test value is higher than the t-table (13.61≥1.734) for the level significant 5%. So, it can be concludes that the use chunking strategy can improvement students' reading comprehension at the eighth grade students of MTs Izzatul Ma'arif Tappina Sulawesi Barat. And the kinds of improvement of students reading comprehension namely; students knew more vocabulary from narrative text, students also know how to read texts properly

according of the word, students more active when learning English because previously the teacher was incomplete in using chunking strategy so students are more enthusiastic than before. So, based on the results above (Ho) or the null hypothesis is rejected and (Ha) or the alternative hypothesis is accepted.

g. Reading Comprehension of Students Before and After Learning with the using of Chunking Strategy.

The level of understanding of students before and after being taught using the chunking technique can be evaluated by analyzing their scores in the pre-test and post-test. This approach has been supported by research, which has revealed that the average score in the pre-test was 31.52, while the average score in the post-test was 79.05.

Based on this research, it can be inferred that the level of reading comprehension among students was lower before they were introduced to the chunking strategy. However, after being taught using this strategy, their reading comprehension improved significantly. To determine the effectiveness of the chunking strategy in enhancing the reading comprehension of eighth grade students at MTs Izzatul Ma'arif Tappina Sulawesi Barat, the data can be analyzed using the t-test and compared with the t-table. The results of the data analysis revealed that the t-test value (13.61) was greater than the t-table value (1.734).

h.   Students' Reading Comprehension Using Chunking Strategy

In the treatment process, the researcher took four meetings in teaching using chunking strategy at VIII.B class. As the theory in chapter II, the researcher did the treatment by following step in teaching students' reading comprehension chunking strategy. After the researcher used the chunking strategy at the eighth grade while

teaching reading, the researcher found that some students looked interesting on reading tests.

In the first meeting, the researcher before treatment the researcher gave to students pre-test, it was on Wednesday 10th May, 2023 at VIII,B class. Then the researcher asked the students to answer the pre-test which consisted of ten multiple choice numbers, followed by five essay numbers. This aims to determine the ability of students to read the text before being given treatment.

The researcher immediately gave treatment to the students because there was still a lot of time then the researcher began to introduce how to read texts with subject matter about Narrative texts and the researcher also introduced students to how to implement chunking strategies in teaching reading to understand the meaning of the reading text. But before that, the researcher explained about reading texts, especially about narrative texts and introduced the strategy.

Before entering the material, the researcher gave assignments to students as an opening activity in class. The researcher gave instructions and explained the text before the students read the text, after that the researcher called the students to read the text. After that, the researcher divided the students into several groups and each group consisted of 4-5 people. Then the researcher asked the students to apply the chunking strategy branch steps. The researcher gave the opportunity to all group members to read the text and discuss the text. The researcher chose one of the four groups to read the results of the group and retell the story given in front of the other groups. For example "The dog and the bone". *One day, he found a big juicy bone and he immediately grabbed it between his mouth and took it home. On his way home, he crossed a river and saw another dog who also had a bone in its mouth. He wanted*

that bone for himself too. But as he opened his mouth, the bone he was biting fell into the river and sank. That night, he went home hungry.

Researchers will provide LKPD and explain the material at the meeting. It aims to assess students' attention and knowledge after explanation. Researchers asked students to look for answers in LKPD and students were allowed to use dictionaries. After students work on the LKPD that has been given, the researcher asks students to collect it and correct it together.

At the second to fourth meeting, the researcher gave texts to students with different titles at each meeting and students were asked to cut text based on their group version, the researcher only observed students and provided explanations if there was a misunderstanding in the cutting process. After that, the chunking strategy is applied as usual. One of the groups reads the cut text and answers the questions. At the last meeting, namely the fourth meeting, the researcher gave treatment with material about the fox and grapes, then at the end the researcher also immediately gave a post-test. Students answer tests in different forms, such as when the researcher gives a pre-test with the topics provided by the researcher. The researcher gave different questions to the pre-test questions which aimed to find out whether the treatment that had been given by the researchers to class VIII students of MTs Izzatul Ma'arif Tappina had an impact or not through the application of effective chunking strategies to improve students' reading comprehension. The application of the chunking strategy can make students skilled in reading English text such as narrative texts, and students will more easily understand the meaning in the text they read.

This chunking strategy is one of the strategies in teaching reading to invite students to be more interactive in the learning process. That's allows students to

know a lot of texts, memorize vocabularies, and know how to pronounced the words. This strategy has a favorable impact as evidenced by the fact that students become more attentive and engaged in the researcher's explanations. The students' demeanor undergoes a significant transformation, it was seen that when they first gave the pre-test the students were more silent and could only read without knowing what the meaning of the narrative text was.

The researcher were excited to incorporate chunking strategy in aiding students with their comprehension of reading materials during the learning process. It was discovered that the students were not engaging in futile activities whilst learning. Instead, they were more motivated and enjoyed reading. The students were more active in seeking clarification for lessons they did not comprehend when the researcher implemented the strategy. When the researcher instructed them to work on assignments in groups in front of the class, the students responded more actively, and they were contented with the situation. Therefore, implementing a chunking strategy can increase student reading comprehension.

Furthermore, the researcher gained new knowledge by using the chunking strategy to teach English, particularly in reading comprehension. The researchers have broadened their knowledge in using diverse strategies and materials for the teaching process. Consequently, the researcher have become more open-minded in making the teaching and learning process of English more interesting.

B. Discussions

This section presents a discourse on the findings of the research discussed in the previous section.

1.   The Students Reading Comprehension Before Treatment

At the students' first meeting prior to treatment, researchers gave them a pre-reading test worksheet containing 10 multiple-choice questions and 5 essays per item. After the students collected the pretests, the researchers calculated the correct answers. After the students collected the data, it turned out that there were 19 students. There are only one students' in good classified, three students' in poor classified and fifteen students' in very poor classified. Most of the students got low score in doing the pre-test especially in very poor classified.

Upon evaluating the correct response, the analyst ascertained the average score and deviation of the pre-test. The mean outcome was 31.52 and the standard deviation was 11.99. Based on the researcher elucidation, it can be concluded that the students still found difficulties to understand the meaning from a reading text that students have read, so it really influenced students score in reading test.

From the explanation the researcher concludes that the students' who learn English a foreign language especially in reading. The problem was that the students do not know the words and do not understand the meaning of reading the text.

2. The Students' Reading Comprehension After Treatment

After researcher applied chunking strategy in the classroom during reading session for the students', the researcher found that some of the students seem to be active in the classroom. In addition, students feel happy and active in the learning process because researchers invite students to work together in small groups consisting of four groups. At the first meeting when the treatment was carried out, students felt happy in learning to read through the implementation of a chunking strategy but students very different before giving treatment namely, students' at MTs

Izzatul Ma'arif Tappina especially VIII.B class very uninspired and uninterested in reading English texts. It is because students' feel bored when learning English.

This is because the teacher has incomplete in implementing this strategy used a chunking strategy in learning to read at the previous meeting so that students feel that there is an update in the class. During teaching reading, the researcher began to explain the implementation of chunking strategies in teaching reading.

In the treatments process, the researcher took four meetings include pre-test and post-test in teaching by using chunking strategy at the experimental class (VIII.B). As the theory in chapter II, the researcher did the treatment by following the step in teaching chunking strategy.

Researchers began to guide students to understand the chunking strategy process. The implementation of the chunking strategy makes it easier for students to understand the material and also increases their self-confidence and students' understanding of the reading text.

In the process of teaching reading comprehension activities for the first meeting, the researcher uses the steps of chunking and preparation strategies, review reading strategies, cutting text based on groups that have been divided by the researcher, meaning paraphrasing, assessment of reading comprehension learning outcomes. In preparation, the researcher prepares students to start learning and introduces material about what is narrative text.

The second step is to review the reading strategy, in this step it has a branch step and the researcher asks students to do this branch step is to circle words that students do not know when reading texts, using context clues to determine who, where the incident or event occurred, look up the meaning of unknown words, write synonyms

of new words in the text, underline important places such as people and identify them, read aloud, read several times. The third step is cutting the text, in this step the researcher asks students to divide the text into several phrases or sentences.

The fourth step is paraphrasing the meaning, after cutting the text and looking for the meaning the researcher asks students to paraphrase the text in their own way. The last step is assessment and sharing, students are given several questions about the text or stories that have been paraphrased by students, namely how to teach reading comprehension by applying a chunking strategy.[42]

In a nutshell, a chunking strategy is a reading strategy that divides difficult text into simple to read words. Dividing sentences into smaller parts helps students identify key words, organize ideas, and synthesize information. as a result, when asked questions, students can answer several questions in the LKPD (Student worksheets) provided by the researcher. Dividing sentences into smaller parts helps students identify key words, organize ideas, and synthesize information. as a result, when asked questions, students can answer several questions in the LKPD (Student worksheets) provided by the researcher. For example, sections of text can be broken up into sentences, or sentences can be broken up into words or phrases. Students will answer reading questions in text form and students must focus. In this case, After explaining the material, the researcher will give the students a worksheet that aims to gauge their understanding and level of interest. Next, the students are given a text to read and are instructed to follow the five steps of the chunking strategy. Finally, they are asked to comprehend the meaning that the text conveys.

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[42] Matthew Lynch, "How to Implement Chunking Teaching Strategy in Your Class."2022.

This study's author discovered the students after conducting her research, students really enjoyed implementing the chunking strategy in class because during the treatment which took four meetings, they participated enthusiastically in the learning process with the average students score as a result in post-test (79.05) and standard deviation (19.03), this result showed that thirteen students' were classified as having excellent grades, two as having good grades, and four as having a poor grades. Thus, the researcher concluded that reading comprehension had improved after students' used chunking strategy during learning. Judging from the t-test 13.61 result in relation to the t-table value 1.734, meaning that the increase in students' reading comprehension through the chunking strategy increased significantly. Therefore, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted.

According to the findings of Norma Che Lah, Rohaida Mohd Saat and Ruhaya Hassan in their journal stated that in other to understand how students learn it is important to understand learning strategies, and assist choosing the best teaching strategy as a teacher that allow learning practicing independently possible for students with various cognitive levels. efficient cognitive strategy. On practical standpoint, teacher can guide their students to maximize their learning by being aware of the chunking strategies that their students use. Within the frequently brief face-to-face time period.[43]

In class student activity is the primary emphasis because it is requirement of the lesson plan that they comprehend the topic of the subject. That's the main difficulty is that students are still less active in class and are silent before the

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[43] Norma Che Lah, et al. "Cognitive Strategy in Learning Chemistry: How Chunking and Learning Get Together. 2014"

researcher gives treatment. They are male students are challenging to manage because less enthusiastic compared to female students, so they enjoy playing during class.

After giving treatment in each meeting students expressed more of their ideas from the results of breaking the text into several parts and ask them questions about content to encourage participation in sharing their opinions the material to make them more active in giving their opinions. This activity makes students more comfortable when reading and does not take a long time.

From the explanation above, relates to findings carried out by Joy and Mori in his journal found that based on the chunking strategy, high achieving students tend to exhibit other positive trait like having less time required when implementing the chunking strategy. Also shows that high achieving students are more active and are able to manage their time better and continuously monitoring their own academic performance.[44]

Researcher concluded as a result that chunking strategy is one of the ways to making students vibrant and comfortable in reading comprehension by using chunking strategy to applied in learning.

These is in line with the findings conducted by Nicole Angeline Vertucio said that most of the students had low exhibition on reading comprehension. It is evident that students agree that smoothness, index, backdrop knowledge, strategies of comprehension, and lack of motivation are the factors of few the affect students' reading performance. Students also experience problems in terms of reading with comprehension. Lack of backdrop knowledge and incapacity to understand texts are

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[44] Mori S, "Students' Perceived Accounts for Improvement in English," *Kinki Uneversity English Journal* 5 (2010): 15–30.

main problems faced by students, especially the use of less effective strategies in class.[45]

She also added based on the analysis she had done, it was advised that the principal ought emphasize who teachers need to operate about how they are can look up students' reading comprehension skills. All teachers, especially English teachers, must broaden their concept and abilities to lead students with their weaknesses related to reading comprehension by choosing strategies that are good and according to students' needs.

Associated with explanation above, the researcher take concludes as English teacher have to choose creative strategy for students' when teaching, in particular teaching reading comprehension with the aim to improve students' reading comprehension. After teaching students using chunking as strategy, the researcher gained increasingly science, in particular in teaching reading comprehension of a text, not only increasing teacher's knowledge, but also increasing their actions in teaching English in class. In addition, to make students more interested in learning English, researchers must be have to creative in constructing and use a new strategies not only on reading skills, but in other types of English skills too.

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[45] Nicole Angeline Vertucio, *Reading Comprehension Skills in English of Grade 7 Students at San Nicolas NationalHigh School S.Y 2018-2019*, vol. 3. No. 2F((Singapura: Accendens Asia Journal of Multidisciplinary Research Abstract, 2019).

CHAPTER V

CLOSING

A. Conclusion

The writer want concludes that using chunking can improves students' reading comprehension at the eighth grade students' of MTs Izzatul Ma'arif Tappina Sulawesi Barat. Based on the data analysis, in chapter IV and discussions. This can be seen from the first mean score on the pretest (31.52) and the last average score on the post test (79.05) so that the outcome from t-test value (13.61) are compared with the outcome of the t-table value (1.734) with a significant 0.05 df=18, also proves that the null hypothesis (Ho) is rejected, and the alternative hypothesis (Ha) is accepted. That's means that there is an effectiveness of using chunking strategies to improve students' reading comprehension.

B. Suggestion

Based on the results of the research in chapter IV and the previous discussions, the authors would like to give several suggestions.

1. For the English Teachers
   a. English teachers must be creative in choosing strategies when teaching
   b. English teacher must be skillful to manage the class with the situations students need in teaching the material.
   c. English teachers must first prepare new strategy in teaching reading that can made students sense happy according to their needs in the learning process but keep them focused on the material.

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    d.   When using this strategy, the teachers must be creative and develop it to the teacher regarding the chunking strategy to make students' understanding when reading easier to understand the meaning of the reading.

2. For Students

    a.   Students must be interactive more and do not be afraid to make fault during the teaching and learning process.

    b.   Students should help their teacher to apply the chunking strategy as a new way that the students will also be relax and notice to their teacher in the process of working together.

    c.   Students must prioritize reading whatever words it so that students do not encounter foreign word anymore because reading it will make students stay away from criminal acts.

3. For other Researchers

Researchers can used this research as a reference henceforth research that is similar to this research. In this research, it has many weaknesses with limited time, for other researchers who want to implement chunking strategies to improve students' reading comprehension should be understood and mastered more deeply.

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APPENDICES
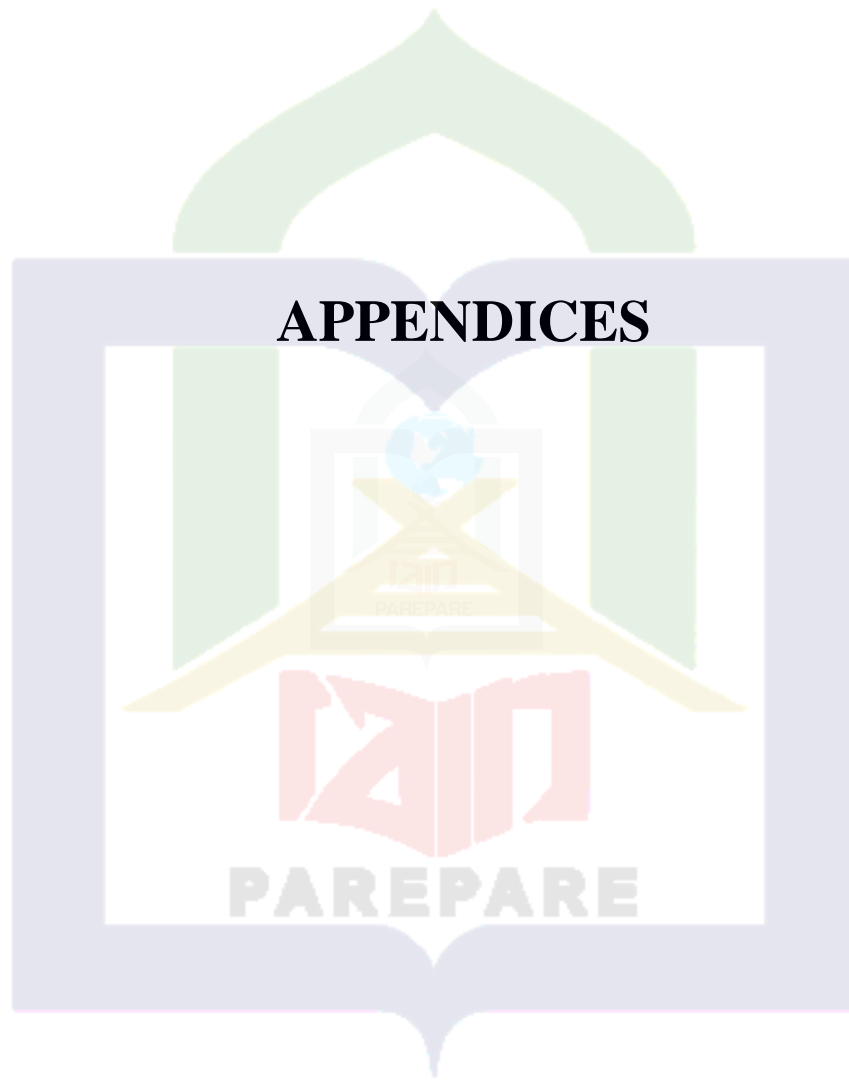
SURAT KEPUTUSAN PEMBIMBING SKRIPSI

KEPUTUSAN
DEKAN FAKULTAS TARBIYAH
NOMOR : 2709 TAHUN 2022
TENTANG
PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH
INSTITUT AGAMA ISLAM NEGERI PAREPARE

DEKAN FAKULTAS TARBIYAH

Menimbang	:	a.	Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2022;
		b.	Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa.
Mengingat	:	1.	Undang-undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2.	Undang-undang Nomor 12 Tahun 2005 tentang Guru dan Dosen;
		3.	Undang-undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4.	Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5.	Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6.	Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7.	Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pembukaan Program Studi;
		8.	Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
		9.	Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		10.	Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare.
Memperhatikan	:	a.	Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Petikan Nomor: SP DIPA-025.04.2.307381/2022, tanggal 17 November 2021 tentang DIPA IAIN Parepare Tahun Anggaran 2022;
		b.	Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor: 494 Tahun 2022, tanggal 31 Maret 2022 tentang Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Parepare Tahun 2022.

MEMUTUSKAN

Menetapkan	:	**KEPUTUSAN DEKAN FAKULTAS TARBIYAH TENTANG PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH INSTITUT AGAMA ISLAM NEGERI PAREPARE TAHUN 2022;**
Kesatu	:	Menunjuk saudara; 1. Dra. Hj. Nanning, M.Pd.
		2. Kalsum, M.Pd.

Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa :

Nama	:	Sulurnia
NIM	:	19.1300.003
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	Using Choking Strategy to Improve Students Ready Comprehension At The Sevent Grade Students of MTs Izzatul Ma'arif Tappina

Kedua	:	Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan proposal penelitian sampai menjadi sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
Ketiga	:	Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada anggaran belanja IAIN Parepare;
Keempat	:	Surat keputusan ini diberikan kepada masing-masing yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya.

Ditetapkan di   : Parepare
Pada Tanggal   : 01 Agustus 2022
Dekan

Zulfah

SURAT IZIN MELAKSANAKAN PENELITIAN

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI PAREPARE
FAKULTAS TARBIYAH
Alamat : Jl. Amal Bakti No. 08 Soreang Parepare 91132 ☎ (0421) 21307 Fax.24404
PO Box 909 Parepare 91100, website : www.iainpare.ac.id, email: mail@iainpare.ac.id

Nomor : B.1588/In.39/FTAR.01/PP.00.9/04/2023   06 April 2023
Lampiran : 1 Bundel Proposal Penelitian
H a l : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Polman
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu
di,-

    Kab. Polman

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama   : Sulumia
Tempat/Tgl. Lahir : Passembarang, 22 Februari 2001
NIM   : 19.1300.003
Fakultas / Program Studi : Tarbiyah/ Pendidikan Bahasa Inggris
Semester   : VIII (Delapan)
Alamat   : Passembarang, Desa Batetangnga, Kec. Binuang,
                   Kab. Polman, Prov. Sulawesi Barat

Bermaksud akan mengadakan penelitian di wilayah Kab. Polman dalam rangka penyusunan skripsi yang berjudul **"Using Chunking Strategy To Improve Students Reading Comprehension At The Eight Grade Students Of MTs Izzatul Ma'arlf Tappina Sulawesi Barat".** Pelaksanaan penelitian ini direncanakan pada bulan April sampai bulan Mei Tahun 2023.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

                                         Dekan

                                         Dr. Zulfah, M.Pd.
                                         NIP.19830420 200801 2 010

Tembusan :

1 Rektor IAIN Parepare
2 Dekan Fakultas Tarbiyah

SURAT IZIN PENELITIAN

PEMERINTAH KABUPATEN POLEWALI MANDAR

DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU

Jl.Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 503/0282/IPL/DPMPTSP/IV/2023

| Dasar | : | 1. | Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Penelitian; |

2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan :
   a. Surat Permohonan Sdr SULUMIA
   b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik
      Nomor : B-0282/Kesbangpol/B.1/410.7/IV/2023,Tgl.28-04-2023

MEMBERIKAN IZIN

Kepada	:		
		Nama	: SULUMIA
		NIM/NIDN/NIP/NPn	: 191300003
		Asal Perguruan Tinggi	: IAIN PAREPARE
		Fakultas	: TARBIYAH
		Jurusan	: PENDIDIKAN BAHASA INGGRIS
		Alamat	: BATETANGNGA KEC. BINUANG KAB. POLEWALI MANDAR

Untuk melakukan Penelitian di MTs Izzatul Ma'arif Tappina Kec. Binuang Kabupaten Polewali Mandar, yang dilaksanakan pada bulan April s/d Mei 2023 dengan Proposal berjudul **"USING CHUNKING STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF MTS IZZATUL MA'ARIF TAPPINA SULAWESI BARAT"**
Adapun Izin Penelitian ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy Phasil Penelitian kepada Bupati Polewali Mandar Up. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat Izin Penelitian akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin Penelitian tidak mentaati ketentuan-ketentuan tersebut di atas.
6. Izin Penelitian ini hanya berlaku 6 bulan sejak diterbitkan.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 28 April 2023

Ditandatangani secara elektronik oleh:
Kepala Dinas Penanaman Modal dan Pelayanan terpadu Satu Pintu,

Drs. Mujahidin, M.Si
Pangkat : Pembina Utama Muda
NIP : 196606061998031014

Tembusan :
Unsur Forkopin di tempat

Dokumen ini telah ditandatangani secara elektronik menggunakan sertifikat elektronik yang diterbitkan oleh Balai Sertifikasi Elektronik (BSrE), Badan Siber dan Sandi Negara

SURAT IZIN PENELITIAN

**YAYASAN PEMBERDAYAAN DAN PENGEMBANGAN
FITRAH INSANI (YP2FI) SULBAR
MTs IZZATUL MA'ARIF TAPPINA**

Alamat : Jl.Poros Polman-Pinrang KM 10 Tappina Desa Mirring Kec. Binuang, mts.izzatulmaariftappina@gmail.com

SURAT IZIN PENELITIAN
No: 6-38/MTs.31.03.016/PP.00.5/05/2023

Dalam rangka Mengadakan Penelitian, Saya selaku Kepala MTs Izzatul Ma'arif Tappina, Kecamatan Binuang, Kabupaten Polewali Mandar memberikan Izin kepada:

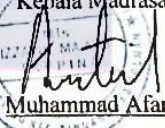|	
Nama	: Sulumia
Nim	: 19.1300.003
Asal Perguruan Tinggi	: IAIN Parepare
Program Studi	: Pendidikan Bahasa Inggris
Fakultas	: Tarbiyah

Untuk mengadakan penelitian Eksperimen, observasi atau kegiatan lain yang berkaitan dengan penelitian yang dilaksanakan pada:

Jangka Waktu Penelitian	: 10 Mei s/d 13 Mei 2023
Lokasi	: MTs Izzatul Ma'arif Tappina, Kecamatan Binuang, Kabupaten Polewali Mandar.
Judul Penelitian	:Using Chunking Strategy to Improve Students Reading Comprehension at the Eighth Grade Students of MTs Izzatul Ma'arif Tappina Sulawesi Barat.

Demikian agar surat izin ini dapat digunakan sebagaimana mestinya.

Tappina, 09 Mei 2023

Kepala Madrasah,

Muhammad Afandi, S.Pd

NIP. -

V

SURAT KETERANGAN SELESAI PENELITIAN

YAYASAN PEMBERDAYAAN DAN PENGEMBANGAN FITRAH INSANI (YP2FI) SULBAR

MTs IZZATUL MA'ARIF TAPPINA

Alamat : Jl Poros Polman Pinrang KM 10 Tappina Desa Mirring Kec. Binuang, mts.izzatulmaariftappina@gmail.com

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SURAT KETERANGAN PENELITIAN
No:ß-05/MTs.31.03.016/PP.00.5/05/2023

Yang bertanda tangan di bawah ini:

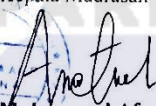|	
Nama	: Muhammad Afandi, S.Pd
Jabatan	: Kepala MTs Izzatul Ma'arif Tappina
Alamat	: Tappina Desa Mirring Kec. Binuang Kab. Polewali Mandar

Dengan ini menerangkan bahwa:

Nama	: SULUMIA
NIM	: 19.1300.003
Jurusan / Prodi	: Pendidikan Bahasa Inggris
Universitas	: IAIN Parepare

Adalah benar telah melakukan penelitian dalam rangka penulisan skripsinya yang berjudul:

"USING CHUNKING STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF MTS IZZATUL MA'ARIF TAPPINA SULAWESI BARAT"

Sejak tanggal 10 Mei 2023 sampai dengan tanggal 13 Mei 2023, dan telah pula membahas materi hasil penelitiannya dengan kami.

Tappina, 15 Mei 2023
Kepala Madrasah

Muhammad Afandi, S.Pd
Nip: -

VI

INSTRUMENT OF PRE-TEST AND POST-TEST

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI (IAIN)
	PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No. 8 Soreang 91132 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA : SULUMIA

NIM : 19.1300.003

FAKULTAS : TARBIYAH

JUDUL : USING CHUNKING STRATEGY TO IMPROVE STUDENTS READING COMPREHENSION AT THE EIGHTH GRADE STUDENTS OF MTS IZZATUL MA'ARIF TAPPINA SULAWESI BARAT

Intsrumen Penelitian

Dalam penelitian ini, peneliti akan menggunakan metode pre-experimental sehingga pada penelitian ini peneliti akan memberikan pre-test dan post-test terhadap kelas yang akan dijadikan sebagai sampel penelitian seperti berikut ini.

Instrument of Pre-Test

Name:

Class:

Read carefully the text below and answer the question!

VII

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was. 'Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

1. What does the text generally tell us about ?

a. The story of Fox and Cat

b. The story of dog

c. The story of Lion

d. The story of Cat on the tree.

2. From the story, we know that the fox was ...

a. Brave

b. Arrogant

c. Wise

d. Diligent

3. Who is the enemy of the Fox and the Cat in the story above?

a. Crocodile

b. Fox

c. Cat

d. Dog

4. From the story, we know that the cat was ...

a. Smart

b. Stupid

c. Arrogant

d. Wise

5. ...climbed into its branches. The underlined word means....?

a. run

b. Jump

c. Tree

d. Ground

Essay:

6. What is the purpose of the text?

7. What can we learn from the story?

8. ... they heard the barking. The underlined word means....?

9. What did the cat do to save them self?

10. What did the dog di to see the fox....?

Keyword Multiple Choice:

1. A

2. B

3. D

4. A

5. C

Keywords Essay:

6. The goal or the purpose of the text above is to entertain.

7. We can learn that pride is meaningless. You can't boast about your intelligence

8. The barking means about a dog that sounds.

9. The cat jumped up the tree to save itself from the dog that wanted to ambush it.

10. The dogs ambushed the fox and tore it to pieces.

Read carefully and answer the question below!

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her.

Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

11. What does the text generally tell us about?

a. The Ants and Dove

b. The Ants and the hunter

c. The Dove on the tree

d. The Ants near the river

12. Who is looking for water?

a. Dove

b. Ants

c. The hunter

d. Frog

13. Who helped the ant when he was almost drowning?

a. The hunter

b. The frog

c. The Dove

d. The Lion

14. ...<u>dropped it immediately into the water</u>

The underlined word taht means....?

a. Water

b. a leaf

c. Tree

d. Ground

15. What can we learn from the story?

a. Supporting each other in the crime

b. thanking each other for kindness

c. Sharing each other

d. Helping each other is the best way in life

Keyword Multiple Choice:

11. A

12. B

13. C

14. B

15. D

	KEMENTERIAN AGAMA REPUBLIK INDONESIA
	INSTITUT AGAMA ISLAM NEGERI (IAIN)
	PAREPARE
	FAKULTAS TARBIYAH
	Jl. Amal Bakti No. 8 Soreang 91132 Telp. (0421) 21307
	VALIDASI INSTRUMEN PENELITIAN PENULISAN SKRIPSI

NAMA MAHASISWA   : SULUMIA

NIM   : 19.1300.003

FAKULTAS   : TARBIYAH

JUDUL   : USING CHUNKING STRATEGY TO IMPROVE
STUDENTS READING COMPREHENSION AT THE
EIGHTH GRADE STUDENTS OF MTS IZZATUL
MA'ARIF TAPPINA SULAWESI BARAT

Insrumen Penelitian

Dalam penelitian ini, peneliti akan menggunakan metode pre-experimental sehingga
pada penelitian ini peneliti akan memberikan pre-test dan post-test terhadap kelas
yang akan dijadikan sebagai sampel penelitian seperti berikut ini.

Instrument Post-Test

Name:

Class:

XIII

Read carefully and answer the question below!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us. Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

1. What type of the text is used by the writer?

a. narrative

b. descriptive

c. anecdote

d. comparative

2. What does the text generally tell us about?

a. snow white

b. dwarfs

c. snow white and the prince

d. little girl

3.. Why Snow White ran away to the woods?

a. Her parents passed away

b. Her uncle was angry with her

c. Her uncle and aunt would go to America

d. Snow White was happy to run away

4. When did Snow White run away to the woods?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

5. Where did Snow White live after she ran away to the woods?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarfs' cottage

Keywords Multiple Choice:

1. A

2. A

3. C

4. B

5. D

Read carefully and answer the question below!

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap.Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.Answer the questions based on the text above!

6. Who was boasting?

a. the rabbit

b. the fox

c. the turtle

d. the Ant

7. Who could run fast?

a. the fox

b. the rabbit

c. the turtle

d. The Ant

8. Who wanted to challenge the rabbit to a race?

a. the turtle

b. the fox

c. the rabbit

d. The Ant

9. What happened at the start of the race?

a. The rabbit took a nap.

b. The turtle ran ahead.

c. The rabbit ran ahead.

d. The turtle retreated

10. What happened at the half-way point?

a. The turtle took a nap.

b. The rabbit stopped to take a nap.

c. The turtle went past the rabbit.

d. The turtle tired

Essay:

11. What kind of the text above?

12. What is the purpose of the text above?

13. Who was boasting?

14. Who could run fast?

15. Who wanted to challenge the rabbit to a race?

Keywords Multiple Choice:

6. C

7. B

8. A

9. B

10. B

Keywords Essay:

11. Narrative text

12. To amuse or to entertain the reader with a story

13. the rabbit

14. the rabbit

15. the turtle

Parepare, 24th January 2023

Approved by

Consultant Commissions

Consultant

Dra. Hj. Nanning, M.Pd

NIP. 196805232000032005

Co-Consultant

Kalsum, M.Pd

NIDN. 202698601

PAREPARE

XIX

LESSON PLAN

Sekolah : MTs Izzatul Ma'arif Tappina

Mata Pelajaran : Bahasa Inggris

Kelas/Semester : VIII/B

Materi Pokok : Narrative Text

Alokasi Waktu : 2x 40 Menit (4 Pertemuan)

A. KOMPOTENSI INTI

KI 1: Menghargai dan menghayati ajaran agama yang dianutnya.

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

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

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

B. KOMPOTENSI DASAR DAN INDIKATOR PENCAPAIAN KOMPOTENSI

No.	Kompotensi Dasar	Indikator Pencapaian Kompotensi
1.	**3.6** Memahami tujuan, struktur dan unsur kebahasaan dari jenis naratif, lisan dan tulis berbentuk fabel, pendek dan sederhana.	**3.1.6** Mengidentifikasi tujuan, struktur dan unsur kebahasaan dari jenis naratif, lisan dan tulis berbentuk fabel, pendek dan sederhana.
		3.2.6 Mengidentifikasi dan

XX

		menggali berbagai informasi yang terkandung dalam teks bacaan berbentuk fable, pendek dan sederhana..

Fokus Penguatan Karakter: Santun, Peduli, Jujur,dan Kerjasama.

C. TUJUAN PEMBELAJARAN

Setelah mengikuti pembelajaran peserta didik diharapkan dapat:

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

2. Siswa mampu mengungkapkan makna dalam teks narrative dan mampu merespon makna dari teks narrative.

D. MATERI PEMBELAJARAN

1. Teks sederhana berbentuk narrative text.
    1. The dog and the Bone
    2. True Friends
    3. Snow White
    4. The Fox and Grapes

2. Pengertian narrative tex. Narrative text is a story with complication or problematic, events and it tries to find the resolutions to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a process narration.

3. Tujuan teks narrative.

The Purpose of Narrative Text is to amuse or to entertain the reader with a story.

4. Jenis-jenis teks narrative.

There are many kinds of Narrative Text:

• Legend

Ex: Malin Kundang, The legend of Tangkuban Perahu, and The story of Toba Lake.

- Fable

Ex: the rabbit and the turtle and the dog and the bone.

- Fairy Tale

Ex: Snow White

5. Generic structure narrative text.

A Narrative text will consists of the following structure:

- Orientation : introducing the participants and informing the time and places.

- Complication : describing the problems

- Resolution : (ending).

6. Language features of narrative.

- Past tense (killed, drunk, etc.)

- Adverb of time (Once upon a time, one day, etc.)

- Time conjunction (when, then, suddenly, etc.)

- Specific character. The character of the story is specific, not general. (Cinderella, Snow White, Ali baba, etc.)

- Action verbs. A verb that shows an action. (killed, dug, walked, etc.)

E. METODE PEMBELAJARAN

- Discovery Learning/Diskusi.

F. MEDIA DAN BAHAN

1. Media
   - Worksheet
   - Laptop
   - *Smartphone*

2. Bahan
   - Lembar Kerja Peserta Didik (LKPD)

G. SUMBER BELAJAR

1. Internet

2. Kamus Bahasa Inggris

3. Lingkusngan sekitar: Lingkungan sekolah dan kelas

H. LANGKAH-LANGKAH PEMBELAJARAN

1) Kegiatan Pendahuluan (8 Menit)

Pendahuluan	1. Guru mengucapkan salam dan tegur sapa.
	2. Guru mengajak siswa berdoa , mengecek kehadiran dan memotivasi peserta didik.
	3. Guru menyampaikan kompotensi yang akan dicapai pada pertemuan tersebut.
	4. Guru menyampaikan garis besar cakupan materi dan kegiatan yang akan dilakukan.
	5. Guru menyampaikan lingkup penilaian yang akan dilakukan (Pengetahuan/ Tes tertulis)

2) Kegiatan Inti (60 Menit)

Kegiatan Inti	1. Guru menjelaskan tentang reading comprehension dan teks naratif.
	2. Guru menjelaskan tentang chunking strategy.
	3. Stetelah itu, peserta didik diberi teks narrative dengan judul yang berbeda-beda setiap pertemuan.
	4. Sebelum menerapkan chunking strategy, guru menuliskan apa sja yang harus dilakukan seperti dibawah ini:
	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. Menggarisbawahi kata yang dianggap penting seperti

	tempat, pelaku dan mengidentifikasinya.
	e. Teks dibaca dengan suara keras.
	f. Mengulang-ualangi teks bacaan.
	2. Setelah itu, guru mengarahkan dan mengawasi peserta didik untuk melakukan chunk pada teks.
	3. Kemudian guru membimbing peserta didik untuk memparaphrasing teks.
	4. Kemudian setiap perwakilan kelompok maju kedepan membacakan narrative teks yang diparaphrasing berdasarkan hasil diskusi kelompok.

3) Kegiatan Penutup (12 Menit)

Penutup	1. Guru membahas mamfaat pembelajaran yang baru diselesaikan.
	2. Siswa menyimpulkan hasil pembelajaran dengan panduan guru.
	3. Guru melakukan penilaian dengan tes tertulis (peserta didik menjawab pertanyaan dengan memilih jawaban).
	4. Guru menyampaikan materi pertemuan berikutnya.
	5. Guru mengakhiri pelajaran dengan memberikan motivasi kepada peserta didik untuk tetap semangat.
	6. Mengucap salam.

I. PENILAIAN

$$S = \frac{R}{N} \; x \; 100$$

Dimana:

S: Skor

R: Jumlah jawaban benar
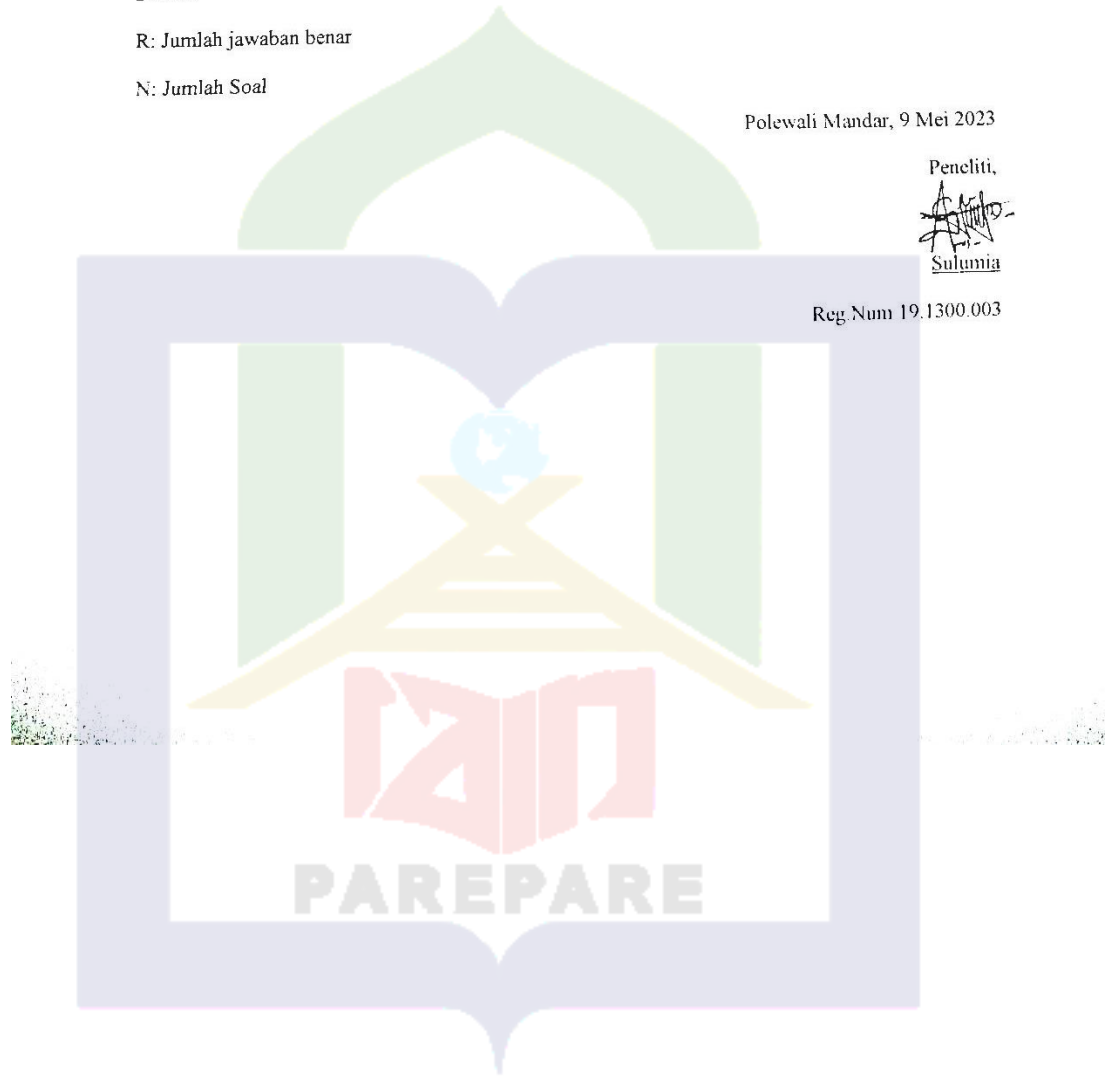
N: Jumlah Soal

Polewali Mandar, 9 Mei 2023

Peneliti,

Sulumia

Reg.Num 19.1300.003

XXV

Pertemuan Pertama

The Dog and the Bone

One day, he found a big juicy bone and he immediately grabbed it between his mouth and took it home. On his way home, he crossed a river and saw another dog who also had a bone in its mouth. He wanted that bone for himself too. But as he opened his mouth, the bone he was biting fell into the river and sank. That night, he went home hungry.

After read the text above, answer the question below!

1. What is the story about?
2. Mention the characters in the story?
3. Where and When did the story happen?

Pertemuan Kedua

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".

After read the text above, answer the question below!

1. Where was the story happen?

a. At market

b. in the Forest

c. in the Garden

d. at river

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

a. Beat him

b. Kill him

c. Step on him

d. Smelt in his ears

3. "they promised each other that they would <u>always be together on any case of danger</u> "

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 <u>a nearby</u> tree at once" the synonym of the underlined word....

a. Imminent

b. Close

c. Far

d. Offing

5. "<u>They </u>knew that anything dangerous can happen any time in the forest" the underlined word refers to....

a. the bear

b. The writers

c. The two friends

d. The reader

Pertemuan Ketiga

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her Aunt and Uncle because her parents were dead. One day she heard her Uncle and Aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White.
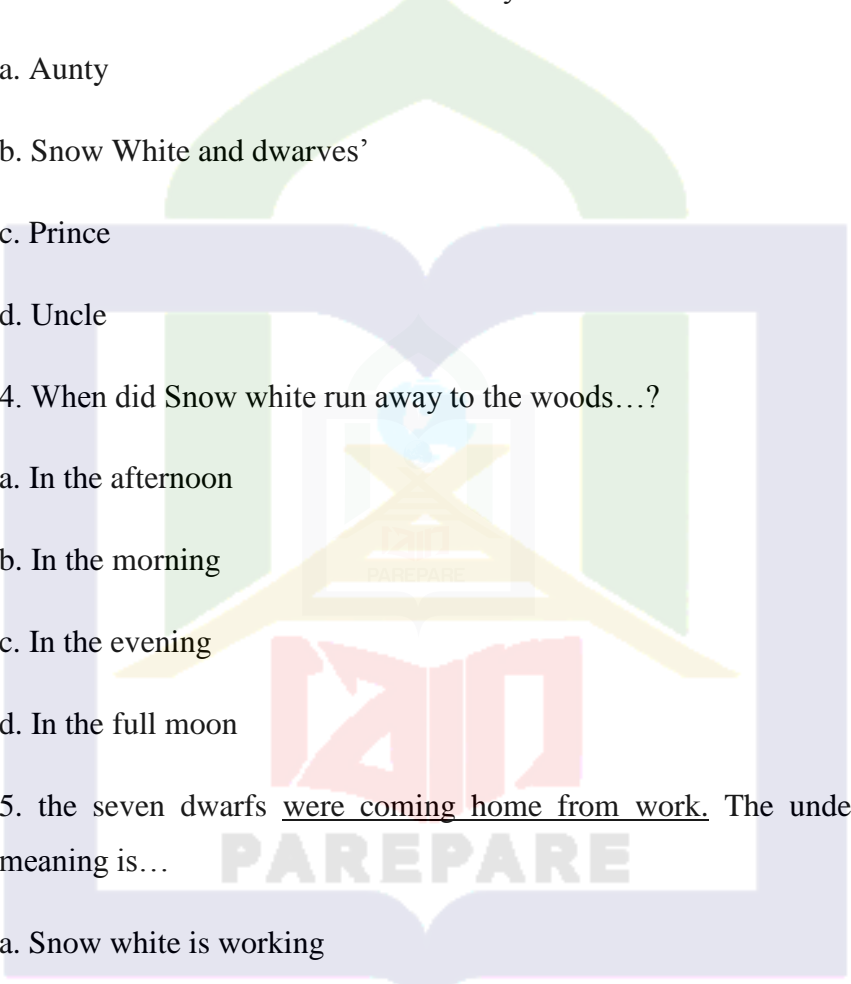
Snow White did not want her Uncle and Aunt to do this so she decided it would be best if she ran away. The next morning she ran away from home when her Aunt and Uncle were having breakfast. She ran away into the woods. Then she saw this little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. They went inside. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "what is your name?" Snow White said, "My name is Snow White." One of the dwarfs said, "If you wish, you may live here with us." Snow White said, "Oh could I? Thank you." Then Snow white told the dwarfs the whole story and Snow White and the 7 dwarfs lived happily ever after.

After read the text above, answer the question below!

1. What does the text generally tell us about?

a. snow white

b. dwarfs

c. snow white and the prince

d. little girl

2. Then she saw <u>this little cottage</u>. The underline word meaning is…

a. The dwarves' abode

b. The garden

c. The castle

d. The forest

3. Who is the main character in the story…?

a. Aunty

b. Snow White and dwarves'

c. Prince

d. Uncle

4. When did Snow white run away to the woods…?

a. In the afternoon

b. In the morning

c. In the evening

d. In the full moon

5. the seven dwarfs <u>were coming home from work.</u> The underlined word meaning is…

a. Snow white is working

b. The dwarfs came home from work

c. Dwarves go to work

d. Snow white came home from work

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Pertemuan Keempat

The Fox and The Grapes

One afternoon there was a fox that was walking through the forest and spotted a bunch of grapes hanging from over a lofty branch. "Just the thing to quench my thirst," quoted the fox. Taking a few steps backward, the fox jumped but unfortunately he missed the hanging grapes. Again the fox took a few paces backward, ran, and tried to reach them but he still failed. Finally, giving up, the fox turned up his nose and said, "They're probably sour anyway," and proceeded to walk away.

After read the text above, answer the question below!

1. What is the purpose of the text?

a. To tell about the fox' effort

b. To show the way to reach the grapes

c. To explain the fox in general

d. To amuse the readers by a fable

2. From the text we know that…

a. The fox was walking through the river when he spotted the grapes

b. The fox worked very hard and successful

c. The fox gave up after several trials

d. The fox was starving so he wanted to eat the grapes so much

3. What did the fox think about the grapes in the end?

a. fresh

b. sweet

c. sour

d. tasty

4. "... and he tried to reach them but still failed."

The right word to complete the sentence above is?

a. get

b. drop

c. run

d. handle

5. What is the moral message of the story above?

a. It's normal to give up if you fail

b. Nothing comes easy without a hard work

c. You must believe in your ability

d. Confident is the key of your success

WORKSHEET STUDENTS READING COMPREHENSION OF PRE-TEST

Instrument of the Pre-Test

$$\frac{5}{15} \times 100 = \boxed{33}$$

Name: widya arianti

Class: VIII B

Read carefully the text below and answer the question!

Fox and A Cat

One day a cat and a fox were having a conversation. The fox, who was a conceited creature, boasted how clever she was."Why, I know at least a hundred tricks to get away from our mutual enemies, the dogs,' she said. 'I know only one trick to get away from dogs,' said the cat. 'You should teach me some of yours!' 'Well, maybe someday, when I have the time, I may teach you a few of the simpler ones,' replied the fox airily.

Just then they heard the barking of a pack of dogs in the distance. The barking grew louder and louder - the dogs were coming in their direction! At once the cat ran to the nearest tree and climbed into its branches, well out of reach of any dog. 'This is the trick I told you about, the only one I know,' said the cat. 'Which one of your hundred tricks are you going to use?' The fox sat silently under the tree, wondering which trick she should use. Before she could make up her mind, the dogs arrived. They fell upon the fox and tore her to pieces.

Questions:

1. What does the text generally tell us about ?

a. The story of Fox and Cat

X The story of dog

c. The story of Lion

d. The story of Cat on the tree.

2. From the story, we know that the fox was ...

X Brave

b. Arrogant

c. Wise

d. Diligent

3. Who is the enemy of the Fox and the Cat in the story above?

a. Crocodile

b. Fox

✗. Cat ✗

d. Dog

4. From the story, we know that the cat was ....

a. Smart

b. Stupid

✗ Arrogant ✗

d. Wise

5. ...climbed <u>into its branches</u>. The underlined word means....?

a. run

b. Jump

✗ Tree ✓

d. Ground

Essay:

6. What is the purpose of the text?

7. What can we learn from the story?

8. ... they heard <u>the barking</u>. The underlined word means....?

9. What did the cat do to save them self?

"Jawaban"

6. well maybe someday, when I have the time. ✗

7. wondering which trick she should use ✓

8. which one of your. ✗

9. one day a cat and a fox were having a conversation. ✗

10. well out of reach of any dog. ✗

10. What did the dog to see the fox....?

Read carefully and answer the question below!

The Ant and the Dove

One hot day, an ant was seeking for some water. After walking around for a moment, she came to a spring. To reach the spring, she had to climb up a blade of grass. While making her way up, she slipped and fell unintentionally into the water. She could have sunk if a dove up a nearby tree had not seen her.

Seeing that the ant was in trouble, the dove quickly put off a leaf from a tree and dropped it immediately into the water near the struggling ant. Then the ant moved towards the leaf and climbed up there. Soon it carried her safely to dry ground.

Not long after at that, there was a hunter nearby who was throwing out his net towards the dove, hoping to trap it in this way. Guessing what he should do, the ant quickly bit him on the heel. Feeling the pain, the hunter dropped his net and the dove flew away quickly from this net.

Questions:

11. What does the text generally tell us about?

a. The Ants and Dove

b. The Ants and the hunter

c. The Dove on the tree

d. The Ants near the river

12. Who is looking for water?

a. Dove

b. Ants

c. The hunter

d. Frog

13. Who helped the ant when he was almost drowning?

a. The hunter

b. The frog

✗ c. The Dove ✓

d. The Lion

14. ...dropped it immediately into the water

The underlined word that means....?

✗ a. Water ✗

b. a leaf

c. Tree

d. Ground

15. What can we learn from the story?

a. Supporting each other in the crime

b. thanking each other for kindness

c. Sharing each other

✗ d. Helping each other is the best way in life ✓

WORKSHEET STUDENTS READING COMPREHENSION OF POST-TEST

Instrument of the Post-Test

$$\frac{14}{15} \times 100 = \boxed{93}$$

Name: NUR AINUM

Class: VIII B

Read carefully and answer the question below!

Snow White

Once upon a time there lived a little girl named Snow White. She lived with her aunt and uncle because her parents were dead. One day she heard her uncle and aunt talking about leaving Snow White in the castle because they both wanted to go to America and they didn't have enough money to take Snow White. Snow White didn't want her uncle and aunt to do that so she decided that it would be best if she ran away. The next morning she ran away into the woods. She was very tired and hungry. Then she saw a little cottage. She knocked but no one answered so she went inside and fell asleep.

Meanwhile, the seven dwarfs were coming home from work. There they found Snow White sleeping. Then Snow White woke up. She saw the dwarfs. The dwarfs said, "What is your name?" Snow White said, "My name is Snow White." Then, Snow White told the dwarfs the whole story. The dwarfs said, "If you want, you may live here with us. Snow White answered, "Oh, could I? Thank you." Finally, Snow White and the seven dwarfs lived happily ever after.

Questions:

1. What type of the text is used by the writer?

(a.) narrative ✓

b. descriptive

c. anecdote

d. comparative

2. What does the text generally tell us about?

a. snow white ✓

b. dwarfs

c. snow white and the prince

d. little girl

3.. Why Snow White ran away to the woods?

a. Her parents passed away

b. Her uncle was angry with her

c. Her uncle and aunt would go to America ✓

d. Snow White was happy to run away

4. When did Snow White run away to the woods?

a. In the afternoon

b. In the morning ✓

c. In the evening

d. In the full moon

5. Where did Snow White live after she ran away to the woods?

a. She lived in the cave

b. She lived in the lion nest

c. She lived everywhere in the woods

d. She lived in the dwarfs' cottage ✓

Read carefully and answer the question below!

The Rabbit and the Turtle

One day a rabbit was boasting about how fast he could run. He was laughing at the turtle for being so slow. Much to the rabbit's surprise, the turtle challenged him to a race. The rabbit thought this was a good joke and accepted the challenge. The fox was to be the umpire of the race. As the race began, the rabbit raced way ahead of the turtle, just like everyone thought. The rabbit got to the halfway point and could not see the turtle anywhere. He was hot and tired and decided to stop and take a short nap.Even if the turtle passed him, he would be able to race to the finish line ahead of him. All this time the turtle kept walking step by step by step. He never quit no matter how hot or tired he got. He just kept going. However, the rabbit slept longer than he had thought and woke up. He could not see the turtle anywhere! He went at full-speed to the finish line but found the turtle there waiting for him.

Answer the questions based on the text above!

6. Who was boasting?

a. the rabbit ✓

b. the fox

c. the turtle

d. the Ant

7. Who could run fast?

a. the fox

b. the rabbit ✓

c. the turtle

d. The Ant

8. Who wanted to challenge the rabbit to a race?

(a.) the turtle

b. the fox

c. the rabbit

d. The Ant

9. What happened at the start of the race?

a. The rabbit took a nap.

(b.) The turtle ran ahead.

c. The rabbit ran ahead.

d. The turtle retreated

10. What happened at the half-way point?

a. The turtle took a nap.

(b.) The rabbit stopped to take a nap.

c. The turtle went past the rabbit.

d. The turtle tired

Essay:

11. What kind of the text above? the text above is Narrative

12. What is the purpose of the text above? the Purpose of the text above is entertain the reader.

13. Who was boasting? the rabbit

14. Who could run fast? the rabbit

15. Who wanted to challenge the rabbit to a race? the turtle

THE RESULT OF PRE-TEST AND POST-TEST

No	Pre Test		Post Test		Devition	
	X_1	$X_1{}^2$	X_2	$X_2{}^2$	D	D^2
1	33	1089	93	8649	60	3600
2	26	676	80	6400	54	2916
3	40	1600	100	10000	60	3600
4	43	1849	100	10000	57	3249
5	40	1600	93	8649	53	2809
6	33	1089	73	5329	40	1600
7	20	400	40	1600	20	400
8	26	676	80	6400	54	2916
9	26	676	53	2809	27	729
10	33	1089	93	8649	60	3600
11	30	900	93	8649	63	3969
12	33	1089	66	4356	33	1089
13	26	676	80	6400	54	2916

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14	36	1296	93	8649	57	3249
15	13	169	80	6400	67	4489
16	26	676	86	7396	60	3600
17	20	400	46	2116	26	676
18	70	4900	100	10000	30	900
19	25	625	53	2809	28	784
Total	599	21475	1502	125260	903	47091

Data source: The Calculating of the Result Pre-test and Post-test of the Students at MTs Izzatul Ma'arif Tappina
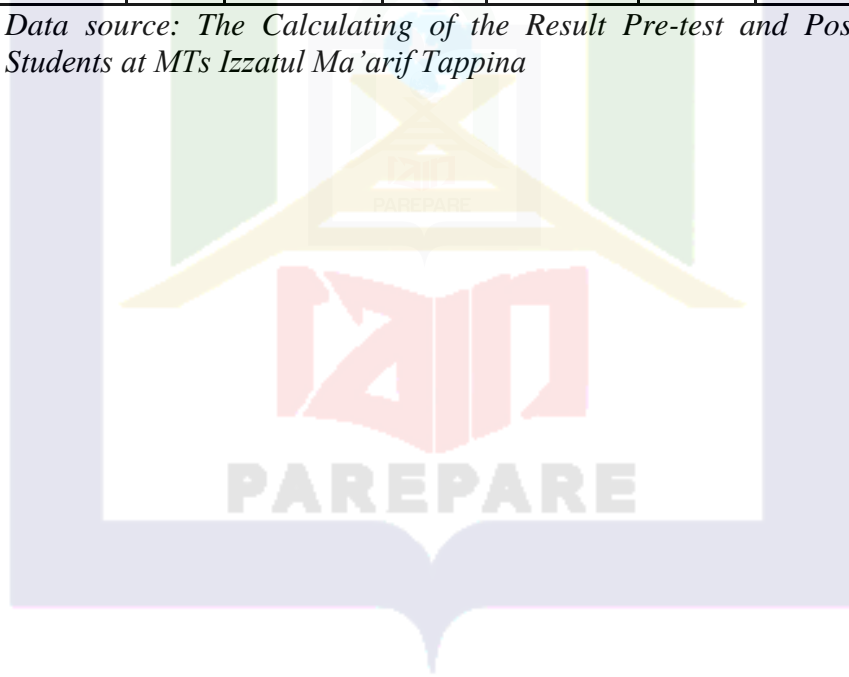
THE MEAN SCORE AND STANDARD DEVIATION OF STUDENTS' PRE-TEST AND POST-TEST

1. Mean of score Pre-Test

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

$$X = \frac{599}{19}$$

$$= 31.52$$

2. Mean score of Post-Test

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

$$X = \frac{1502}{19}$$

$$= 79.05$$

3. Standard Deviation of Pre-Test

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

$$SD = \sqrt{\frac{21475 - \frac{(599)^2}{19}}{(19-1)}}$$

$$SD = \sqrt{\frac{21475 - \frac{(358,801)}{19}}{18}}$$

$$SD = \sqrt{\frac{21475 - 18884.27}{18}}$$

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$$SD = \sqrt{143.92}$$

$$SD = 11.99$$

4. Standard Deviation of Post-Test

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

$$SD = \sqrt{\frac{125260 - \frac{(1502)^2}{19}}{(19-1)}}$$

$$SD = \sqrt{\frac{125260 - \frac{(2,256,004)}{19}}{18}}$$

$$SD = \sqrt{\frac{125260 - 118,737.052}{18}}$$

$$SD = \sqrt{362.38}$$

$$SD = 19.03$$

THE CALCULATION OF T-TEST VALUE

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

$$t = \frac{47.52}{\sqrt{\dfrac{47091 - \dfrac{(903)^2}{19}}{19(19-1)}}}$$

$$t = \frac{47.52}{\sqrt{\dfrac{47091 - \dfrac{(815.409)}{19}}{19(18)}}}$$

$$t = \frac{47.52}{\sqrt{\dfrac{47091 - 42916.27}{342}}}$$

$$t = \frac{47.52}{\sqrt{\dfrac{4174.73}{342}}}$$

$$t = \frac{47.52}{\sqrt{12.20}}$$

$$t = \frac{47.52}{3.49}$$

$$t = 13.61$$

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DISTRIBUTION OF TABLE

t-distribution Table

TABLE D The t distribution*

	Confidence interval percents (two-tailed)					
	80%	90%	95%	98%	99%	99.9%
			α level for two-tailed test			
	.20	.10	.05	.02	.01	.001
			α level for one-tailed test			
df	.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.

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DOCUMENTATION

CURRICULUM VITAE

Sulumia, she has born in Passembarang on 22nd February 2001. She is the first child from four children in his family from the couple, Palantei and Sunni. She has three brothers. The first brother is Tamsil and the second brothers is the twins Arafid and Rafli. In 2005 she entered and she began his study in the kindergarten Tomalongan Passembarang, Desa Batetangnga, Polewali Mandar and she graduated in 2007. She continued his study in elementary school at MI DDI Passembarang and graduated in 2013. Then she continued his school at MTs DDI Kanang and graduated in 2016. Next, she went to MAN 2 Kota Parepare continued his study and graduated in 2019 and She has actived in SISPALA Organization (Siswa Pecinta Alam) as general treasure since 2018-2019. In 2019 she registered in IAIN Parepare to continue his study and she took Tarbiyah Faculty and focused on English Education Program. During the study, she has actived in regional organization Aliansi Pemuda Pelajar Mahasiswa (APPM) Polewali Mandar Kota Parepare. The last in 2023, she has completed his skripsi with title "Using Chunking Strategy to Improve Students Reading Comprehension at the Eight Grade Students of MTs Izzatul Ma'arif Tappina Sulawesi Barat".